Australian Government

SIR Retail Services Training Package

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SIR10116 Certificate I in Retail Services

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who complete a limited range of basic workplace tasks. These individuals possess a limited range of technical skills and knowledge.

This qualification provides a pathway to work in a variety of industry sectors and business contexts.

Individuals with this qualification are able to perform roles such as frontline team member.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

5 units must be completed:

- 3 core units
- 2 elective units, consisting of:
  - 1 unit from the list below
  - 1 unit from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SIRXCOM001 Communicate in the workplace to support team and customer outcomes

SIRXIND001 Work effectively in a service environment

SIRXWHS001 Work safely

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Elective units

Technology

FSKDIG02 Use digital technology for simple workplace tasks

Working in Industry

SIRXIND003 Organise personal work requirements

SIRXIND004 Plan a career in the retail industry

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR20116 Certificate II in Community Pharmacy

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of pharmacy assistants who use a defined and limited range of customer service skills. With basic product knowledge, they recommend and supply a limited range of products to customers and often refer enquiries to other team members.

They are involved in mainly routine front of pharmacy tasks such as point-of-sale service, stock maintenance and display. They work under close supervision, with guidance from more experienced and senior pharmacy assistants and ultimately under the supervising pharmacist.

Pharmacy assistants must comply with federal, state or territory law and Pharmacy Board of Australia Guidelines for supplying scheduled medicines. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

12 units must be completed:

- 4 core units
- 8 elective units consisting of:
  - 4 units from the list below
  - 4 units from the list below, elsewhere in the SIR Retail Services Training Package or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

SIRCCCS001	Interact with pharmacy customers
SIRCIND001	Work effectively in a community pharmacy

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SIRCINF001	Use pharmacy practices for infection control
HLTWHS001	Participate in workplace health and safety

Elective Units

Beauty Products and Services

SHBBCCS001	Advise on beauty products and services
SHBBMUP002	Design and apply make-up

Inventory

SIRRINV001	Receive and handle retail stock

Pharmacy Product Advice

SIRCPPA001	Assist customers with vitamins, minerals and supplements
SIRCPPA004	Assist customers with oral care products
SIRCPPA006	Assist customers with skin and anti-fungal products

Retail Procedures

SIRRMER001	Produce visual merchandise displays
SIRXSLS002	Follow point-of-sale procedures
SIRXIND002	Organise and maintain the store environment
SIRRRTF001	Balance and secure point-of-sale terminal
SIRXSLS001	Sell to the retail customer

Working in Industry

SIRCIND002	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Qualification Mapping Information

No equivalent qualification.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR20216 Certificate II in Retail Services

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others.

This qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Individuals with this qualification are able to perform roles such as frontline team member, customer service assistant and point-of-sale operator.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

12 units must be completed:

- 7 core units
- 5 elective units, consisting of:
  - 3 units from the list below
  - 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SIRXCEG001 Engage the customer

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SIRXCOM001 Communicate in the workplace to support team and customer outcomes

SIRXIND001 Work effectively in a service environment

SIRXIND003 Organise personal work requirements

SIRXPDK001 Advise on products and services

SIRXRSK001 Identify and respond to security risks

SIRXWHS002 Contribute to workplace health and safety

Elective units

Food Safety

SIRRFSA001 Handle food safely in a retail environment

Inventory

SIRRINV001 Receive and handle retail stock

Merchandising

SIRRMER001 Produce visual merchandise displays

SIRRMER002 Merchandise food products

Product Knowledge

SIRXPDK002 Advise on food products and services

Sales

SIRXSLS002 Follow point-of-sale procedures

Technology

BSBWOR204 Use business technology

Working in Industry

FSKLRG09 Use strategies to respond to routine workplace problems

SIRXIND002 Organise and maintain the store environment

SIRXIND004 Plan a career in the retail industry

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Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR30116 Certificate III in Community Pharmacy

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of skilled pharmacy assistants who use a range of well-developed service skills to identify and meet customer needs. They have sound knowledge of a broad range of pharmacy products and health care support services. Some pharmacy assistants may be involved in assisting with a limited range of dispensary activities.

They work with some independence, under limited supervision from others, but ultimately under the supervising pharmacist. They may provide technical advice and support to team members.

Pharmacy assistants must comply with federal, state or territory law and Pharmacy Board of Australia Guidelines for supplying scheduled medicines. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

19 units must be completed:

- 11 core units
- 8 elective units consisting of:
  - 6 units from the list below
  - 2 units from the list below, elsewhere in the SIR Retail Services Training Package or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

SIRCCCS002 Provide and promote services to pharmacy customers

SIRCDIS001 Assist customers with prescriptions

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SIRCIND001 Work effectively in a community pharmacy

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

SIRCINF001 Use pharmacy practices for infection control

SIRCPPA005 Assist customers with cough and cold relief products

SIRCPPA006 Assist customers with skin and anti-fungal products

SIRCPPA008 Assist customers with products for gastro-intestinal conditions

SIRCPPA009 Assist customers with allergy relief products

SIRCPPA010 Assist customers with analgesic and anti-inflammatory products

HLTWHS001 Participate in workplace health and safety

Elective Units

Anatomy and Physiology

HLTAAP001 Recognise healthy body systems

Beauty Products and Services

SHBBCCS001 Advise on beauty products and services

SHBBMUP002 Design and apply make-up

Client and Customer Service

SIRXCEG003 Build customer relationships and loyalty

Dispensary

SIRCDIS002 Deliver medicines to customers outside the pharmacy

SIRCDIS003 Assist in dispensing prescriptions

Diversity

CHCDIV001 Work with diverse people

Pharmacy Product Advice

SIRCPPA001 Assist customers with vitamins, minerals and supplements

SIRCPPA002 Assist customers with eye and ear care products

SIRCPPA003 Assist customers with first aid products

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SIRCPPA004 Assist customers with oral care products

SIRCPPA007 Assist customers with pregnancy and maternal health products and services

SIRCPPA011 Assist customers with baby and infant care products

SIRCPPA013 Assist customers with smoking cessation products

SIRCPPA018 Assist customers with women's and men's health care products

Inventory

SIRRINV001 Receive and handle retail stock

SIRRINV002 Control stock

Marketing and Public Relations

SIRXMKT001 Support marketing and promotional activities

Merchandising

SIRRMER001 Produce visual merchandise displays

Retail Procedures

SIRXSLS002 Follow point-of-sale procedures

SIRRRTF001 Balance and secure point-of-sale terminal

Skin Services

SHBBSKS001 Pierce ear lobes

Workplace Effectiveness

BSBWOR301 Organise personal work priorities and development

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR30216 Certificate III in Retail

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who have the primary responsibility of engaging the customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings. These individuals possess a range of well-developed skills where discretion and judgement is required. They work with some independence under limited supervision. Some individuals working at this level are responsible for supervising other team members and monitoring day-to-day workplace operations.

The qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Individuals with this qualification are able to perform roles such as frontline sales assistant, customer service representative, shop assistant, retail supervisor, team leader and senior sales assistant.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

13 units must be completed:

- 8 core units
- 5 elective units, consisting of:
  - 3 units from the list below
  - 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

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Core units

SIRXCEG001 Engage the customer

SIRXCEG002 Assist with customer difficulties

SIRXCEG003 Build customer relationships and loyalty

SIRXCOM002 Work effectively in a team

SIRXIND001 Work effectively in a service environment

SIRXRSK001 Identify and respond to security risks

SIRXSLS001 Sell to the retail customer

SIRXWHS002 Contribute to workplace health and safety

Elective units

Communication and Teamwork

CHCDIV001 Work with diverse people

SIRXCOM003 Promote team cohesion

Delivery

SIRXDLV001 Deliver food products

Food and Beverage

SITHFAB002 Provide responsible service of alcohol

Food Safety

SIRRFSA001 Handle food safely in a retail environment

SIRRFSA002 Supervise a food safety program

Health and Wellbeing

SIRXHWB001 Maintain personal health and wellbeing

Inventory

SIRRINV001 Receive and handle retail stock

SIRRINV002 Control stock

Management and Leadership

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SIRXMGT001 Supervise and support frontline team members

Marketing

BSBMKG401 Profile the market

SIRXMKT001 Support marketing and promotional activities

Merchandising

SIRRMER001 Produce visual merchandise displays

SIRRMER002 Merchandise food products

SIRRMER003 Coordinate visual merchandising activities

Product Knowledge

SIRXPDK002 Advise on food products and services

SIRXPDK003 Advise on health and nutritional products and services

Retail Financials

SIRRRTF001 Balance and secure point-of-sale terminal

Styling

SIRRSTY001 Style the customer

Training and Development

SIRXTAD001 Train others in frontline tasks

Wholesale

SIRWSLS002 Analyse and achieve sales targets

SIRWSLS003 Build sales of branded products

Working in Industry

SIRXIND002 Organise and maintain the store environment

SIRXIND003 Organise personal work requirements

SIRXIND005 Develop personal productivity

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Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR30316 Certificate III in Business to Business Sales

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who sell products to other businesses and build strong business to business relationships. These individuals possess a range of well-developed skills where discretion and judgement is required. They may provide support within a team.

This qualification provides a pathway to work in businesses that supply products or services to other businesses such as wholesalers.

Individuals with this qualification are able to perform roles such as business to business sales officer, sales representative and customer service officer.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

10 units must be completed:

- 5 core units
- 5 elective units, consisting of:
  - 3 units from the list below
  - 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SIRWSLS004 Optimise customer and territory coverage

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SIRXCEG003 Build customer relationships and loyalty

SIRXCEG005 Maintain business to business relationships

SIRXIND001 Work effectively in a service environment

SIRXWHS002 Contribute to workplace health and safety

Elective units

Customer Engagement

SIRXCEG001 Engage the customer

SIRXCEG002 Assist with customer difficulties

Communication and Teamwork

SIRXCOM002 Work effectively in a team

SIRXCOM003 Promote team cohesion

Computer Operations and ICT Management

BSBCUE301 Use multiple information systems

BSBCUE304 Provide sales solutions to customers

Finance

SIRWFIN001 Complete debtor processes

Inventory

SIRRINV001 Receive and handle retail stock

SIRRINV002 Control stock

Management and Leadership

SIRXMGT001 Supervise and support frontline team members

Merchandising

SIRRMER003 Coordinate visual merchandising activities

Risk Management and Security

SIRXRSK001 Identify and respond to security risks

Sales

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SIRWSLS001 Process product and service data

SIRWSLS002 Analyse and achieve sales targets

SIRWSLS003 Build sales of branded products

SIRXSLS001 Sell to the retail customer

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR40116 Certificate IV in Community Pharmacy

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of skilled senior pharmacy assistants who use sound knowledge of a broad range of pharmacy products and health care support services. Some senior pharmacy assistants may take a lead role in coordinating front of pharmacy business activities.

Depending on the job role, they work under the overall or direct supervision of a pharmacist, and may have team leading or supervisory responsibilities.

Senior pharmacy assistants must comply with federal, state or territory law and Pharmacy Board of Australia Guidelines for supplying scheduled medicines. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- have achieved the Certificate III in Community Pharmacy

or

- have relevant industry employment experience as a community pharmacy assistant in a job role that has involved the application of skills and knowledge described in core units of competency from SIR30116 Certificate III in Community Pharmacy, and
- have a statement of attainment in the unit **SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines.**

Packaging Rules

14 units must be completed:

- 3 core units
- 11 elective units consisting of:
  - 8 units from the list below
  - 3 units from the list below, elsewhere in the SIR Retail Services Training Package or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

BSBLDR403 Lead team effectiveness

HLTWHS003 Maintain work health and safety

SIRCCPM001 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

Elective Units

Anatomy and Physiology

HLTAAP001 Recognise healthy body systems

Client and Customer Service

BSBCUS401 Coordinate implementation of customer service strategies

SIRXCEG003 Build customer relationships and loyalty

Community Pharmacy Management

SIRCCPM002 Coordinate a pharmacy quality system

SIRCCPM003 Lead and develop pharmacy teams

SIRCCPM004 Manage pharmacy sales and service delivery

SIRCCPM005 Manage pharmacy premises, equipment and merchandise

SIRCCPM006 Develop a pharmacy product and service range

Dispensary

SIRCDIS002 Deliver medicines to customers outside the pharmacy

SIRCDIS003 Assist in dispensing prescriptions

SIRCDIS004 Assist in preparing dose administration aids

SIRCDIS005 Assist in preparing extemporaneous prescriptions

SIRCDIS006 Maintain dispensary stock

SIRCDIS007 Administer dispensary computer system and claims

SIRCDIS008 Coordinate service to residential care facilities

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Diversity

CHCDIV001 Work with diverse people

Finance

BSBFIA302 Process payroll

Health Care Support

SIRCHCS001 Support the management of obstructive sleep apnoea

SIRCHCS002 Supply and hire home health care aids and equipment

SIRCHCS003 Test blood pressure and advise on self-monitoring

SIRCHCS004 Test blood glucose and advise on equipment and services for diabetes management

SIRCHCS005 Provide Australian Needle and Syringe Program services

SIRCHCS006 Coordinate pharmacy health promotions

Human Resource Management

BSBHRM405 Support the recruitment, selection and induction of staff

Infection Control

SIRCINF001 Use pharmacy practices for infection control

Inventory

SIRRINV002 Control stock

Legal and ethical

CHCLEG001 Work legally and ethically

Management and Leadership

BSBMGT403 Implement continuous improvement

BSBMGT405 Provide personal leadership

SIRXHRM002 Maintain employee relations

Pharmacy Product Advice

SIRCPPA001 Assist customers with vitamins, minerals and supplements

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SIRCPPA007 Assist customers with pregnancy and maternal health products and services

SIRCPPA012 Assist customers with asthma-care aids and equipment

SIRCPPA013 Assist customers with smoking cessation products

SIRCPPA014 Assist customers with continence management products

SIRCPPA015 Assist customers with wound care products

SIRCPPA016 Assist customers with diet, nutrition and weight-management products and services

SIRCPPA017 Assist customers with complementary medicines

SIRCPPA018 Assist customers with women's and men's health care products

Research

BSBRES401 Analyse and present research information

Risk Management and Security

SIRXRSK002 Maintain store security

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR40216 Certificate IV in Community Pharmacy Dispensary

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of skilled technicians working in the dispensary area of community pharmacies. They have substantial depth of knowledge of pharmacy medicines and dispensing techniques.

When dispensing pharmacy medications, they work under the direct supervision of a pharmacist and their role is limited to those dispensing functions that do not require them to exercise professional pharmaceutical judgement or discretion. They may provide technical advice and support to pharmacy assistants.

The qualification provides a pathway to work in a community pharmacy as a dispensary technician or dispensary assistant.

Dispensary assistants and technicians are required to comply with federal, state or territory law and Pharmacy Board of Australia Guidelines for supplying scheduled medicines. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

14 units must be completed:

- 9 core units
- 5 elective units from the list below, elsewhere in the SIR Retail Services Training Package or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core Units

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SIRCCCS002 Provide and promote services to pharmacy customers

SIRCDIS001 Assist customers with prescriptions

SIRCDIS003 Assist in dispensing prescriptions

SIRCDIS006 Maintain dispensary stock

SIRCDIS007 Administer dispensary computer system and claims

SIRCIND001 Work effectively in a community pharmacy

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

SIRCINF001 Use pharmacy practices for infection control

HLTWHS001 Participate in workplace health and safety

Elective Units

Anatomy and Physiology

HLTAAP001 Recognise healthy body systems

Community Pharmacy Management

SIRCCPM001 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

SIRCCPM002 Coordinate a pharmacy quality system

SIRCCPM003 Lead and develop pharmacy teams

SIRCCPM004 Manage pharmacy sales and service delivery

SIRCCPM005 Manage pharmacy premises, equipment and merchandise

SIRCCPM006 Develop a pharmacy product and service range

Dispensary

SIRCDIS002 Deliver medicines to customers outside the pharmacy

SIRCDIS004 Assist in preparing dose administration aids

SIRCDIS005 Assist in preparing extemporaneous prescriptions

SIRCDIS008 Coordinate service to residential care facilities

Health Care Support

SIRCHCS001 Support the management of obstructive sleep apnoea

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SIRCHCS002 Supply and hire home health care aids and equipment

SIRCHCS003 Test blood pressure and advise on self-monitoring

SIRCHCS004 Test blood glucose and advise on equipment and services for diabetes management

Management and Leadership

BSBMGT403 Implement continuous improvement

BSBMGT405 Provide personal leadership

SIRXMGT001 Supervise and support frontline team members

Pharmacy Product Advice

SIRCPPA005 Assist customers with cough and cold relief products

SIRCPPA008 Assist customers with products for gastro-intestinal conditions

SIRCPPA009 Assist customers with allergy relief products

SIRCPPA010 Assist customers with analgesic and anti-inflammatory products

SIRCPPA012 Assist customers with asthma-care aids and equipment

SIRCPPA015 Assist customers with wound care products

Retail Procedures

SIRRINV001 Receive and handle retail stock

SIRXSLS002 Follow point-of-sale procedures

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR40316 Certificate IV in Retail Management

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who lead a frontline team and manage day-to-day operations of a retail store or department to implement and deliver on organisational objectives and standards. These individuals possess a range of highly developed selling and customer engagement skills with sound knowledge of product and service offerings. They work with independence, taking responsibility for their own functions and outputs.

This qualification provides a pathway to work in a diverse range of retail settings including speciality retailers, supermarkets, department stores, and quick service restaurants.

Individuals with this qualification are able to perform roles such as store manager, department manager and assistant store manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- have achieved a Certificate III in Retail

or

- have relevant industry employment experience in a job role that has involved the application of skills and knowledge described in core units of competency from the SIR30216 Certificate III in Retail.

Packaging Rules

11 units must be completed:

- 7 core units
- 4 elective units, consisting of:
  - 2 units from the list below

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- 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SIRRRTF002 Monitor retail store financials

SIRXCEG004 Create a customer centric culture

SIRXHRM002 Maintain employee relations

SIRXMGT002 Lead a frontline team

SIRXRSK002 Maintain store security

SIRXSLS003 Achieve sales results

SIRXWHS003 Maintain workplace safety

Elective units

Customer Engagement

BSBCUS401 Coordinate implementation of customer service strategies

Change Management

SIRXCHA001 Facilitate the change process

Communication and Teamwork

CHCDIV001 Work with diverse people

Food Safety

SIRRFSA001 Handle food safely in a retail environment

SIRRFSA002 Supervise a food safety program

Health and Wellbeing

SIRXHWB002 Promote workplace health and wellbeing

Human Resource Management

SIRXHRM001 Recruit, select and induct team members

SITXHRM002 Roster staff

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Innovation

BSBINN301 Promote innovation in a team environment

Management and Leadership

BSBMGT402 Implement operational plan

Inventory

SIRRINV002 Control stock

Marketing

BSBMKG401 Profile the market

SIRXMKT002 Use social media to engage customers

SIRXMKT003 Manage promotional activities

Merchandising

SIRRMER003 Coordinate visual merchandising activities

Retail Financials

BSBFIA302 Process payroll

BSBSMB406 Manage small business finances

Training and Development

SIRXTAD002 Develop the retail frontline

Working in Industry

SIRXIND005 Develop personal productivity

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIR50116 Diploma of Retail Leadership

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who manage a retail business, multiple retail stores or departments, following a business strategy to deliver profitable results for the organisation. These individuals support senior management and provide leadership to retail teams. They plan and evaluate the work of self and others, operating with autonomy and responsibility for personal outputs.

This qualification provides a pathway to work in a range of retail settings including speciality retailers, supermarkets, department stores, and quick service restaurants.

Individuals with this qualification are able to perform roles such as area manager, state manager, senior store manager, cluster manager and small business owner.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- have achieved a Certificate IV in Retail Management

or

- have relevant industry employment experience in a job role that has involved the application of skills and knowledge described in core units of competency from the SIR40316 Certificate IV in Retail Management.

Packaging Rules

10 units must be completed:

- 4 core units
- 6 elective units, consisting of:
  - 3 units from the list below
  - 3 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

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The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SIRRSTR001 Undertake strategic planning in retail

SIRXCHA002 Lead the change process

SIRXMGT003 Provide leadership to others

SIRRRTF003 Drive retail profitability

Elective units

Communication and Teamwork

BSBLDR503 Communicate with influence

Human Resource Management

BSBHRM506 Manage recruitment selection and induction processes

BSBHRM604 Manage employee relations

Management and Leadership

BSBLDR501 Develop and use emotional intelligence

BSBLDR502 Lead and manage effective workplace relationships

SIRXMGT004 Plan and manage retail projects

SIRXMGT005 Lead the development of business opportunities

Marketing

SIRXMKT004 Undertake digital marketing activities

SIRXMKT005 Develop a marketing strategy

Merchandise Management

SIRRMRM001 Plan merchandise buying strategy

Risk Management and Security

SIRXRSK003 Manage risk in the retail environment

Sales

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SIRXSLS004 Drive sales results

Training and Development

BSBLED501 Develop a workplace learning environment

SIRXTAD003 Coach others for success

Work Health and Safety

BSBWHS501 Ensure a safe workplace

Working in Industry

BSBWOR501 Manage personal work priorities and professional development

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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BSBCUE301 Use multiple information systems

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to use multiple information systems to research information and records, and to maintain up-to-date customer information.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

Unit Sector

Stakeholder Relations – Customer Engagement

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Access a range of information systems	1.1 Efficiently logon to information systems 1.2 Navigate screens efficiently to locate displays and information relevant to role 1.3 Use a database management system (DBMS) to control data access, enforce data integrity, manage concurrency, and access information 1.4 Manage use of information systems efficiently according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements
2 Process customer information using multiple information systems	2.1 Analyse customer enquiry to identify information needs 2.2 Identify information systems required to satisfy information needs 2.3 Use information systems according to organisational processes to complete customer enquiry or transaction 2.4 Record customer information in information systems to complete customer enquiry or transaction 2.5 Use the shortest reasonable pathways to navigate between and within information systems 2.6 Maintain contact and communication with customer while operating information systems 2.7 Verify information with customer to complete transaction
3 Identify and rectify information system and processing errors	3.1 Identify errors in information system, relevant to role 3.2 Analyse errors for impact on information system and customers 3.3 Identify source of errors, where possible 3.4 Consult with stakeholders to identify actions to rectify errors 3.5 Arrange rectification and confirm amendments are accurate 3.6 Inform customers of errors and take necessary action 3.7 Identify information system faults and notify relevant personnel according to policy 3.8 Recommend procedural change according to policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 3.5	• Recognises and interprets information to determine and confirm customer requirements
Writing	2.4, 3.7	• Records information accurately using clear language and appropriate terminology

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Oral Communication	2.1, 2.6, 2.7, 3.4-3.6	• Articulates requirements clearly using specific and relevant language suitable to audience • Uses appropriate tone, pace and listening and questioning to elicit information and confirm understanding
Navigate the world of work	1.4, 2.3, 3.7, 3.8	• Recognises and follows explicit organisational policies and procedures when using information systems, notifying faults and making recommendations for change
Interact with others	2.6, 2.7, 3.4, 3.6, 3.7	• Identifies and follows accepted communication practices and protocols when collecting, providing and verifying information in a service context or in consultation with colleagues and stakeholders
Get the work done	1.1-1.3, 2.1, 2.2, 2.5, 3.1-3.3, 3.5, 3.7	• Selects from a range of predetermined options in routine customer inquiry situations, identifying and taking some situational factors into account • Recognises and takes responsibility for identifying and addressing information system errors and their sources • Uses familiar digital systems and tools to access, organise, analyse, display and amend information • Recognises some general design and operating principles of digital tools and uses these when troubleshooting

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUE301 Use multiple information systems	BSBCCO301B Use multiple information systems	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUE301 Use multiple information systems

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access, use and manage information systems to organisational requirements
- navigate systems to locate information required to complete customer inquiry or transaction
- identify and rectify information system and processing errors to established procedures and policies
- provide service to customers in accordance with organisational and regulatory requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain computer and system troubleshooting principles
- identify enterprise business systems and operating platforms relevant to role
- identify enterprise policies, procedures and guidelines regarding use and security of information systems
- explain operation of social networking websites
- explain escalation process for reporting information technology issues.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – customer engagement field of work and include access to:

- relevant standards and guidelines for use of systems

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- workplace information and data
- quality assurance and system user error reports
- troubleshooting and escalation reports
- a work environment to observe operation of systems.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUE304 Provide sales solutions to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to process sales enquiries requiring complex solutions, and to follow up to ensure customer satisfaction.

It applies to individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge, and who may provide technical advice and support to a team.

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

Unit Sector

Stakeholder Relations – Customer Engagement

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify customer needs	1.1 Question customers in detail and listen actively to determine product and service requirements 1.2 Verify and agree customer needs with customer 1.3 Access existing customer records and offer technical and specialist advice to customer, where such advice is considered beneficial to closing of the sale and customer understanding and decision-making

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Identify customer's financial limitations 1.5 Discuss estimates and quotes with team and specialist staff if necessary, prior to submission to customer
2 Respond to customer needs	2.1 Prepare, present and discuss estimates and quotes with customer, as role permits 2.2 Fully explain benefits of various options and pricing structures to customer 2.3 Give customer opportunity to question options and quotes provided 2.4 Promote advantages of dealing with the organisation 2.5 Manage customer objections effectively by promoting specific benefits
3 Close sales	3.1 Agree on product or service to be purchased with customer 3.2 Establish customer's preferred purchase and payment arrangements 3.3 Finalise documentation relating to sale and forward to customer for agreement and signature 3.4 Negotiate and arrange payment method with customer 3.5 Conduct appropriate credit checks 3.6 Clearly record delivery/installation arrangements as agreed with customer 3.7 Comply with relevant legislation, codes, regulations and standards during engagement and sale
4 Input sales records	4.1 Fully record details of sale 4.2 Amend existing customer records where appropriate 4.3 Initiate invoices according to organisational policy 4.4 Organise delivery/installation according to organisational policy
5 Provide sales support where required	5.1 Verify customer satisfaction after delivery/installation 5.2 Identify additional action to satisfy customer needs 5.3 Initiate action in an efficient and timely manner

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3	• Recognises and interprets textual information from relevant sources to determine customer requirements
Writing	3.3, 3.6, 4.1-4.3	• Prepares specific information, in formats required by organisation, to conduct and close sales
Oral Communication	1.1-1.3, 2.1-2.3, 3.1, 3.2, 3.4, 3.6, 5.1	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and listening and questioning to confirm understanding • Elicits views and opinions of others by listening and questioning
Numeracy	1.4, 2.1, 2.2, 3.4, 3.5	• Interprets numerical information and applies basic mathematical calculations relating to estimates and quotes • Extracts, evaluates and compares numerical information
Navigate the world of work	3.7, 4.4	• Takes personal responsibility for adherence to legal/regulatory requirements and organisational policy in planning and undertaking work
Interact with others	1.1-1.5, 2.1-2.5, 3.1, 3.2, 3.4, 5.1, 5.2	• Selects and uses appropriate conventions and protocols when communicating with customers and relevant authorities • Recognises importance of establishing rapport to engage customers and provide effective service solutions in complex situations
Get the work done	1.3, 2.1, 3.3, 3.5, 3.6, 4.1-4.4, 5.1-5.3	• Plans and implements customer sales tasks, accepting stated goals and aiming to achieve them efficiently • Uses systematic, analytical processes to gather relevant credit information • Recognises and takes responsibility for anticipating and addressing predictable problems to achieve customer satisfaction promptly • Uses familiar digital systems and tools to access, organise, analyse, record and display information relevant to customer sales activities

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCUE304 Provide sales solutions to customers	BSBCCO304C Provide sales solutions to customers	Updated to meet Standards for Training Packages Code changed to reflect industry practice	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUE304 Provide sales solutions to customers

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- recommend product or service to match customer need with a clear explanation of price and payment options
- apply appropriate credit checks
- organise customer payment and delivery details
- record sales, payments and delivery arrangements
- provide after sales service.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain estimate and quote procedures
- outline marketing and sales principles and practices
- identify organisational pricing policies
- identify organisational protocols associated with customer service and sales
- identify statutory, regulatory and legislative requirements related to providing sales solutions to customers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations – customer engagement field of work and include access to:

- relevant standards, guidelines and legislation, workplace information and data
- relevant office resources and equipment

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- a work environment or simulated customer contact centre to observe interaction with customers.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCUS401 Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to advise, carry out and evaluate customer service strategies.

It applies to individuals who have well developed skills and a broad knowledge of customer service strategies for addressing customer needs and problems, and who may provide guidance or delegate work related tasks to others.

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

Unit Sector

Stakeholder Relations – Customer Service

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Advise on customer service needs	1.1 Clarify and accurately assess customer needs using appropriate communication techniques

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Diagnose problems matching service delivery to customers and develop options for improved service within organisational requirements 1.3 Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4 Use business technology and/or online services to structure and present information on customer service needs
2 Support implementation of customer service strategies	2.1 Ensure customer service strategies and opportunities are promoted to designated individuals and groups 2.2 Identify and allocate available budget resources to fulfil customer service objectives 2.3 Promptly action procedures to resolve customer difficulties and complaints within organisational requirements 2.4 Ensure that decisions to implement strategies are taken in consultation with designated individuals and groups
3 Evaluate and report on customer service	3.1 Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements 3.2 Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3 Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4 Maintain systems, records and reporting procedures to compare changes in customer satisfaction

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.3, 3.1	• Reviews textual information and comprehends details that relate to the interests or requirements of the client and organisation
Writing	1.4, 3.3, 3.4	• Creates a range of formal texts using structure, grammar and clear and specialised language to

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		describe customer needs, maintain information and support a particular position
Oral Communication	1.1, 1.3, 2.1, 2.4, 3.2	• Uses pace, intonation, intelligible pronunciation and listening and questioning techniques to interact effectively with others
Numeracy	2.2	• Recognises and interprets numerical information and performs calculations on familiar mathematical information
Navigate the world of work	1.2, 2.3, 3.1, 3.2	• Recognises and applies organisational protocols and meets expectations associated with own work
Interact with others	1.1, 1.3, 2.1, 2.4, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses a range of strategies to establish a sense of connection and build rapport with customers • Collaborates with others contributing knowledge and skills to achieve joint outcomes
Get the work done	1.2, 1.4, 2.3, 3.1- 3.4	• Applies formal and logical processes when planning and implementing tasks • Applies standard procedures when responding to familiar problems within own work context • Uses digital technologies to access, organise, present and store information relevant to own role

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBCUS401 Coordinate implementation of customer service strategies Release 2	BSBCUS401 Coordinate implementation of customer service strategies Release 1	Updated to clarify assessment conditions	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCUS401 Coordinate implementation of customer service strategies

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify the needs and priorities of the organisation in delivering services to customers
- diagnose problems in delivery of customer service
- respond to and report on customer feedback and complaints
- review client satisfaction using verifiable data
- consult and communicate effectively with relevant people
- develop and implement strategies and methods to improve customer service delivery including:
  - budgeting
  - promotion to staff
  - documentation and follow up.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the principles of customer service
- explain sources of information and techniques for identifying customer needs and reviewing customer satisfaction
- explain the organisational business structure, products and services related to customer service
- describe product and service standards and best practice models.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the customer service field of work and include access to:

- office equipment
- business technology
- organisational policies and procedures for customer service
- examples of customer complaints and feedback
- client satisfaction data
- case studies and, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA302 Process payroll

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to process payroll from provided data using manual and computerised payroll systems.

It applies to individuals employed in a range of work environments who are responsible for payroll functions within an organisation. They may work as individuals providing administrative support within an enterprise, or may be other members of staff who have been delegated payroll responsibilities.

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

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Record payroll data	1.1 Check payroll data and clarify discrepancies with designated persons 1.2 Enter employee pay period details and any deductions and allowances in payroll system in accordance with source documents 1.3 Calculate payment due to individual employees to reflect standard pay and variations in accordance with employee source

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ELEMENT	PERFORMANCE CRITERIA
	data
2 Prepare payroll	2.1 Prepare payroll within designated timelines and in accordance with organisational policy and procedures 2.2 Reconcile total wages for pay period, check or correct irregularities or refer to designated persons for resolution 2.3 Make arrangements for payment in accordance with organisational and individual requirements 2.4 Obtain authorisation of payroll and individual pay advice in accordance with organisational requirements 2.5 Produce, check and store payroll records in accordance with organisational policy and security procedures 2.6 Follow security procedures for processing payroll and for maintaining payroll records
3 Handle payroll enquiries	3.1 Respond to payroll enquiries in accordance with organisational and legislative requirements 3.2 Provide information in accordance with organisational and legislative requirements 3.3 Ensure all enquiries outside area of responsibility and knowledge are referred to designated persons for resolution 3.4 Complete additional information or follow-up action within designated timelines in accordance with organisational policy and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.6, 3.1-3.4	• Interprets a range of textual information to determine activities required
Writing	1.1-1.3, 2.1-2.6, 3.1-3.4	• Accurately records textual information and maintains personal and banking details using format, language and structure in context

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Oral Communication	1.1, 3.1-3.4	• Explains financial issues clearly using terminology and tone appropriate to audience • Uses questioning and listening skills in verbal exchanges to clarify information
Numeracy	1.1-1.3, 2.1, 2.2, 2.5. 3.1-3.3	• Uses a limited range of mathematical calculations to calculate and reconcile amounts and arrange/compare numerical information
Navigate the world of work	1.2, 1.3, 2.1, 2.3-2.6, 3.1, 3.2, 3.4	• Adheres to legislative requirements and organisational policies and procedures relevant for own work
Interact with others	1.1, 2.2, 3.1-3.3	• Selects the appropriate mode of communication for a specific purpose • Collaborates with others to achieve predetermined goals
Get the work done	1.1-1.3, 2.1-2.6, 3.2, 3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Recognises and takes responsibility for resolving problems relevant to own role • Takes responsibility for routine low-impact decisions within familiar situations • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIA302 Process payroll	BSBFIA302A Process payroll	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIA302 Process payroll

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and perform payroll calculations in accordance with all legislative and organisational requirements, and predetermined timelines
- refer enquiries outside area of responsibility to an appropriate authority.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, standards and codes of practice that may affect payroll operations
- outline relevant organisational policies and procedures
- list the different types of payroll systems.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer with relevant software
- payroll data (samples or actual
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

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

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and

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ELEMENT	PERFORMANCE CRITERIA
	workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement 3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies

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- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage all aspects of recruitment selection and induction processes in accordance with organisational policies and procedures.

It applies to individuals or human resource personnel who take responsibility for managing aspects of selecting new staff and orientating those staff in their new positions. It is not assumed that the individual will be directly involved in the selection processes themselves, although this may well be the case.

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

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop recruitment, selection and induction policies and procedures	1.1 Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2 Develop recruitment, selection and induction policies and procedures and supporting documents 1.3 Review options for technology to improve efficiency and effectiveness of recruitment and selection process

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Obtain support for policies and procedures from senior managers 1.5 Trial forms and documents supporting policies and procedures and make necessary adjustments 1.6 Communicate policies and procedures to relevant staff and provide training if required
2 Recruit and select staff	2.1 Determine future human resource needs in collaboration with relevant managers and sections 2.2 Ensure current position descriptors and person specifications for vacancies are used by managers and others involved in recruitment, selection and induction processes 2.3 Provide access to training and other forms of support to all persons involved in recruitment and selection process 2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements 2.5 Utilise specialists where necessary 2.6 Ensure selection procedures are in accordance with organisational policy and legal requirements 2.7 Ensure processes for advising applicants of selection outcome are followed 2.8 Ensure job offers and contracts of employment are executed promptly, and new appointments are provided with advice about salary, terms and conditions
3 Manage staff induction	3.1 Provide access to training and ongoing support for all persons engaged in staff induction 3.2 Check induction processes are followed across the organisation 3.3 Oversee management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4 Obtain feedback from participants and relevant managers on extent induction process is meeting its objectives 3.5 Make refinements to induction policies and procedures

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.2, 2.4, 2.6, 2.7	• Critically evaluates and applies content from a range of complex texts to determine legislative and business requirements
Writing	1.2-1.6, 2.1, 3.3-3.5	• Demonstrates clear writing skills by selecting appropriate conventions and to express precise meaning relevant to context and audience
Oral Communication	1.4, 1.6, 2.1, 2.3, 3.3, 3.4	• Draws on a repertoire of open questioning and active listening when seeking feedback from others • Uses appropriate terminology and non-verbal features to present information and clarify understanding
Numeracy	2.8	• Analyses numerical information to determine employees' remuneration packages • Makes basic calculations to ensure work output is delivered in a timely manner
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.4, 2.6	• Understands and adheres to relevant organisational policies and procedures • Develops or updates organisational policies to meet organisational objectives • Considers own role in terms of its contribution to broader goals of work environment
Interact with others	1.4, 1.6, 2.1-2.3, 2.5, 2.7, 2.8, 3.1, 3.3, 3.4	• Seeks expert advice and skills training where required • Selects appropriate mode of communication for a specific purpose relevant to own role • Uses effective communication skills to liaise with a range of people across the organisation
Get the work done	1.1-1.3, 1.5, 1.6, 2.1, 2.3, 2.7, 2.8, 3.1, 3.2, 3.3	• Plans and implements tasks required to deliver timely outcomes, negotiating some key aspects with others • Monitors implementation of plans and adjusts as necessary • Considers whether and how often others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Analyses outcomes of decisions to identify improvement opportunities • Actively identifies systems, devices and applications with potential to meet current and future needs

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM506 Manage recruitment selection and induction processes	BSBHRM506A Manage recruitment selection and induction processes	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM506 Manage recruitment selection and induction processes

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop or critically analyse a policy and procedures framework for recruitment, selection and induction
- identify the need for recruitment
- prepare and oversee appropriate documentation required for recruitment
- select and advise job applicants appropriately
- manage the induction process
- comply with relevant legislation and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe recruitment and selection methods, including assessment centres
- explain the concept of outsourcing
- describe the purpose of employee contracts and industrial relations
- summarise relevant legislation, regulations, standards and codes of practice that may affect recruitment, selection and induction
- explain why terms and conditions of employment are an important aspect of recruitment
- explain the relevance of psychometric and skills testing programs to recruitment.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

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- an appropriate range of documentation and resources normally used in the workplace
- relevant organisational policies and procedures
- relevant legislation, regulations and codes of practice
- business technology.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM604 Manage employee relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge to develop and maintain a positive and productive workplace environment. It covers all aspects of employee relations impacting on managers at the strategic level.

It applies to individuals who are non-specialist human resource managers and covers a broad range of employee relations activities.

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

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Implement employee relations strategy and policies for own work area	1.1 Ensure employee relations strategy is consistent with organisational strategic objectives 1.2 Develop strategies and policies through the application of a risk management approach and extensive consultation and participation by relevant groups and individuals 1.3 Ensure strategy and policies take account of equal opportunity, family/work relationships and promote the absence of discrimination and/or harassment

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Develop risk management strategies which take account of the withdrawal of labour and other potential outcomes of disputes 1.5 Identify any potential areas of conflict and ensure strategies and policies take account of the objectives of relevant groups and individuals
2 Build and maintain a productive culture	2.1 Negotiate awards, agreements, and contracts which balance organisational objectives and employee rights and obligations 2.2 Identify and meet all legal and organisational requirements within the conditions of employment 2.3 Undertake regular and timely consultation and communication with individuals and relevant groups 2.4 Develop policies and practices to facilitate employee recruitment, retention and satisfaction 2.5 Provide induction programs and training to develop competence and confidence and to ensure work is performed safely and effectively 2.6 Provide opportunities for employees to understand their role and how it contributes to the achievement of organisational objectives 2.7 Develop, regularly review and update individual and team development plans 2.8 Evaluate and revise employee relations policies regularly
3 Resolve employee relations problems	3.1 Establish processes for early intervention to identify and minimise problems or grievances 3.2 Communicate problem solving processes to, and obtain support from, all relevant groups and individuals 3.3 Provide training to develop competence in conflict management, negotiation and dispute resolution 3.4 Obtain specialist advice where appropriate or where formal hearings are required 3.5 Ensure processes are fair, equitable and consistent with all relevant awards agreements and legislation 3.6 Ensure problem solving processes provide for external mediation and conciliation, and arbitration where appropriate
4 Manage diversity	4.1 Develop plans for the promotion of diversity within the organisation 4.2 Openly promote diversity and its benefits within the organisation 4.3 Develop education and communication plans to promote and

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ELEMENT	PERFORMANCE CRITERIA
	encourage diversity 4.4 Develop and implement processes to deal with events which inhibit the organisation from meeting its diversity objectives

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.8, 3.1, 3.3, 3.5, 3.6 4.1, 4.3, 4.4	• Identifies and interprets relevant information and ideas in a range of complex texts relating to employee relations • Recognises relevant information within job specifications and work processes
Writing	1.1-1.5, 2.1, 2.4, 2.7, 2.8, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	• Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning to manage employee relations
Oral Communication	1.2, 2.1, 2.3, 2.5, 2.6, 3.2, 3.3, 3.4, 4.2	• Presents information and opinions using language and non-verbal features appropriate to audience • Uses verbal and listening skills to obtain specialist advice as well as promoting diversity within the organisation
Numeracy	1.2, 1.4, 2.2	• Selects and interprets mathematical information embedded in a range of tasks and texts
Navigate the world of work	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 2.6, 2.8, 3.5	• Works autonomously making high level decisions to achieve and improve organisational goals • Takes a lead role in the development of organisational goals, roles and responsibilities • Develops and implements strategies that ensure organisational policies, procedures and regulatory requirements are being met • Monitors and reviews the organisations policies, procedures and adherence to legislative requirements to implement and manage change
Interact with others	1.2, 1.3, 1.5, 2.1, 2.3, 2.5-2.7, 3.1-3.4, 3.6, 4.2, 4.4	• Selects and uses appropriate conventions and protocols when communicating with staff at various levels • Influences and fosters a collaborative culture

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		facilitating a sense of commitment and workplace cohesion • Shares knowledge, information and experience openly as an integral part of the working relationship • Understands diversity and seeks to integrate diversity into the work context • Recognises potential for conflict and, working with others, develops organisational processes to deal with conflict
Get the work done	1.1-1.5, 2.4, 2.5, 3.1, 3.3-3.6, 4.1-4.4	• Sequences and schedules a range of complex activities, monitors implementation and manages relevant communication • Makes high impact decisions in a complex and diverse environment, using input from a range of sources • Anticipates potential problems and formulates plans to deal with them, as they arise • Gathers and analyses data and seeks feedback to improve plans and processes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM604 Manage employee relations	BSBHRM604A Manage employee relations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM604 Manage employee relations

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- consult with relevant stakeholders to develop, implement, monitor and review employee relations strategies and policies including:
  - diversity
  - recruitment
  - induction
  - training and development
  - performance management
- develop an employee relations risk management strategy
- negotiate employment awards, agreements and contracts
- maintain high standards of performance in respect to equal opportunity and the management of diversity
- manage conflict and early intervention in respect to employee grievances and problems.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify human resource specialist assistance requirements
- describe the principles of relevant industrial agreements
- determine key result areas of the organisation
- outline organisational plans (strategic, tactical and operational) for human resource planning
- identify and summarise organisational policies relating to balancing family/work relationships

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- outline external and internal organisational support services for employees
- explain performance measurement systems utilised within the organisation
- outline relevant legislative and regulatory requirements
- outline staff development strategies
- explain unfair dismissal rules and due process.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- organisational strategic and operational plans
- workplace policies and procedures
- legislation, regulations, codes of practice and industrial awards relevant to the business
- business technology
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to be an effective and proactive member of an innovative team.

It applies to individuals who play a proactive role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. Teams may be formal or informal and may comprise a range of personnel.

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

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Create opportunities to maximise innovation within the team	1.1 Evaluate and reflect on what the team needs and wants to achieve 1.2 Check out information about current or potential team members' work in the context of developing a more innovative team 1.3 Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross fertilising ideas

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Acknowledge, respect and discuss the different ways that people may contribute to building or enhancing the team
2 Organise and agree effective ways of working	2.1 Jointly establish ground rules for how the team will operate 2.2 Agree and communicate responsibilities in ways that encourage and reinforce team-based innovation 2.3 Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4 Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5 Establish personal reward and stimulation as an integral part of the team's way of working
3 Support and guide colleagues	3.1 Model behaviour that supports innovation 3.2 Seek external stimuli and ideas to feed into team activities 3.3 Proactively share information, knowledge and experiences with other team members 3.4 Challenge and test ideas within the team in a positive and collaborative way 3.5 Proactively discuss and explore ideas with other team members on an ongoing basis
4 Reflect on how the team is working	4.1 Debrief and reflect on activities and on opportunities for improvement and innovation 4.2 Gather and use feedback from within and outside the team to generate discussion and debate 4.3 Discuss the challenges of being innovative in a constructive and open way 4.4 Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5 Identify, promote and celebrate successes and examples of successful innovation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.2, 4.2	• Interprets and analyses textual information, from a wide range of sources, to identify information relevant to team activities
Writing	2.2, 3.3, 4.4	• Uses clear language and formats appropriate for the audience to highlight and present specific information
Oral Communication	1.2, 1.3, 1.4, 2.1, 2.2, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5	• Actively participates in verbal exchanges of ideas and elicits the views and opinions of team members by listening and questioning • Uses clear language to clarify rules and roles relating to team activities in formal and informal situations
Numeracy	1.2, 4.2	• Interprets numeric information relevant to team activities
Navigate the world of work	1.1, 3.1, 3.2, 3.5	• Understands the nature and purpose of own role and how it affects others in the work context
Interact with others	1.1-1.4, 2.1, 2.2, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 4.4, 4.5	• Uses inclusive techniques to initiate, contribute and promote discussion amongst potentially diverse team members • Recognises the importance of establishing and building effective working relationships • Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.3, 1.4, 2.2, 2.4, 2.5, 3.2, 3.4, 4.2, 4.4, 4.5	• Plans, sequences and prioritises tasks for efficient and effective outcomes • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses problem-solving processes to address less predictable problems, and when appropriate, seeking input from others • Reflects on outcomes and further explores own and the team's role in implementing innovation

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBINN301 Promote innovation in a team environment	BSBINN301A Promote innovation in a team environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN301 Promote innovation in a team environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply practices that promote innovation within a team including:
  - modelling open and respectful communications
  - contributing to the make-up and rules of the team
  - planning and scheduling of activities
  - reflecting on activities, feedback and challenges to identity improvement options
- encourage others to contribute to innovation in the team
- implement improvements and communicate about them.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain what innovation is, the different types of innovation and the benefits of innovation
- describe the internal and external factors that contribute to a team becoming and remaining innovative including:
  - team characteristics
  - the role of group dynamics and diversity
  - broader environmental factors
- explain how activities can encourage or hinder innovation in a team including:
  - allocation of time and activities
  - modelling behaviour
  - rewards and recognition
  - communications

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- feedback.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation and include access to:

- workplace documents
- case studies and, where possible, real situations
- office equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion.

It applies team leaders, supervisors and new emerging managers who have an important leadership role in the development of efficient and effective work teams.

Leaders at this level also provide leadership for the team and bridge the gap between the management of the organisation and the team members. As such they must 'manage up' as well as manage their team/s.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to achieve team outcomes	1.1 Lead the team to identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2 Engage team members to incorporate innovation and

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ELEMENT	PERFORMANCE CRITERIA
	productivity measures in work plans 1.3 Lead and support team members in meeting expected outcomes
2. Lead team to develop cohesion	2.1 Provide opportunities for input of team members into planning, decision making and operational aspects of work team 2.2 Encourage and support team members to take responsibility for own work and to assist each other in undertaking required roles and responsibilities 2.3 Provide feedback to team members to encourage, value and reward individual and team efforts and contributions 2.4 Recognise and address issues, concerns and problems identified by team members or refer to relevant persons as required 2.5 Model expected behaviours and approaches
3. Participate in and facilitate work team	3.1 Actively encourage team members to participate in and take responsibility for team activities and communication processes 3.2 Give the team support to identify and resolve problems which impede its performance 3.3 Ensure own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers
4. Liaise with management	4.1 Maintain open communication with line manager/management at all times 4.2 Communicate information from line manager/management to the team 4.3 Communicate unresolved issues, concerns and problems raised by the team/team members to line manager/management and ensure follow-up action is taken 4.4 Communicate unresolved issues, concerns and problems related to the team/team members raised by line managers/management to the team and ensure follow-up to action is taken

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Writing	1.1, 4.2	• Prepares workplace plans that communicate intent and elicits feedback clearly and effectively
Oral communication	1.1, 1.3, 2.2, 2.3, 3.1, 3.2, 4.2-4.4	• Engages in discussions or provides information using structure and language appropriate to the audience and situation
Interact with others	1.1-1.3, 2.1-2.5, 3.1, 3.3, 4.1	• Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to model required behaviours, build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1-1.3, 3.2	• Develops, implements and monitors plans and processes to ensure team engagement and effectiveness • Uses formal analytical thinking techniques to identify issues and generate possible solutions, seeking input from others as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR403 Lead team effectiveness	BSBWOR402A Promote team effectiveness	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR403 Lead team effectiveness

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- apply knowledge of organisational goals, objectives and plans
- develop a team work plan including documentation of how it was generated and how it will be monitored
- identify and incorporate innovation and productivity measures into a team work plan
- communicate with team members and management to identify and establish the team purpose, roles, responsibilities, goals plans and objectives and resolve problems
- use techniques to consult, encourage, support and provide feedback to team members
- model team leadership behaviours and approaches
- liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must explain principles and techniques associated with:

- delegation and work allocation
- goal setting
- group dynamics and processes
- individual behaviour and difference
- leadership styles
- motivation
- negotiation
- problem solving
- planning

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- workplace innovation
- workplace productivity.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- information about the organisation, including organisational structure, goals, objectives and plans
- case studies, and where possible, real situations
- workplace equipment and resources
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR501 Develop and use emotional intelligence

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace.

It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

It applies to managers who identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the impact of own emotions on others in the workplace	1.1 Identify own emotional strengths and weaknesses 1.2 Identify personal stressors and own emotional states related to the workplace 1.3 Develop awareness of own emotional triggers and use this awareness to enable control emotional responses 1.4 Model workplace behaviours that demonstrate management of emotions 1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence
2. Recognise and appreciate the emotional strengths and weaknesses of others	2.1 Respond to the emotional states of co-workers and assess emotional cues 2.2 Identify the range of cultural expressions of emotions and respond appropriately 2.3 Demonstrate flexibility and adaptability in dealing with others 2.4 Take into account the emotions of others when making decisions
3. Promote the development of emotional intelligence in others	3.1 Provide opportunities for others to express their thoughts and feelings 3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace 3.3 Encourage the self-management of emotions in others 3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes
4. Utilise emotional intelligence to maximise team outcomes	4.1 Encourage a positive emotional climate in the workplace 4.2 Use the strengths of workgroup members to achieve workplace outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Learning	1.5	• Identifies and uses strategies to improve own emotional intelligence
Oral communication	1.4,1.5, 2.1-2.3, 3.2-3.4, 4.1	• Uses appropriate language and nonverbal features to present information and seek feedback • Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
Interact with others	1.1-1.5, 2.1- 2.4, 3.2-3.4, 4.1	• Reflects on personal attributes and considers the impact on others and modifies approach to support development • Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence • Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
Get the work done	3.1, 3.2, 4.2	• Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR501 Develop and use emotional intelligence (Release 2)	BSBLDR501 Develop and use emotional intelligence (Release 1)	Updated to correct typographical error	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR501 Develop and use emotional intelligence

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify own emotional strengths, weaknesses, stressors, emotional states and triggers through self-reflection and feedback from others
- model behaviours that demonstrate management of emotions
- recognise and respond to the emotional states of others
- promote the development of emotional intelligence in others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain emotional intelligence principles and strategies
- describe the relationship between emotionally effective people and the attainment of business objectives
- explain how to communicate with a diverse workforce which has varying cultural expressions of emotion
- explain the use of emotional intelligence in the context of building workplace relationships.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR502 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Manage ideas and information	1.1 Ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers 1.2 Develop and/or implement consultation processes to ensure that

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ELEMENT	PERFORMANCE CRITERIA
	employees have the opportunity to contribute to issues related to their work role 1.3 Facilitate feedback to employees on outcomes of the consultation processes 1.4 Develop and/or implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel
2. Establish systems to develop trust and confidence	2.1 Establish and/or implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to 2.2 Gain and maintain the trust and confidence of colleagues and external contacts through professional conduct 2.3 Adjust own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process
3. Manage the development and maintenance of networks and relationships	3.1 Use networks to build workplace relationships providing identifiable outcomes for the team and the organisation 3.2 Conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained
4. Manage difficulties to achieve positive outcomes	4.1 Develop and/or implement strategies to ensure that difficulties in workplace relationships are identified and resolved 4.2 Establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures 4.3 Provide guidance, counselling and support to assist co-workers in resolving their work difficulties 4.4 Develop and implement an action plan to address any identified difficulties

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	1.2, 1.4, 2.1, 4.1, 4.2, 4.4	• Prepares plans and policies incorporating appropriate vocabulary, grammatical structure and conventions

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Interact with others	2.2, 2.3, 3.1, 4.3	• Adapts personal communication style to model behaviours, build trust and positive working relationships, and to support others • Plays a lead role in situations requiring effective collaboration, demonstrating high level support and facilitation skills and ability to engage and motivate others
Navigate the world of work	2.1, 2.3	• Establishes or follows organisational policy regarding diversity and ethical conduct
Get the work done	1.1-1.4, 2.1, 3.2, 4.1, 4.2, 4.4	• Takes responsibility for formulating, organising and implementing plans, processes and strategies that impact the workplace • Systematically gathers and analyses all relevant information and evaluates options to inform decisions about organisational strategies • Evaluates outcomes to identify opportunities for improvement

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR502 Lead and manage effective workplace relationships	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR502 Lead and manage effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and/or implement processes to manage ideas and information including:
  - communicating information to support others to achieve work responsibilities
  - facilitating employees' contributions to consultation on work issues
  - providing feedback on the outcomes of consultations
  - resolution of issues raised or referral to relevant personnel
- establish and/or implement policies to ensure that the organisation’s cultural diversity and ethical values are adhered to
- provide leadership through own behaviour including:
  - professional conduct that promotes trust with internal and external contacts
  - adjusting own interpersonal communication style to meet the organisation’s cultural diversity and ethical environment
- plan for, and manage, the use of networks to support identifiable outcomes for the team and the organisation
- develop and/or implement processes and systems to manage difficulties including:
  - identifying and resolving conflicts and other difficulties according to organisational policies and procedures
  - planning how to address difficulties
  - providing guidance, counselling and support to assist co-workers in resolving their work difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- explain how systems, policies and procedures can support the development of effective work relationships focusing on interpersonal styles, communications, consultation, cultural and social sensitivity, networking and conflict resolution
- outline legislation relevant to managing effective workplace relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR503 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to present and negotiate persuasively, lead and participate in meetings and make presentations to customers, clients and others.

It applies to managers and leaders who identify, analyse, synthesise and act on information from a range of sources, and who deal with unpredictable problems. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

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

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate clearly	1.1 Confirm the authority or mandate to present business views or position 1.2 Respect protocols and confidentiality of information 1.3 Clarify the audience information needs and prepare a position 1.4 Use language that is appropriate for the audience 1.5 Use active listening to seek stakeholder and other organisation

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ELEMENT	PERFORMANCE CRITERIA
	input and achieve a balanced exchange of views 1.6 Seek immediate feedback to ensure that the views expressed by all stakeholders have been understood
2. Present and negotiate persuasively	2.1 Identify key individuals and target groups for their value to advance the business interests 2.2 Prepare realistic positions and supporting arguments in advance in anticipation of the likely expectations and tactics of others 2.3 Respect values, concerns and views of others and keep lines of communication open 2.4 Acknowledge differences of opinion to encourage the rigorous examination of all options 2.5 Use a variety of communication styles to present business positions to best effect 2.6 Seek mutually beneficial solutions by establishing areas of common ground and potential compromise 2.7 Keep negotiations focused on key issues and moving forward towards a final resolution 2.8 Adhere to agreements in order to maintain the credibility and trust of others
3. Participate in and lead, meetings effectively	3.1 Identify the need for meetings and program meetings in response to the need 3.2 Use an agenda and efficient, inclusive meeting procedures to maximise participation and maintain order 3.3 Prepare summaries of key issues and possible options disseminated in advance 3.4 Achieve agreed outcomes in the available time by co-operating with and seeking consensus and compromise 3.5 Outcomes of meetings are promptly summarised for action and distributed to stakeholders, as required
4. Make presentations at meetings, forums and conferences	4.1 Select appropriate forums to present business positions to best effect 4.2 Obtain reliable information and advice to prepare appropriate presentations. 4.3 Adapt language, explanations, media and information/entertainment balance to meet the needs of the audience 4.4 Respond to questions openly and honestly

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing	2.2, 3.3, 3.5, 4.2	• Prepares documentation that accurately summarises key findings or outcomes for own use and for distribution to others • Prepares presentations appropriate to audience needs, context and purpose
Oral Communication	1.4, 1.5, 1.6, 2.5	• Selects appropriate and engaging vocabulary adjusting language and presentation features to maintain effectiveness of interaction • Uses active listening and questioning to seek information and confirm understanding
Navigate the world of work	1.2	• Understands the implications of legal and ethical responsibilities to maintain confidentiality
Interact with others	1.1-1.6, 2.3, 2.4, 2.8, 4.3, 4.4	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals • Selects and uses appropriate conventions and protocols when communicating with team members • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions and values of others • Plays a lead role in situations requiring effective negotiation and collaboration, demonstrating high level conflict resolution skills and ability to engage and motivate others
Get the work done	2.1, 2.2, 2.6, 3.1-3.5, 4.1, 4.2	• Plans, organises and implements complex tasks required to achieve required outcomes • Uses analytical processes to evaluate options, and aid in problem-solving and decision-making

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR503 Communicate with influence	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR503 Communicate with influence

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- negotiate and present persuasively
- communicate clearly with business associates, client groups and others to position the business to best effect including listening actively, understanding the information needs of others and adapting communication to suit the audience
- prepare for, participate in, and lead meetings to obtain outcomes
- prepare and make presentations to groups of people including:
  - identifying suitable forums for presentations
  - presenting reliable information
  - designing the presentation to meet the needs of the audience
  - answering questions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the business and organisational protocols for the release of information and communicating internally or externally
- explain the requirements to maintain confidentiality in the workplace
- identify industry, media and government organisations, events and communication channels relevant to the organisation
- demonstrate principles of cross-cultural communication
- explain principles of negotiation, mediation, conflict resolution and incident de-escalation
- describe structured and inclusive meeting procedures.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning and to monitor and improve learning performance.

It applies to individuals who have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

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

Unit Sector

Workforce Development – Learning and Development

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Create learning opportunities	1.1 Identify potential formal and informal learning opportunities 1.2 Identify learning needs of individuals in relation to the needs of

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ELEMENT	PERFORMANCE CRITERIA
	the team and/or enterprise and available learning opportunities 1.3 Develop and implement learning plans as an integral part of individual and team performance plans 1.4 Develop strategies to ensure that learning plans reflect the diversity of needs 1.5 Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6 Ensure effective liaison occurs with training and development specialists and contributes to learning opportunities which enhance individual, team and organisational performance
2. Facilitate and promote learning	2.1 Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to encourage a learning culture within the team 2.2 Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3 Implement policies and procedures to encourage team members to assess their own competencies and to identify their own learning and development needs 2.4 Share the benefits of learning with others in the team and organisation 2.5 Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1 Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required and any Work Health and Safety (WHS) issues 3.2 Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3 Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4 Use processes to ensure that records and reports of competency are documented and maintained within the organisation’s systems and procedures to inform future planning

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.2	• Develops strategies to develop learning plans of self and others to meet a diversity of needs within organisational constraints • Transfers skills and knowledge to a variety of learning development contexts
Reading	1.1-1.5, 2.1, 2.2, 2.5, 3.1-3.4	• Interprets textual information obtained from a range of sources and determines how content may be applied to individuals and to organisational requirements
Writing	1.3, 1.4, 2.1, 2.2, 2.3, 2.5, 3.3, 3.4	• Uses information from a range of sources to develop and document plans, strategies and feedback in accordance with organisational requirements • Maintains records using correct technical and organisational vocabulary
Oral Communication	1.6, 2.4, 2.5, 3.2, 3.3	• Present information and opinions using language and features appropriate to the audience and context • Uses questioning and listening techniques to identify learning needs and obtain feedback
Navigate the world of work	1.5, 2.2, 2.3, 3.1, 3.4	• Recognises and responds to both explicit and implicit organisational procedures and protocols and legislative/regulatory requirements • Understands how own role meshes with others and contributes to broader goals
Interact with others	1.6, 2.1, 2.3 -2.5, 3.2, 3.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Recognises the importance of building rapport to establish effective working relationships • Applies a range of communication strategies to encourage others to share their knowledge and skills and reflect on the effectiveness of the interaction
Get the work done	1.1, 1.2, 1.3, 1.4, 2.1, 2.5, 3.1, 3.4	• Uses logical processes to plan, implement and monitor learning in the workplace • Systematically gathers and analyses relevant

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		information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify opportunities for improvement • Uses digital tools to organise, store, integrate and share relevant information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLED501 Develop a workplace learning environment	BSBLED501A Develop a workplace learning environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLED501 Develop a workplace learning environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- collaboratively review performance development needs of individuals and teams
- plan professional development for individuals and teams that enhances organisational performance
- develop and implement learning plans
- liaise with training and development specialists
- recognise workplace achievement by giving feedback, recognition and rewards
- monitor and improve workplace learning
- record and report workplace learning outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how management of relationships can achieve a learning environment
- identify principles and techniques involved in the management and organisation of:
  - adult learning
  - coaching and mentoring
  - consultation and communication
  - improvement strategies
  - leadership
  - learning environment and learning culture
  - monitoring and reviewing workplace learning
  - problem identification and resolution
  - record keeping and management methods

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- structured learning
- work-based learning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce learning and development field of work and include access to:

- workplace policies and procedures
- workplace equipment and resources
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, planning and acquiring resources and providing reports on performance as required.

It applies to individuals who plan activities to achieve the measurable, stated objectives of the team and the organisation. At this level work will normally be carried out within routine and non-routine methods and procedures which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement operational plan	1.1 Collate, analyse and organise details of resource requirements in consultation with relevant personnel, colleagues and specialist resource managers 1.2 Implement operational plans to contribute to the achievement of organisation's performance/business plan 1.3 Identify and use key performance indicators (KPIs) to monitor

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ELEMENT	PERFORMANCE CRITERIA
	operational performance 1.4 Manage contingencies by adjusting the implementation of the operational plan in consultation with others 1.5 Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1 Recruit and induct employees within organisation's policies, practices and procedures 2.2 Implement plans for acquisition of physical resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1 Monitor performance systems and processes to assess progress in achieving profit/productivity plans and targets 3.2 Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3 Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4 Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5 Present recommendations for variation to operational plans to the designated persons/groups and gain approval 3.6 Implement systems, procedures and records associated with performance in accordance with organisation's requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	• Actively reinforces learning by applying new knowledge and skills in mentoring, coaching and supervising others
Reading	1.1-1.5, 2.1, 2.2, 3.1, 3.2, 3.6	• Identifies, interprets, analyses and reviews textual information related to the operational plan and

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		monitoring of operational performance
Writing	1.1-1.5, 2.1, 2.2, 3.2-3.6	• Communicates relationships between ideas and information, matching style of writing to purpose and audience • Researches, plans and prepares workplace documentation for relevant stakeholders using organisational formats
Oral Communication	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Participates in a variety of spoken exchanges with a range of audiences varying structure and language to suit the audience
Numeracy	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3	• Selects and uses familiar mathematical techniques to organise timely supply of adequate resources for the operational plan and to use budgetary information to monitor performance
Navigate the world of work	1.5, 2.1, 2.2, 3.3, 3.4, 3.6	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact with others	1.1, 1.4, 1.5, 2.1, 2.2, 3.3, 3.4, 3.5	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to build rapport, seek or present information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3, 3.6	• Takes responsibility for planning, organising, implementing and monitoring tasks required to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they met stated goals • Recognises and addresses an increasing range of familiar problems by implementing contingency plans

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT402 Implement	BSBMGT402A Implement	Updated to meet Standards for	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
operational plan	operational plan	Training Packages. Edits to clarify intent of Performance Criteria.	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT402 Implement operational plan

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- interact with a range of people/groups to identify resource requirements, performance objectives, systems, procedures and records relating to the operational plan
- vary the operational plan and gain approval to deal with contingencies
- monitor operational performance against the performance objectives and budgets and take action to rectify unsatisfactory performance
- plan and acquire physical and human resources using organisation's systems and procedures
- manage and support personnel to achieve performance objectives. including inducting new employees and providing mentoring and coaching
- present information and recommendations to support implementation and variation of the operational plan
- document and provide reports on performance as required by the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe performance monitoring systems and processes
- describe methods for problem solving
- explain how organisational policies and procedures relate to the operational plan.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational operational plans, policies and procedures
- workplace documentation and resources including budgets, physical and human resource procurement documentation, employee induction and performance monitoring procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement the organisation's continuous improvement systems and processes. It covers using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

It applies to managers who have an active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position is closely associated with the creation and delivery of products and services which means that they have an important role in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement continuous improvement systems and	1.1 Implement systems to ensure that individuals and teams are actively encouraged and supported to participate in decision

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ELEMENT	PERFORMANCE CRITERIA
processes	making processes, assume responsibility and exercise initiative 1.2 Communicate the organisation's continuous improvement processes to individuals and teams, and obtain feedback 1.3 Ensure effective mentoring and coaching allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1 Use the organisation's systems and technology to monitor and review progress and to identify ways in which planning and operations could be improved 2.2 Improve customer service through continuous improvement techniques and processes 2.3 Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1 Implement processes to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan 3.2 Document work performance to aid the identification of further opportunities for improvement 3.3 Manage records, reports and recommendations for improvement within the organisation's systems and processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 3.2, 3.3	• Evaluates and integrates facts and ideas to construct meaning from a range of text types in an effort to implement continuous improvement systems and processes
Writing	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	• Selects vocabulary, grammatical structures and conventions appropriate to text • Researches, plans and prepares continuous improvement documentation for relevant stakeholders
Oral	1.2, 1.3, 2.3	• Participates in a variety of spoken exchanges with a range of audiences using structure and language to suit

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Communication		the audience
Navigate the world of work	2.1	• Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Interact the work of others	1.2, 1.3, 2.3, 3.1	• Selects and uses appropriate conventions and protocols when communicating with diverse individuals to seek or share information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group communication, influencing direction and taking a leadership role on occasion
Get the work done	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3	• Takes responsibility for planning and organising own workload to achieve required outcomes • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Evaluates effectiveness of decisions in terms of how well they meet stated goals • Uses digital applications to access and filter data, extract, organise, integrate and share relevant information • Recognises the potential of new approaches to enhance work practices and outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT403 Implement continuous improvement	BSBMGT403A Implement continuous improvement	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT403 Implement continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement continuous improvement systems and provide mentoring and coaching support to enable individuals and teams to participate in decisions, take responsibility, show initiative and implement improvement processes
- implement processes to inform team members about savings and productivity/service improvements achievements
- communicate effectively to support the continuous improvement system and implementation of improvements
- apply continuous improvement to customer services including internal and external customers
- implement, monitor and adjust improvement plans, processes and procedures to improve performance
- document performance to identify further opportunities for improvement
- manage records and reports within the organisation's systems and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of continuous improvement processes
- list typical areas of need for coaching and mentoring to support continuous improvement
- explain how change management techniques can support continuous improvement and initiative
- identify the organisation's systems and data that can be used for benchmarking and monitoring performance for continuous improvement.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT405 Provide personal leadership

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to display high levels of personal leadership and be a role model within the work environment.

It applies to individuals who have a leadership role and how they conduct themselves, the initiative they take in influencing, assisting and guiding others, and the way they manage their own role and responsibilities.

Competence in this unit requires consistently high levels of self-management and behaviours that exemplify the desired standards within the organisation. The individual must earn the trust and respect of the team and act as a role model at all times.

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

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Influence individuals and teams in a positive manner	1.1 Encourage, value and reward individual and team efforts and contributions 1.2 Promote accountability of work undertaken by individuals/teams by communicating roles, responsibilities and

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ELEMENT	PERFORMANCE CRITERIA
	expectations clearly 1.3 Gain positive acceptance and support for information and ideas from the team
2. Make informed decisions	2.1 Gather and organise information relevant to issue/s under consideration 2.2 Invite individuals/teams to actively participate in decision-making processes 2.3 Determine preferred course of action after risks and options are examined and assessed 2.4 Communicate decisions to individuals/teams clearly and in a timely manner 2.5 Prepare plans to implement decisions after agreement with relevant individuals/team 2.6 Monitor implementation and impact of decision using reliable feedback processes
3. Enhance image of the enterprise	3.1 Conduct business consistent with enterprise standards and values 3.2 Note and promptly discuss with appropriate persons, any inappropriate values and standards exhibited within the organisation, using established communication channels 3.3 Consistently display a very high standard of personal presentation in line with organisational expectations and policies
4. Demonstrate high standards of personal and management performance	4.1 Contribute to developing a reputable organisation which has integrity and credibility, through personal performance and own behaviour 4.2 Ensure standards of personal and management performance are consistent with enterprise requirements 4.3 Provide a positive role model for others through personal and managerial performance 4.4 Develop and implement plans in accordance with enterprise goals and objectives 4.5 Develop, set and monitor key performance indicators and targets within team/enterprise business plans

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.3, 2.5, 2.6, 4.4, 4.5	• Gathers, interprets and analyses text within job specifications and processes to make informed decisions and provide personal leadership
Writing	1.2, 2.1, 2.3-2.5, 3.2, 4.4, 4.5	• Prepares, plans and develops documentation for team members and other relevant stakeholders to communicate and articulate information and ideas clearly and effectively
Oral Communication	1.1-1.3, 2.2, 2.4, 3.2, 4.1, 4.3	• Participates in spoken exchanges with a range of audiences varying language and features to suit the audience
Navigate the world of work	3.1, 3.3, 4.1-4.4	• Understands how own role meshes with others and contributes to broader work goals • Adheres to organisational policies and procedures
Interact with others	1.1-1.3, 2.2, 2.4, 2.6, 3.2, 4.1, 4.3	• Selects and uses appropriate conventions and protocols when communicating with a range of personnel to seek or share information • Recognises and values individual differences, seeking to better understand other perspectives and judging when it is appropriate to modify own behaviour to create stronger rapport • Demonstrates an increasing awareness of the interplay of factors involved in any group interaction
Get the work done	2.1-2.3, 2.5, 2.6, 4.4, 4.5	• Sequences and schedules complex activities, monitors implementation and manages relevant communication • Uses systematic, analytical processes in complex, non-routine situations, setting goals, gathering relevant information and identifying and evaluating options against agreed criteria • Uses personal experience and feedback to reflect on how variables impact decision outcomes and to gain insights into what constitutes ‘good’ judgement and an effective decision in different contexts

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMGT405 Provide personal leadership	BSBMGT405A Provide personal leadership	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT405 Provide personal leadership

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- acquire and use information to best advantage for achievement of team/project performance goals
- make decisions appropriate to achievement of team performance goals
- effectively manage work to achieve goals and results
- introduce and monitor practices to improve performance
- undertake effective consultation processes
- effectively use management information systems in achievement of team performance goals and objectives
- promote available learning methods to support team competence
- clearly and effectively communicate critical information to team, peers and management.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- list relevant coaching and mentoring techniques
- identify continuous improvement techniques and processes
- describe enterprise culture and values
- identify the enterprise mission, business goals and standards
- list relevant enterprise policies, procedures and guidelines
- identify relevant performance management policies, procedures and systems.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG401 Profile the market

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning strategies.

It applies to individuals working in a variety of marketing communications occupational roles who have responsibility for a range of tasks involving analysis and planning.

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

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Segment market	1.1 Identify criteria for use in segmenting market in accordance with marketing plan 1.2 Identify and access sources of information for segmenting and profiling markets in accordance with marketing plan 1.3 Segment market in accordance with identified criteria 1.4 Review market segments for their usefulness in terms of factors such as their size, potential, distinctive needs, easy identification of members or distinctive media use patterns

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Select market segments to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify target market	2.1 Evaluate approaches to determining and describing total market for a product or service 2.2 Define target market in terms of consumers to be included as prospective users of a product or service, and selected market segments 2.3 Use segment descriptors to describe target market 2.4 Identify available strategic marketing options and select targeting strategies that best meet requirements of the marketing plan
3. Profile target audience	3.1 Describe total market and selected market segments using a consumer profile 3.2 Identify consumer characteristics in standard statistical terms and/or descriptive terms used in media selection in consumer profile 3.3 Use demographic and/or psychographic descriptions in consumer profile in accordance with requirements of the marketing plan 3.4 Describe consumer attitudes to products or services being offered 3.5 Ensure profile meets organisational requirements of language, format, content and level of detail
4. Develop positioning strategy	4.1 Identify available positioning strategies and choose a strategy to meet marketing requirements and consumer profile 4.2 Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3 Submit plan to supervisor within specified timelines and make appropriate adjustments based on feedback

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.4, 2.1, 2.2, 2.4, 3.2, 3.3, 4.1	• Gathers, interprets and analyses a variety of textual information from a range of sources to identify relevant and key information
Writing	1.3, 2.2, 2.3, 3.1-3.5, 4.2, 4.3	• Prepares strategic business documentation incorporating appropriate vocabulary, grammatical structure and conventions appropriate to text and audience
Numeracy	1.1-1.5, 2.1, 2.2, 2.4, 3.2, 3.3	• Uses mathematical skills to interpret and process data and statistical information
Navigate the world of work	1.1, 1.2, 1.5, 2.4, 3.3, 3.5, 4.1, 4.2	• Adheres to implicit and explicit organisational goals, policies and procedures
Interact with others	4.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.2-1.5, 2.1, 2.4, 4.1-4.3	• Develops and implements plans to manage relatively complex, non-routine tasks with an awareness of how they contribute to organisational goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG401 Profile the market	BSBMKG401B Profile the market	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG401 Profile the market

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant information relating to the Australian Marketing Institute Code of Professional Conduct
- outline requirements of legislation affecting marketing roles
- explain data collection and analysis techniques
- outline relevant industry knowledge including:
  - components of marketing mix
  - elements of marketing planning
- explain marketing communications concepts and processes
- identify organisational structures, roles, responsibilities, business and marketing plans
- demonstrate knowledge of relevant product and service standards and best practice models
- outline relevant statistical terms used by the Australian Bureau of Statistics.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes

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- relevant workplace documentation and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to gather, organise, analyse and present workplace information using available systems. This includes identifying research requirements and sources of information, applying information to a set of facts, evaluating the quality of the information, and preparing and producing reports.

It applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks, evaluate information from a variety of sources and apply solutions to a range of unpredictable problems

No licensing, legislation or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Research

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Gather and organise information	1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements 1.2 Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3 Ensure that methods of collecting information are reliable and

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ELEMENT	PERFORMANCE CRITERIA
	make efficient use of resources in accordance with organisational requirements 1.4 Identify research requirements for combining online research with non-electronic sources of information 1.5 Use business technology to access, organise and monitor information in accordance with organisational requirements 1.6 Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1 Clearly define objectives of research ensuring consistency with organisational requirements 2.2 Ensure that data and research strategies used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3 Identify key words and phrases for use as part of any online search strategy, including the use of Boolean operators and other search tools 2.4 Use reliable methods of data analysis that are suitable to research purposes 2.5 Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and business objectives
3. Present information	3.1 Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2 Structure and format reports in a clear manner that conforms to organisational requirements 3.3 Report and distribute research findings in accordance with organisational requirements 3.4 Obtain feedback and comments on suitability and sufficiency of findings in accordance with organisational requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1, 1.2, 1.4, 2.1-2.5, 3.4	• Analyses and evaluates textual information to develop research strategies, integrate facts and ideas and meet organisational requirements
Writing	1.1, 1.5, 1.6, 2.1, 3.1, 3.2, 3.3	• Gathers, evaluates and integrates information from a range of sources • Presents findings, recommendations and issues in required format using language, structure and style appropriate to audience.
Oral Communication	3.3, 3.4	• Presents recommendations and issues using language appropriate to audience and according to organisational requirements
Numeracy	1.1, 1.2, 1.3, 2.2, 2.4, 3.3	• Extracts and evaluates meaning from data and interprets numerical information to apply within the context of requirements
Navigate the world of work	1.2, 1.3, 1.5, 1.6, 2.1, 2.5, 3.2, 3.3, 3.4	• Recognises and follows organisational policies and procedures and meets expectations associated with own role
Interact with others	3.3, 3.4	• Selects and uses appropriate communication practices when seeking or sharing information
Get the work done	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 3.1	• Plans, organises and implements tasks to meet organisational requirements • Takes responsibility for the outcomes of routine decisions related directly to own role • Uses the main features and functions of digital technologies and tools to complete work tasks • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBRES401 Analyse and present research information	BSBRES401A Analyse and present research information	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBRES401 Analyse and present research information

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify or confirm research requirements and objectives
- gather, organise and present workplace information and data
- update, modify, maintain and store information
- maintain and handle data and documents systematically and securely
- prepare and produce reports including:
  - recommendations based on the analysis of information
  - clear and justified assumptions and conclusions
  - use of efficient, valid and reliable methods
- use Boolean operators and other search tools
- analyse, evaluate and interpret data to support organisational activities.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain organisational systems for recordkeeping/filing, including security procedures
- identify organisational policies and procedures and legal and ethical obligations relating to workplace information
- explain concepts related to research and analysis including reliability and validity
- give examples of techniques for data analysis and how they are applied
- explain research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – research field of work and include access to:

- workplace information systems, equipment and resources
- workplace policies and procedures
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role interpret financial reports and other numerical data to develop financial management strategies.

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

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate the business in accordance with the business plan 1.2 Produce financial budgets or projections, including cash flow

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ELEMENT	PERFORMANCE CRITERIA
	estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements 1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of financial backers 1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow 1.6 Select key performance indicators to enable ongoing monitoring of financial performance 1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met 2.2 Monitor marketing and operational strategies for their effects on the financial plan 2.3 Calculate and evaluate financial ratios according to own or industry benchmarks 2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.4	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.2-1.5, 1.7, 2.1	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3, 1.7, 2.1	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to

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		confirm understanding • Participates in verbal negotiations using tone and language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	• Interprets numerical information to calculate all relevant financial information
Navigate the world of work	1.2, 1.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.7, 2.1	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSMB406 Manage small business finances Release 2	BSBSMB406 Manage small business finances Release 1	Updated to clarify intent	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify intent of unit
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- operate the business according to the business plan, including:
  - adhering to legal requirements
  - meeting requirements of financial backers
  - defining strategies for debt collection and contingencies for debtors
  - managing cash flow
  - defining key performance indicators
  - communicating with relevant people
- monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports
- identify principles for preparing balance sheets and their interpretation
- outline debt collection procedures or strategies

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- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records and stock control relevant to the business.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- business equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

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

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1 Establish a WHS management system in a work area	1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation 1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS legislation, policies, procedures and programs 1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)
2 Establish and maintain effective and compliant participation arrangements for managing WHS in a work area	2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation 2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation 2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand
3 Establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in a work area	3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks 3.2 Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled 3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control and WHS legislative requirements 3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures 3.5 Identify requirements for expert WHS advice, and request this advice as required
4 Evaluate and maintain a work area WHS management system	4.1 Develop and provide a WHS induction and training program for all workers in a work area as part of the organisation's training program 4.2 Use a system for WHS record keeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision 4.3 Measure and evaluate the WHSMS in line with the

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ELEMENT	PERFORMANCE CRITERIA
	organisation's quality systems framework 4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives 4.5 Ensure compliance with the WHS legislative framework to achieve, as a minimum, WHS legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.2, 4.3, 4.5	• Organises, evaluates and critiques ideas and information from WHS legislation, policies, procedures and programs
Writing	1.1, 2.3, 3.2, 3.5, 4.1, 4.2	• Produces WHS policies, procedures and programs • using appropriate vocabulary, grammatical structure and conventions to produce • Records WHS decisions according to organisational requirements
Oral communication	1.1, 2.1, 2.2, 2.3	• Presents and seeks information from others using structure and language suitable for the audience • Provides information on resolution of WHS issues varying level of technical vocabulary to suit audience
Numeracy	1.3	• Selects from, and applies, an expanding range of mathematical and problem solving strategies in identifying financial and human resources required
Navigate the world of work	1.1, 1.2, 2.1, 2.2, 3.3, 3.4, 4.5	• Monitors adherence to legal and regulatory rights and responsibilities for self and others in relation to WHS • Takes responsibility for developing, implementing and reviewing policies, procedures and processes in accordance with organisational and legislative requirements
Interact with others	1.1, 2.1, 2.3, 3.5	• Plays a lead role in situations requiring effective collaboration demonstrating the ability to guide discussions and negotiate agreeable outcomes • Provides feedback to others in forms they can

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		understand and use
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 4.3, 4.4, 4.5	• Develops plans or processes to manage relatively complex, WHS management tasks with an awareness of how they contribute to operational and strategic goals • Uses systematic, analytical processes, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Uses digital systems and tools to enter, store and retrieve relevant information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

WHS legislation must include:	• applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS501 Ensure a safe workplace	BSBWHS501A Ensure a safe workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping
- ensure organisational WHS compliance
- establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program
- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control
- provide information and complete documentation for a WHS management system
- identify requirements for and request expert WHS advice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and detail relevant WHS Acts, regulations and codes of practice
- specify relevant WHS organisational policies, procedures, programs and practices
- explain hazard identification and risk-management processes
- describe the hierarchy of risk control and how it is applied in the workplace
- specify in-house and WHS legislative reporting requirements.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational WHS policies and procedures
- WHS legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR204 Use business technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data.

It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and use technology	1.1 Select appropriate technology and software applications to achieve requirements of the task 1.2 Adjust workspace, furniture and equipment to suit user's ergonomic requirements 1.3 Use technology according to organisational requirements and in a way that promotes a safe work environment
2. Process and organise	2.1 Identify, open, generate or amend files and records according

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ELEMENT	PERFORMANCE CRITERIA
data	to task and organisational requirements 2.2 Operate input devices according to organisational requirements 2.3 Store data appropriately and exit applications without damage to or loss of, data 2.4 Use manuals, training booklets and/or online help or helpdesks to overcome basic difficulties with applications
3. Maintain technology	3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements 3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1, 2.2, 2.4, 3.1-3.3	• Recognises and interprets information from familiar sources to determine job role and task requirements
Writing	2.1, 2.3, 3.2, 3.3	• Produces and amends files to meet task and organisational requirements • Completes required documentation using organisational formats
Oral Communication	3.3	• Uses specific and relevant language to refer faults to others
Navigate the world of work	1.2, 1.3, 2.1, 2.2, 3.1-3.3	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1-3.3	• Uses business technologies and systems safely, when gathering, storing, accessing and sharing information • Understands purposes, specific functions and key

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		features of common digital systems and business tools • Operates digital systems and business tools effectively to complete routine tasks using some basic troubleshooting strategies as required

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR204 Use business technology	BSBWOR204A Use business technology	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR204 Use business technology

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- select and use technology safely and according to organisational requirements
- access, retrieve and store required data
- demonstrate basic maintenance on a range of equipment using manuals or help-files
- identify and address faults according to requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisation's work health and safety requirements
- outline the organisation's requirements for file naming and storage
- explain why regular back-ups of data are done
- list 'routine maintenance' tasks
- summarise the procedure for addressing equipment faults.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- electronic files and data
- workplace documentation and equipment manuals
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.

This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise and complete own work schedule	1.1 Ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements 1.2 Assess and prioritise workload to ensure tasks are completed within identified timeframes 1.3 Identify factors affecting the achievement of work objectives and incorporate contingencies into work plans 1.4 Use business technology efficiently and effectively to manage

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ELEMENT	PERFORMANCE CRITERIA
	and monitor scheduling and completion of tasks
2. Monitor own work performance	2.1 Accurately monitor and adjust personal work performance through self assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs 2.2 Ensure that feedback on performance is actively sought and evaluated from colleagues and clients in the context of individual and group requirements 2.3 Routinely identify and report on variations in the quality of and products and services according to organisational requirements 2.4 Identify signs of stress and effects on personal wellbeing 2.5 Identify sources of stress and access appropriate supports and resolution strategies
3. Co-ordinate personal skill development and learning	3.1 Identify personal learning and professional development needs and skill gaps using self assessment and advice from colleagues and clients in relation to role and organisational requirements 3.2 Identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel 3.3 Access, complete and record professional development opportunities to facilitate continuous learning and career development 3.4 Incorporate formal and informal feedback into review of further learning needs

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1-3.4	• Employs a range of approaches and investigative techniques to source the knowledge necessary to arrange personal learning experiences
Reading	1.1, 1.2, 2.1	• Interprets textual information to determine organisation's procedures, own work performance and objectives

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Writing	1.3, 1.4, 2.3, 3.1, 3.2, 3.3	• Prepares written reports and workplace documents that communicate information clearly and effectively
Oral Communication	2.2, 2.3, 3.1, 3.2	• Clearly gives and receives feedback using specific and relevant language • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1, 1.3	• Understands responsibilities and scope of role and complies with organisational policies, procedures and protocols
Interact with others	1.1, 2.2, 2.3, 3.1, 3.2	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Fosters and nurtures a culture of constructive and respectful feedback • Proactively collaborates with others to achieve specific goals
Get the work done	1.2, 1.3, 1.4, 2.4, 2.5, 3.2	• Plans and organises work commitments to ensure deadlines and objectives are met • Uses formal analytical thinking techniques to recognise and respond to routine problems • Uses digital systems and tools to enter, store and monitor information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR301 Organise personal work priorities and development	BSBWOR301B Organise personal work priorities and development	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR301 Organise personal work priorities and development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a work plan according to organisational requirements and work objectives
- use business technology to schedule, prioritise and monitor completion of tasks in a work plan
- assess and prioritise own work load and deal with contingencies
- monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
- identify personal development needs and access, complete and record skill development and learning.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of legislation that relate to own work role
- describe goals, objectives or key performance indicators of own work role
- explain ways to elicit, analyse and interpret feedback when communicating with other people in the workplace
- explain the principles and techniques of goal setting, measuring performance, time management and personal assessment of learning and development needs
- explain signs and sources of stress and strategies to deal with stress in the workplace
- identify methods to identify and prioritise personal learning needs.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- office equipment and resources
- work schedules and performance improvement plans
- workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

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

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

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ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	• Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	• Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	• Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	• Understands how own role contributes to broader organisational goals • Considers organisational protocols when planning own career development

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Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation's policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CHCDIV001 Work with diverse people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases 1.2 Work with awareness of own limitations in self and social awareness 1.3 Use reflection to support own ability to work inclusively and with understanding of others

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
	1.4 Identify and act on ways to improve own self and social awareness
2. Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work
	2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness
	2.3 Use work practices that make environments safe for all
3. Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people
	3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence
	3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible
	3.4 Seek assistance from interpreters or other persons according to communication needs
4. Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties
	4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity
	4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations
	4.4 Address any difficulties with appropriate people and seek assistance when required

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCDIV001 Work with diverse people

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Merged HLTHIR403C/CHCCS405C. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
  - selected and used appropriate verbal and non verbal communication
  - recognised situations where misunderstandings may arise from diversity and formed appropriate responses

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
  - political
  - social
  - economic

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    - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
    - discrimination:
        - age
        - disability
        - racial
        - sex
    - human rights:
        - *Universal declaration of human rights*
        - relationship between human needs and human rights
        - frameworks, approaches and instruments used in the workplace
    - rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
    - culture, race, ethnicity
    - disability
    - religious or spiritual beliefs
    - gender, including transgender
    - intersex
    - generational
    - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
    - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
    - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
    - protective factors
    - physical, mental and emotional health issues/care needs
    - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
    - language and cultural interpreters
    - imagery
- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

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Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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CHCLEG001 Work legally and ethically

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Identify and respond to legal requirements	1.1 Identify, access and interpret sources of information about the legal requirements that apply to the work role
	1.2 Identify the scope and nature of own legal rights and responsibilities
	1.3 Adhere to legal requirements in work practice according to workplace policies and procedures and scope of role
	1.4 Recognise potential or actual breaches and report according to organisation procedures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Identify and meet ethical responsibilities	2.1 Identify, access and interpret sources of information about the ethical responsibilities that apply to the work role 2.2 Identify the scope and nature of own ethical responsibilities 2.3 Meet ethical responsibilities according to workplace policies and protocols, and scope of role 2.4 Recognise potential ethical issues and dilemmas, and discuss with an appropriate person 2.5 Recognise own personal values and attitudes and take into account to ensure non-judgemental practice 2.6 Use effective problem solving techniques when exposed to competing value systems 2.7 Recognise unethical conduct and report to an appropriate person 2.8 Recognise potential and actual conflicts of interest and take appropriate action
3. Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities 3.2 Pro-actively share feedback with colleagues and supervisors 3.3 Identify and take opportunities to contribute to the review and development of policies and protocols

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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Assessment Requirements for CHCLEG001 Work legally and ethically

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - complaints management
  - continuing professional education
  - discrimination

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  - dignity of risk
  - duty of care
  - human rights
    - *Universal declaration of human rights*
    - relationship between human needs and human rights
    - frameworks, approaches and instruments used in the workplace
  - informed consent
  - mandatory reporting
  - practice standards
  - practitioner/client boundaries
  - privacy, confidentiality and disclosure
  - policy frameworks
  - records management
  - rights and responsibilities of workers, employers and clients
  - industrial relations legislation relevant to employment conditions of role
  - specific legislation in the area of work – objectives and key components
  - work role boundaries – responsibilities and limitations
  - work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
  - type of legal issues that arise
  - ways to respond
- ethical practice in the context of the work role:
  - type of ethical issues that arise
  - ways to respond
- workplace policies, procedures and protocols:
  - how they are/should be developed
  - processes for review, including consultation and mechanisms for input

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - current legislation, regulations and codes of practice
  - organisation policies, procedures and protocols
- modelling of industry operating conditions, including presence of problem solving activities

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Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53

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FSKDIG02 Use digital technology for simple workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to use digital technology to undertake simple workplace tasks.

The unit applies to individuals at Australian Core Skills Framework (ACSF) level 2 who need to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

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

Unit Sector

Digital Technology

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to use digital technology	1.1 Identify simple workplace task 1.2 Identify appropriate digital technology for the task 1.3 Interpret simple workplace information and terminology
2. Complete simple	2.1 Interpret simple written and pictorial instructions to access and

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Element	Performance Criteria
workplace task	use digital technology 2.2 Follow workplace procedures to perform a task using technology 2.3 Review performance

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning		• Selects appropriate digital technology for the task
Oral communication		• Discusses performance with trainer or supervisor

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKDIG02 Use digital technology for simple workplace tasks

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify and use digital technology appropriate to the task
- complete simple workplace tasks.

Evidence must be collected using tasks typically found in the workplace.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- procedures for accessing and using digital technology.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

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Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of digital technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to identify routine workplace problems and strategies to respond to the problems.

This unit applies to individuals who need learning skills at Australian Core Skills Framework (ACSF) level 3 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

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

Unit Sector

Learning

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Plan to respond to workplace problems	1.1 Identify routine workplace problems 1.2 Investigate a range of strategies for responding to workplace problems

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Element	Performance Criteria
2. Propose problem solving strategies	2.1 Identify a potential workplace problem 2.2 Identify factors contributing to the selected workplace problem 2.3 Propose appropriate problem solving strategies
3. Review problem solving strategies	3.1 Seek feedback from appropriate person 3.2 Record and review feedback 3.3 Revise strategies as appropriate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Writing		• Records feedback from trainer or supervisor
Oral Communication		• Discusses problem-solving strategies with trainer or supervisor
Problem Solving		• Identifies problems and plans strategies for responding to them
Planning and Organising		• Develops strategies to respond to problems

Mapping Information

Not applicable

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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Assessment Requirements for FSKLRG09 Use strategies to respond to routine workplace problems

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Performance Evidence

Evidence of the ability to:

- identify workplace problems
- propose appropriate strategies to respond to problems
- respond to feedback as appropriate

Evidence must be collected using routine workplace tasks.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- factors contributing to routine workplace problems
- a range of strategies for problem solving
- sources of advice and feedback.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Individuals can access own familiar support resources.

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Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - learning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178

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HLTAAP001 Recognise healthy body systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Application

This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
1. Work with information about the human body	1.1 Correctly use and interpret health terminology that describes the normal structure, function and location of the major body systems 1.2 Correctly use and interpret information that relates to the interrelationships between major components of each body system and other structures

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element*
2. Recognise and promote ways to support healthy functioning of the body	2.1 Review factors that contribute to maintenance of a healthy body 2.2 Evaluate how the relationships between different body systems affect and support healthy functioning 2.3 Enhance quality of work activities by using and sharing information about healthy functioning of the body

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) *that are essential to performance*.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTAAP001 Recognise healthy body systems

Modification History

Release	Comments
Release 1	This version was released in *HLT Health Training Package release 2.0* and meets the requirements of the 2012 Standards for Training Packages. Significant changes to the elements and performance criteria. New evidence requirements for assessment, including volume and frequency.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked effectively with information about the human body and its healthy functioning in at least 3 different situations

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- basic structure and functions of the body systems and associated components, including:
  - cells, tissues and organs
  - cardiovascular system
  - respiratory system
  - musculo-skeletal system
  - endocrine system
  - digestive system
  - urinary system
  - reproductive system
  - integumentary system
  - lymphatic system
  - nervous system, including sensory systems – eye and ear
  - the special senses – smell, taste, vision, equilibrium and hearing

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    - immune system
- processes, conditions and resources required by the body to support healthy functioning
    - body regulation including:
        - maintenance of body temperature
        - fluid and electrolyte (including PH) balance
        - elimination of wastes from the body
        - maintenance of blood pressure
    - protection from infection
    - physical activity – active and passive

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including client health information
- modelling of industry operating conditions, including integration of problem solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.

Application

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT **PERFORMANCE CRITERIA**

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Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Follow safe work practices	1.1 Follow workplace policies and procedures for safe work practices 1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures 1.3 Follow workplace emergency procedures
2. Implement safe work practices	2.1 Identify and implement WHS procedures and work instructions 2.2 Identify and report incidents and injuries to designated persons according to workplace procedures 2.3 Take actions to maintain safe housekeeping practices in own work area
3. Contribute to safe work practices in the workplace	3.1 Raise WHS issues with designated persons according to organisational procedures 3.2 Participate in workplace safety meetings, inspections and consultative activities 3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area
4. Reflect on own safe work practices	4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area 4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Reading* – in order to accurately read and interpret workplace safety policies and

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procedures including safety signs, dangerous goods classifications and safety instructions

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTWHS001 Participate in workplace health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to incorporate content of unit HLTWHS200A. Revised scope of unit to reflect requirements of workers. New evidence requirements for assessment.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a WHS meeting or inspection in workplace
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role
- followed workplace procedures for reporting hazards
- followed workplace procedures for a simulated emergency situation.

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Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of employers and workers, including duty of care
  - hazardous manual tasks
  - infection control
- safety signs and their meanings, including signs for:
  - dangerous goods classifications
  - emergency equipment
  - personal protective equipment (PPE)
  - specific hazards such as sharps, radiation
- hazard identification, including:
  - definition of a hazard
  - common workplace hazards relevant to the industry setting
  - workplace procedures for hazard identification
- workplace emergency procedures
- workplace policies and procedures for WHS

Assessment Conditions

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

In addition, assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.

Application

This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Contribute to workplace procedures for identifying hazards and controlling risks	1.1 Identify existing and potential hazards and record them according to workplace procedures 1.2 Contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies 1.3 Implement risk controls in line with the hierarchy of risk control and workplace and legislative requirements 1.4 Identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements
2. Implement policies and procedures into work team processes	2.1 Regularly provide information about WHS policies and procedures to the work team 2.2 Provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team 2.3 Monitor housekeeping practices to ensure that WHS policies and procedures are followed 2.4 Maintain WHS incident records in the work area according to workplace procedures and legislative requirements
3. Support consultation, cooperation and communication	3.1 Support workplace consultative procedures by encouraging work team participation in consultative activities 3.2 Report health and safety issues in line with workplace procedures and legislative requirements 3.3 Encourage and assist work team members to contribute to WHS

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Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Written communication* – in order to complete a workplace risk assessment and complete a workplace incident report in line with regulatory guidelines and organisational policies
- *Oral communication* – in order to accurately present information to a small group of at least two participants

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit

Unit Mapping Information

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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Assessment Requirements for HLTWHS003 Maintain work health and safety

Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor corrections to formatting to improve readability. Equivalent competency outcome.
Release 1	This version was released in *HLT Health Training Package release 1.0* and meets the requirements of the 2012 Standards for Training Packages. Updated to include relevant content from HLTWHS401A. Revised scope of unit to reflect requirements of supervisor and/or line manager.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- conducted a workplace risk assessment and recorded the results, including:
  - identification of hazards and potential hazards
  - risk assessment
  - strategies for minimising risk, and
  - analysis of residual risk
- provided WHS information to at least two workers, including:
  - explanation of WHS policies and procedures
  - demonstration of safe housekeeping practices
  - correct use of personal protective equipment (PPE)

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- consistently monitored safety procedures in the day-to-day work activities required by the job role
- completed a workplace incident report
- followed workplace procedures for a simulated emergency situation

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of persons conducting a business or undertaking (PCBUs), officers and workers, including duty of care
  - legislative requirements for record-keeping and reporting
  - regulatory requirements relevant to the particular industry/type of work site
  - hazardous manual tasks
  - infection control
- Hazards common to the work environment and how they cause harm
- Principles of hazards and risk assessment, including:
  - hazard identification procedures
  - risk assessment process
  - residual risk
  - risk controls
  - hierarchy of control
- Workplace emergency procedures
- Workplace policies and procedures for WHS.

Assessment Conditions

Skills must be demonstrated in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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Assessment must ensure use of:

- current workplace policies and procedures for WHS.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

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SHBBCCS001 Advise on beauty products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to advise clients on a range of professional beauty products and services.

It requires the ability to investigate products and services, interpret information, identify client beauty needs and explain available beauty products and services.

This unit applies to workers in nail, make-up, and beauty salons. In these environments, they work in a team but have responsibility for maintaining their own product and treatment knowledge.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop product	1.1 Source, interpret and maintain current information on

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knowledge.	beauty products and services. 1.2 Compare competitor and own salon's beauty products, treatments, services and pricing structure. 1.3 Develop knowledge of organisational product and service range and prices.
2. Recommend salon services.	2.1 Discuss beauty requirements with client. 2.2 Identify factors that affect client suitability for services. 2.3 Recommend salon services and book client appointment.
3. Prepare client for product demonstration.	3.1 Check readiness of service area and availability of product stock. 3.2 Identify client requirements and select suitable products. 3.3 Protect client clothing from product spillage during demonstration. 3.4 Cleanse skin area for demonstration if required.
4. Demonstrate beauty care products.	4.1 Apply selected products explaining product application, benefits and features, as required. 4.2 Respond to client queries. 4.3 Evaluate recommended product with client. 4.4 Follow up on product performance or treatment outcome with client as required. 4.5 Clean and restock service area for next service.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Writing skills to:	• provide a client with a personal product recommendation using standardised format.
Oral communication skills to:	• use active listening and open and closed probe questioning to interact with clients in a polite and friendly manner • select and use appropriate terminology in consultations with clients and discussions with team members.
Numeracy skills to:	• calculate service cost and product prices.
Technology skills to:	• access credible online publications and internet resources that builds knowledge for providing advice to clients • use client software to book client for service, record stock data

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and product purchases.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898

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Assessment Requirements for SHBBCCS001 Advise on beauty products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- present information on a new product or service demonstrating knowledge of:
  - features and benefits
  - availability
  - typical clients that will benefit
- advise and sell six products and services to clients with differing product and service requirements demonstrating:
  - ability to identify client needs and constraints
  - selection of suitable products or treatments
  - presentation of features and benefits
  - demonstration of products
  - responses to client questions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal requirements relevant to advice and sale of beauty products and services:
  - federal, state or territory and local health and hygiene regulations relevant to product demonstration
  - skin penetration regulations and requirements
  - anti-discrimination legislation
  - consumer legislation
- organisational policies and procedures relevant to the sale of products and services
- effects and benefits of professional product ranges for:
  - nail care
  - make-up
  - skin care
- effects, benefits and contraindications to the following treatments:
  - manicure and pedicare

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    - facial services
    - body services
    - hair reduction services
- factors that affect suitability of organisational services and products to client needs:
    - allergies and sensitivities to ingredients in skin care
    - budgetary and time constraints
    - client ability to follow home care advice
    - contraindications
    - ethical considerations
- specialised product knowledge:
    - contraindications
    - causes of skin sensitivities or allergies
    - basic ingredients or materials in products
    - complementary products and services
    - features and use of products
    - ordering procedures
    - products in workplace range
    - shelf life and use-by date
    - stock availability
    - storage requirements
    - warranties.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with different beauty products and services requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
    - basin
    - hot and cold running water
    - liquid soap
    - single use towels or hand dryer
- relevant workplace documentation:
    - blank client records

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- organisational policies and procedures relevant to selling products and services
- manufacturer instructions for equipment
- safety data sheets for cleaning products and, where applicable, for treatment products
- product manuals listing product ingredients, formulations, labelling and guidelines for use
- salon treatment menus and prices.

Assessment must ensure use of:

- beauty products from a comprehensive professional range:
  - nail care
  - make-up
  - skin care.

Assessment activities that allow the individual to:

- provide advice within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- hold a qualification as a beautician or beauty therapist
- have worked as a beautician for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898

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SHBBMUP002 Design and apply make-up

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to apply facial make-up products for day, evening or special occasions.

It requires the ability to consult with clients, analyse face and skin, and to demonstrate and apply make-up products to suit client needs or make-up brief.

This unit applies to beauty therapists, retail assistants, and make-up freelancers who work in beauty salons, retail cosmetic outlets, and settings that provide make-up services. In this environment they make routine service decisions within a defined range and have knowledge and skills of a variety of make-up products and application techniques.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Make-Up Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Establish make-up requirements.	1.1 Confirm make-up requirements and occasion with client. 1.2. Identify contraindications to make-up service and refer client to appropriate professional, as required. 1.3. Prepare service area, equipment and self.
2. Design make-up plan.	2.1 Design make-up plan according to analysis, occasion, and colour design principles. 2.2 Confirm make-up plan with client. 2.3 Cleanse face and neck to thoroughly remove make-up. 2.4 Identify skin type, colour, tone and undertone to select foundation. 2.5 Identify facial shape and areas requiring corrective make-up. 2.6 Select make-up products and equipment.
3. Apply make-up.	3.1 Apply make-up products sequentially according to make-up plan. 3.2 Explain products and application to client throughout make-up service. 3.3 Seek client feedback to evaluate make-up application and adjust as required.
4. Apply false eyelashes.	4.1 Conduct patch test for eyelash adhesive and note adverse reactions. 4.2 Advise client of suitability for application of false eyelashes. 4.3 Apply strip or individual eyelashes according to manufacturer instructions.
5. Provide post service advice.	5.1 Provide advice on make-up products and techniques to maintain make-up throughout occasion. 5.2 Provide advice for make-up removal and recommend make-up removal products. 5.3 Seek client feedback and update make-up plan. 5.4 Explain possible adverse reactions to client. 5.5 Demonstrate application of make-up products to client for maintenance of make-up look throughout the occasion. 5.6 Recommend and sell products to maintain the make-up look throughout the occasion and discuss future services.
6. Clean service area.	6.1 Clean non disposable make-up equipment and tools. 6.2 Restock equipment and products to prepare for next service. 6.3 Dispose of general waste to minimise negative environmental impacts.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description
Oral communication skills to:	• use effective questioning and active listening techniques to consult with client, confirm requirements and monitor service outcomes.
Reading skills to:	• interpret and follow manufacturer instructions and safety data sheets for use of cleaning, make-up products and equipment.
Numeracy skills to:	• calculate service price, product quantities and time.

Unit Mapping Information

SIBXFAS201A Design and apply make-up

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898

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Assessment Requirements for SHBBMUP002 Design and apply make-up

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, develop and adjust make-up plan to apply safe and appropriate make-up for the following client requirements:
  - two different day events
  - two different evening events
  - three different skin colours or ethnic backgrounds of varying ages
- design and record make-up plan for each client specifying details of:
  - areas requiring corrective make-up
  - client image and occasion
  - colour analysis and design
  - contraindications to make-up services
  - facial shape
  - highlighting and shading
  - products and application techniques
  - skin types and conditions
- demonstrate safe and correct use of the following make-up products:
  - blushes
  - cleansers
  - concealers
  - eye shadows
  - eyeliners
  - false lashes
  - liquid and solid foundations
  - lip gloss
  - highlighters
  - lip liners
  - lipsticks
  - mascaras
  - pencils
  - powders

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  - pre make-up stabilisers or primers
  - skin care
- present self, according to organisational policy
- manage product quantities to avoid waste of consumables
- comply with health and hygiene regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene regulatory requirements relevant to make-up services
- organisational policies and procedures relevant to make-up services:
  - client record management
  - equipment and product use and maintenance
  - incident reporting
  - personal hygiene and presentation
  - waste disposal
  - work health and safety
- operator's legal and insurance liabilities and responsibilities regarding to application of make-up
- scope of practice:
  - when to refer clients to other practitioners
  - importance of not stating a diagnosis of contraindications
- factors which influence the application of make-up:
  - facial shapes and their relationship to elements and principles of make-up design
  - effects of natural light and artificial light on cosmetics
  - colour design principles:
    - colour wheel
    - primary, secondary, tertiary, complementary and grey scale colours
  - tonal value, hue and shade
- appearance of the following common skin types and conditions and their relationship to make-up services:
  - oily/lipid
  - dry/alipid/lipid dry
  - diffused red
- contraindications, that prevent or restrict make-up services, and their relationship to make-up services:
  - bacterial, fungal, parasitic and viral infections
  - contact lenses
  - rashes

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    - recent skin treatments:
        - injectables
        - intense pulsed light
        - laser
        - surgery
- common ingredients in make-up products and their effects on skin and appearance
- chemical formulations of:
    - eyeliners
    - eyeshadows
    - facial powder
    - foundations
    - lipsticks
    - mascara
- colours in cosmetics
- effects created by application of specific make-up products and colour application techniques:
    - highlighting
    - shading
    - contouring
- selection, care and infection control for make-up tools and equipment:
    - applicators
    - brushes
    - lash curlers
    - magnifying mirror
    - make-up box
    - pallets
    - pencil sharpeners
    - spatulas
    - sponges
    - tweezers
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to maintain and remove make-up application.

Assessment Conditions

Skills must be demonstrated in a beauty or make-up services environment; this can be:

- an industry workplace or
- a simulated beauty workplace set up for the purpose of skills assessment, that provides beauty services to paying members of the public or freelance services for paid make-up assignments.

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Assessment must ensure access to:

- paying clients, both new and regular or models as part of paid assignments, with different make-up requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
  - basin
  - hot and cold running water
  - liquid soap
  - single use towels or hand dryer
- relevant workplace documentation:
  - blank client records
  - organisational policies and procedures relevant to make-up services
  - manufacturer instructions and safety data sheets.

Assessment must ensure use of:

- adjustable make-up chair
- brush sanitiser
- cleaning and disinfection products and equipment
- cover to protect client's clothes
- disposable cotton buds, facial wipes, spatulas and tissues
- false eyelashes
- hand held mirror
- headband or hair clips
- magnifying lamp
- make-up equipment:
  - brushes for foundation, eye make-up and powder
  - disposable mascara wands
  - lash curler
  - pencil sharpeners
  - sponges and wedges
  - tweezers
- make-up lighting at workstation
- make-up products from a comprehensive professional range:
  - blushers
  - concealers
  - eye shadows
  - eyeliners
  - foundations – water based, oil based, solid or fluid
  - glosses
  - lipsticks

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  - mascaras
  - pencils
  - powders
  - pre make-up products
- skin cleansers, toners, moisturisers.

Assessment activities that allow individuals to:

- complete make-up services within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty or make-up industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898

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SHBBSKS001 Pierce ear lobes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to pierce ear lobes.

It requires the ability to consult with clients, select and use piercing tools and studs to pierce one or both ear lobes.

This unit applies to beauticians and retail beauty consultants who work in beauty salons and retail cosmetic outlets. In this environment they make routine service decisions within standard routines and procedures and are responsible for providing the service within skin penetration guidelines.

No occcupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Skin Services

Unit Sector

Beauty

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Establish client priorities.	1.1 Access and review client treatment plan if available. 1.2 Establish ear piercing requirements with client. 1.3 Obtain informed and signed parent or guardian consent if required. 1.4 Identify and explain contraindications to ear piercing service, and refer client to appropriate professional as required. 1.5 Explain treatment sequence and factors that may restrict treatment. 1.6 Confirm revised treatment plan, record updates and obtain signed client consent.
2. Prepare for piercing.	2.1 Prepare service area, client and self. 2.2 Select ear piercing equipment and products. 2.3 Use energy, water and other resources efficiently during preparation and subsequent treatment process.
3. Apply piercing.	3.1 Apply infection control and skin penetration procedures throughout service. 3.2 Cleanse and disinfect treatment site and mark ears for piercing. 3.3 Confirm earring placement with client. 3.4 Load stud gun and pierce ear lobes.
4. Review service and provide post service advice.	4.1 Evaluate pierced ears service with client. 4.2 Record outcomes of pierced ears service on client treatment plan. 4.3 Provide aftercare advice and recommend products and future treatments.
5. Clean service area.	5.1 Clean service area, equipment and work surfaces according to organisational policies and procedures. 5.2 Restock equipment and products in preparation for next service. 5.3 Dispose of general waste to minimise negative environmental impacts and according to organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Skill	Description

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Reading skills to:	• interpret, and follow manufacturer instructions and safety data sheets for safe use of cleaning and treatment products and equipment.
Numeracy skills to:	• calculate treatment times, product quantities and price.
Technology skills to:	• use client software to update client notes, record stock data and product purchases.

Unit Mapping Information

SIBBSKS201A Pierce ears

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898

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Assessment Requirements for SHBBSKS001 Pierce ear lobes

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate, follow and adjust treatment plans to provide three safe and appropriate ear lobe piercing services for clients
- maintain client records for each client specifying details of:
  - aftercare advice
  - adverse reactions
  - client name and address
  - contraindications
  - follow up advice
  - outcomes of treatment
  - procedure followed
  - studs used
  - type of ear piercing
- provide ear lobe piercing services that demonstrate:
  - consultation with client to agree on selection and placement of earrings
  - compliance with infection control and skin penetration procedures
  - minimum discomfort for client
  - placement of studs according to client requirements
  - accurate advice on care of wound, studs and maintenance of earrings
  - cleaning of ear piercing equipment according to skin penetration guidelines
- present self, according to organisational policy
- comply with health, hygiene and skin penetration regulations and requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- state or territory and local health and hygiene and skin penetration regulations and requirements relevant to piercing ear lobes
- legal responsibilities in relation to infection control, sterilising, registration or licensing of business and maintenance of premises

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- infectious disease transmission routes and prevention of infection transmission as it relates to ear piercing services
- infection control procedures and application of standard precautions as they apply to the provision of ear piercing services
- organisational policies and procedures relevant to piercing ear lobes:
  - client record management
  - equipment use and maintenance
  - incident reporting
  - personal hygiene and presentation
  - presentation of treatment area
  - waste disposal
  - work health and safety
- legal and insurance liabilities and responsibilities in regard to treatments
- scope of practice:
  - when to refer clients to other practitioners
  - importance of not stating a diagnosis of a contraindication
- cleaning and maintenance of piercing gun and equipment
- simplified cross section of the skin
- anatomy of the ear lobe
- workplace equipment and product range
- contraindications that prevent or restrict treatment or require referral to a medical professional and relationship to ear piercing services:
  - bacterial, fungal, parasitic and viral infections
  - clients under influence of alcohol or drugs
  - hypertrophic and keloid scarring tendency
  - non-normal skin
  - scar tissue and lesions
  - skin trauma
- adverse effects of ear piercing and required action:
  - inflammation
  - infection of the ear lobe
- care and maintenance procedures for recently pierced ears
- care and maintenance procedures for earrings
- process, forms and requirements for informed parental consent for minors
- sustainable operating procedures for the conservation of product, water and power
- aftercare advice and products to care for pierced ear lobes.

Assessment Conditions

Skills must be demonstrated in a beauty industry environment; this can be:

- a beauty industry workplace or

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- a simulated beauty workplace set up for the purpose of skills assessment, that provides services to paying members of the public.

Assessment must ensure access to:

- paying clients, both new and regular, with ear lobe piercing requirements, who have the expectation that the services provided reflect those of a commercial business
- hand washing facilities:
  - basin
  - hot and cold running water
  - liquid soap
  - single use towels or hand dryer.

Assessment must ensure use of:

- adjustable client chair
- antiseptic and home-care products for care of wound
- cleaning and disinfection products and equipment
- ear piercing gun
- personal protective equipment:
  - disposable gloves
  - sterile, single use disinfecting skin swabs
- studs
- surgical marking pen.

Assessment activities that allow the individual to:

- provide ear piercing service within commercially realistic speed, timing and productivity
- demonstrate competency in an environment reflective of real work situations
- manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors and:

- have worked in the beauty industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=255d312b-db07-48f2-b6d6-1b0b06c42898

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SIRCCCS001 Interact with pharmacy customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver fundamental customer service to community pharmacy customers. It requires the ability to greet and serve customers and cover a range of customer service enquiries including routine customer problems.

This unit applies to pharmacy assistants who work under supervision, with guidance from more experienced team members, and ultimately under the supervising pharmacist. They provide routine customer service and would not be expected to respond to complex customer requests or complaints.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client and Customer Service

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Greet and interact with customers.	1.1.Prioritise customers over other workplace duties. 1.2.Greet customers in a polite and friendly manner within

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	designated response times. 1.3. Communicate with customers clearly and concisely. 1.4. Question and actively listen to customer responses to determine their needs. 1.5. Identify and act on triggers for referral to a pharmacist or other pharmacy staff.
2. Respond to routine customer needs.	2.1. Direct customers to key product areas within the pharmacy. 2.2. Explain and match pharmacy products and services to customer needs. 2.3. Use tact and discretion when collecting and providing information to customers.
3. Work with others to deliver service.	3.1. Follow directions of supervisors and managers to deliver quality service. 3.2. Share information with others and contribute constructively to the team to maximise quality of service provided. 3.3. Resolve routine customer problems according to scope of own job role and organisational policy. 3.4. Refer service issues beyond scope of own job role to colleagues for action. 3.5. Provide customer feedback to supervisors or managers. 3.6. Recognise limits of own skills and knowledge in responding to customer needs and seek assistance from others.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCCCS001 Interact with pharmacy customers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate effectively, using questioning and active listening to provide routine service to customers of diverse ages, physical wellbeing and cultural background
- manage six customer interactions using the following communication methods:
  - face-to-face
  - telephone
- resolve two different routine customer problems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- importance of the customer within community pharmacies
- principles of quality customer service and positive communication
- value of customer feedback in improving service delivery
- communication techniques:
  - open and closed questioning
  - active listening
  - verbal and non-verbal cues
  - voice tonality
  - body language
  - methods for conveying information clearly and concisely
- professional service standards expected by community pharmacies; expected attitudes, attributes and ethics to work with customers:
  - discretion
  - patience
  - respect
  - sensitivity
  - tact
  - tolerance
- community pharmacy industry and organisational:

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  - types of internal and external customers and their varying needs
  - routine customer requests and needs and how to respond:
  - triggers for referral to pharmacist or more senior pharmacy colleagues
  - designated response times for acknowledging customers and their enquiry
  - personal presentation standards
  - customer service policies and procedures including those for handling routine customer service problems
- typical routine customer problems that occur within community pharmacies and how to respond:
  - incorrect pricing of products and services
  - delays in providing products or services
  - misunderstanding of customer requests
  - providing incorrect products or services
  - requests for refunds or exchanges.

Assessment Conditions

Skills must be demonstrated in a community pharmacy customer service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- telephones
- community pharmacy industry policies and procedures:
  - customer service
  - resolving routine customer service problems
- customers with whom the individual can interact; these can be:
- paying customers in an industry workplace who are served by the individual during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCCCS002 Provide and promote services to pharmacy customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use communication skills to engage with diverse customers to determine their needs, take opportunities to enhance the quality of service provided and promote additional services. It requires the ability to respond to difficult behaviour and complaints. Service provision could be face-to-face, via electronic means or over the telephone.

This unit applies to those frontline service personnel who deal with customers on a daily basis. They work with some independence, under limited supervision and guidance from others but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Client and Customer Service

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with internal	1.1.Communicate with customers in a polite, professional and

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and external customers.	friendly manner within designated response times. 1.2. Use appropriate language and tone in both written and spoken communication. 1.3. Observe, respond to and use appropriate non verbal communication. 1.4. Use active listening and questioning to facilitate effective two way communication. 1.5. Select and use communication medium and format appropriate to the situation.
2. Provide service to customers.	2.1. Respect and respond to diverse customers and their varying needs. 2.2. Establish rapport with customers to promote goodwill and trust during service delivery. 2.3. Identify customer needs and expectations using tact and discretion. 2.4. Recognise and respond to customers with special needs, and adapt communication style accordingly. 2.5. Anticipate customer questions and provide appropriate scope and depth of information to meet their needs. 2.6. Provide appropriate service time and special assistance to customers with special needs. 2.7. Monitor time and proactively communicate with customers to manage competing customer service priorities. 2.8. Identify high-risk customers and refer to relevant colleagues when services needs go beyond scope of own job role.
3. Enhance and promote services.	3.1. Identify and take opportunities to enhance service quality beyond immediate requests of customers. 3.2. Use communication skills to engage with customers and anticipate broader customer needs. 3.3. Consider full range of products and services offered when providing services. 3.4. Recognise potential health care support needs and provide current and accurate information on options. 3.5. Regularly obtain information to update knowledge of current and new pharmacy health care support services.
4. Respond to behaviours of concern.	4.1. Identify potential for conflict and take swift and tactful action to prevent escalation. 4.2. Deal with behaviours of concern firmly and diplomatically using resolution techniques to manage challenging circumstances. 4.3. Take action discreetly to minimise impact on other

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	customers. 4.4. Prioritise safety of self and others, identify threats and request assistance.
5. Respond to customer complaints.	5.1. Recognise customer dissatisfaction and take swift action to avoid escalation to a complaint. 5.2. Respond to customer complaints positively, sensitively and politely. 5.3. Seek solutions by consulting the customer. 5.4. Resolve complaints according to individual empowerment and organisational policy. 5.5. Refer complex service issues to relevant colleagues according to organisational procedures. 5.6. Maintain a positive and cooperative manner at all times.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret written customer communications of varying complexity.
Technology skills to:	• use online information systems • operate telephone equipment.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCCCS002 Provide and promote services to pharmacy customers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate effectively and provide quality customer service to customers of diverse ages, physical wellbeing and cultural background
- manage six customer interactions using the following communication methods:
  - face-to-face (at least four)
  - telephone
- respond appropriately to:
  - two complaints
  - two situations where customers exhibit behaviours of concern.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service and positive communication
- communication techniques:
  - open and closed questioning
  - active listening
  - verbal and non-verbal cues
  - voice tonality and volume
  - body language
  - methods for conveying information clearly and concisely
- essential features, conventions and usage of these types of communication media:
  - email
  - telephone
- general characteristics of the main social and cultural groups in Australian society and key aspects of their cultural and religious protocols and preferences for service and communication
- professional service standards expected of pharmacy service industry personnel; expected attitudes, attributes and ethics to work with customers:
  - discretion

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  - patience
  - respect
  - sensitivity
  - tact
  - tolerance
- community pharmacy industry and organisational:
  - types of internal and external customers; their service and communication expectations
  - types of high risk customers
  - designated response times for acknowledging customers and their enquiry
  - personal presentation standards
  - customer service policies and procedures including those for handling complaints and difficult customer behaviour
- basic aspects of stresses faced by customers with special circumstances, their potential needs, and communication techniques to manage these types of customers, including when referral to the pharmacist is indicated:
  - alcohol and/or drug affected
  - people with disabilities
  - people with mental health issues
  - the elderly
  - the physically unwell
  - those with special language or cultural needs
- basic causes and types of behaviours of concern exhibited by community pharmacy customers:
  - aggression and verbal abuse
  - confusion and cognitive impairment
  - intoxication and influence of illicit drugs
  - intrusive behaviour
  - manipulation
  - noisiness
  - wandering
- conflict theory:
  - signs
  - stages and levels of escalation
  - types of resolution or result
- complaint and conflict resolution and communication techniques:
  - assertiveness
  - active listening
  - empathy
  - non-verbal communication
  - language style

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  - negotiation
- key provisions of the Community Pharmacy Service Charter
- sources of information on pharmacy health care support services:
  - Commonwealth Government Department of Health
  - Current Community Pharmacy Agreement
  - in-house information system
  - industry associations
  - online and printed brochures
- types of health care support and professional services offered by pharmacies, including the basic features, benefits, administration and service requirements of:
  - Aboriginal and Torres Strait Islander Programs; those relevant to customer interaction
  - Australian Needle and Syringe Program
  - blood glucose testing
  - blood pressure testing
  - obstructive sleep apnoea services
  - supply and hire of home health care aids and equipment
  - Medicines Use review (MUR)
  - Home Medicines Review (HMR)
  - Diabetes Medication Management Service
  - provision of Dose Administration Aids (DAAs)
- a range of formats for and inclusions of information presented to customers.

Assessment Conditions

Skills must be demonstrated in a community pharmacy customer service environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- telephones
- community pharmacy industry policies and procedures:
  - customer service
  - complaint handling
  - handling behaviours of concern
- current Community Pharmacy Service Charter
- online and printed brochures describing pharmacy health care services
- customers with whom the individual can interact; these can be:

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  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to provide information and advice to customers within acceptable industry and organisational timeframes.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCCPM001 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to support the management of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). It requires the ability to implement predetermined pharmacy systems and procedures for supplying, monitoring and maintaining compliant locations and responding to changes in scheduling classifications.

This unit applies to senior pharmacy and dispensary assistants working in community pharmacies. When supporting the management of Pharmacy Medicines and Pharmacist Only Medicines they work under the direct supervision of a pharmacist. In this context, they lead and guide other team members.

This unit incorporates the requirement for pharmacy and dispensary assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Community Pharmacy Management

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Implement systems for supplying Pharmacy Medicines and Pharmacist Only Medicines.	1.1. Access and interpret pharmacy system procedures and documents for managing the supply of S2 and S3 medicines. 1.2. Make all current pharmacist-approved procedures readily accessible to staff. 1.3. Explain systems and procedures and confirm understanding. 1.4. Monitor staff adherence to systems and procedures and promptly resolve non-compliance issues. 1.5. Identify pharmacy procedures for initial and ongoing training and make arrangements for fulfilling training requirements. 1.6. Participate in updating procedures for supplying S2 and S3 medicines.
2. Maintain compliance with positioning and storage requirements.	2.1. Monitor location of S2 and S3 medicines to meet scheduling requirements. 2.2. Identify potential non-compliant locations and report to pharmacist. 2.3. Obtain approval from pharmacist and adjust locations.
3. Respond to changes in scheduling of Pharmacy Medicines and Pharmacist Only Medicines.	3.1. Access and interpret information on introduction of new S2 and S3 medicines and changes to schedule classification. 3.2. Confirm understanding of changes though discussion with pharmacist and take instructions for required planning and action. 3.3. Relocate S2 and S3 medicines to meet new scheduling requirements. 3.4. Make new information available to staff, clearly explain requirements and confirm understanding. 3.5. Identify and act on flow on effects for updating procedures, training, and lists of consumer information sources.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Technology skills to:

- use online information systems to search for scheduling information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCCPM001 Assist in managing Pharmacy Medicines and Pharmacist Only Medicines

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- explain all aspects of systems and procedures for managing the supply of Pharmacy Medicines and Pharmacist Only Medicines
- over a two month period, monitor location of Pharmacy Medicines and Pharmacist Only Medicines, identify non-compliant medicine locations, report to pharmacist and make adjustments
- demonstrate correct procedures to respond to a change in scheduling classification:
  - required actions for relocation
  - staff updating.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of pharmacy assistants and pharmacists in managing the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- role of the Pharmacy Board of Australia in setting standards for the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- role and aspects of pharmacy quality programs that assist in managing the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- for the organisation:
  - designated areas for product placement of S2 items
  - designated areas for storage areas for S3 items
  - staff training requirements and options to support understanding of:
    - new medicines
    - medicines that are down or up scheduled
- organisational systems and procedures for managing the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3):
  - monitoring correct location of S2 and S3 scheduled items
  - maintaining shelf facings
  - monitoring staff adherence to procedures

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    - response to changes in scheduling classification and introduction of newly scheduled medicines
- sources of information on changes in scheduling and the types of information provided by each:
    - Therapeutic Goods Administration (TGA)
    - Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP)
    - industry association websites and professional publications
    - Pharmacy Board of Australia.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- a diverse commercial product range of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- current plain English guidelines issued by regulatory and industry bodies covering:
    - current scheduling requirements
    - changes to scheduling requirements
- organisational system documents and procedures for managing the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- team members with whom the individual can interact; these can be:
    - staff in an industry workplace; or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

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Links

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SIRCCPM002 Coordinate a pharmacy quality system

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement a predetermined pharmacy quality system. It requires the ability to maintain organisational policies, procedures, operations manuals and other quality system records; communicate requirements to pharmacy staff and ensure their participation. It covers coordinating external audits, monitoring and reviewing system effectiveness and making recommendations for improvement. Quality standards can be internal or those for a quality program such as the Quality Care Pharmacy Program (QCPP).

This unit applies to senior pharmacy and dispensary assistants working in community pharmacies whose quality activities are supervised by a pharmacy manager or pharmacist. In this context, they work with some independence and lead and guide other team members in quality activities.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Pharmacy Management

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Maintain quality system documents.	1.1. Interpret quality standards and evaluate current policies and procedures for compliance and utility to the business. 1.2. Review and update pharmacy operations manual regularly and maintain records of reviews. 1.3. Develop and maintain accurate and complete records of quality assurance monitoring activities. 1.4. Maintain current and accurate training records for staff. 1.5. Report deficiencies in policies, procedures, manuals and record keeping systems to pharmacy manager. 1.6. Obtain approval and modify documentation according to organisation procedures.
2. Coordinate quality system practices.	2.1. Communicate quality standards, policies, procedures and quality assurance monitoring activities to staff. 2.2. Confirm understanding, and encourage and support staff participation in quality practices. 2.3. Arrange mentoring, coaching and training to support adherence to standards and quality practices. 2.4. Monitor operational activities to ensure policies and procedures are followed and quality standards are maintained. 2.5. Check regular quality assurance monitoring activities are completed according to schedules. 2.6. Assess and report adherence to quality standards.
3. Coordinate audits.	3.1. Prepare documentation for cyclical external quality audits. 3.2. Participate in quality audits and provide assistance to assessors. 3.3. Coordinate and report on remedial actions required by external audits within designated deadlines.
4. Monitor, review and continuously improve quality systems.	4.1. Monitor and review performance against quality standards and identify areas for improvement. 4.2. Discuss issues and challenges with operational and managerial staff and seek feedback on quality systems. 4.3. Evaluate information and develop ideas for improvement based on feedback received. 4.4. Report potential improvements to work practices and quality systems and seek approval. 4.5. Implement approved changes and communicate new policies, procedures and quality assurance monitoring activities to staff.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret complex documents including quality standards, instructions for external audits and audit compliance reports.
Writing skills to:	• develop and maintain complex documents including policies and procedures, reports on potential work practice improvements, evidence based documents for quality audits and audit report responses providing clear evidence of remedial actions.
Technology skills to:	• produce and file quality system documents and use online information systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCCPM002 Coordinate a pharmacy quality system

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- take responsibility for coordinating all aspects of a pharmacy quality system over a period of two months
- monitor operational activities, over this two month period, to ensure two specific policies, and procedures are followed
- check that two specific quality assurance monitoring activities are completed according to schedule
- develop updates to two policies and two procedures and communicate changes to staff
- complete one review of the operations manual and communicate changes to staff
- monitor, review and record details of performance against two quality standards and document comprehensive recommendations for improvements to work practices and quality systems
- coordinate processes required for one external quality audit.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- roles and responsibilities of quality system coordinator, operational and managerial staff in quality system management processes
- format, content and use of:
  - pharmacy industry quality standards
  - organisational policies and procedures that align to quality standards
  - operations manuals
  - quality assurance monitoring records
  - staff training records
  - explanatory instructions for external audits
  - audit compliance reports
- scheduling requirements for quality assurance monitoring activities
- methods for communicating quality standards, policies, procedures and quality assurance monitoring activities to staff
- record keeping requirements for quality assurance systems

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- basic principles of evidence based assessment and record keeping
- methods of monitoring adherence to quality standards, policies and procedures
- external audit processes:
  - purpose of external audits
  - role of external auditor
  - process for preparing and presenting required documents
  - requirements for and methods of responding to non-compliances identified by audit.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy, dispensary and administration areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy industry quality standards; these can be:
  - organisation specific standards used by a pharmacy; or
  - those for a pharmacy industry quality program such as the Quality Care Pharmacy Program (QCPP)
- explanatory instructions for external audits
- the following documents:
  - a suite of organisational policies and procedures that align to the quality standards
  - an operations manual
  - quality assurance monitoring records
  - staff training records
  - audit compliance reports
  - schedules for quality assurance monitoring activities
- community pharmacy staff with whom the individual can interact; these can be:
  - staff in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

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Links

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SIRCCPM003 Lead and develop pharmacy teams

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and develop staff in a community pharmacy. It requires the ability to identify and plan pharmacy staffing needs; set clear performance expectations and goals; build a strong team culture; and identify and respond to skill development needs.

This unit applies to retail, front of pharmacy and other managers working in community pharmacies. They work with significant autonomy and are responsible for making a range of management decisions across single or multiple pharmacy outlets.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Pharmacy Management

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan staffing needs of the pharmacy.	1.1. Interpret and use organisational information and pharmacy health-care standards, values and goals to inform own understanding of staffing requirements.

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	1.2. Analyse current and projected volume and type of work. 1.3. Assess existing team skills, knowledge and attitude to ensure access to required mix and level of skills. 1.4. Identify and document the need for additional staff to meet pharmacy human resource requirements based on analysis. 1.5. Ensure availability of appropriate human resource policies to support effective operation of staff and pharmacy.
2. Positively influence individuals and teams.	2.1. Encourage, value and reward individual and team contributions. 2.2. Develop rapport and nurture ongoing positive relationships with team members. 2.3. Communicate roles, responsibilities and expectations and promote individual and team work accountability. 2.4. Gain positive acceptance and support of information and ideas from team.
3. Make informed decisions.	3.1. Gather and analyse information relevant to issues under consideration. 3.2. Seek and consider feedback and new ideas from team members. 3.3. Encourage individuals and teams to actively participate in decision-making process. 3.4. Examine and assess risks and options and determine preferred course of action. 3.5. Communicate decisions to individuals and teams clearly and promptly. 3.6. Prepare plans to implement decisions after agreement by relevant individuals and teams. 3.7. Monitor implementation and impact of decisions using reliable feedback processes.
4. Review and respond to staff development needs.	4.1. Identify and document current and future staff development needs. 4.2. Provide ongoing personal advice, coaching and mentoring to build team skill base and performance. 4.3. Provide opportunities for staff development of skills and knowledge according to organisational policies. 4.4. Document and include cost of staff training and development in budgets and operational plans. 4.5. Provide staff feedback and direction on professional development needs.
5. Enhance the image of the business.	5.1. Conduct business in a way consistent with pharmacy health-care standards and values. 5.2. Identify any inappropriate values, standards and behaviour and promptly discuss with staff in a professional and

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constructive manner.

5.3. Act as a positive role model through high standards of personal performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret detailed organisational human resource policies, procedures and job descriptions.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCCPM003 Lead and develop pharmacy teams

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the contexts of the job role, and:

- take responsibility for leading a pharmacy team over a period of two months
- analyse and plan for staffing levels and skill mix to meet workload, for the forthcoming twelve month trading period
- plan and budget for staff skill development needs for a twelve month trading period
- provide information to staff about roles, responsibilities and goals for two specific sales and service activities
- actively involve team members in decision-making processes and develop and communicate clear outcomes and plans for two sales and service issues
- conduct a counselling discussion in response to inappropriate workplace behaviour.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of pharmacy operational environments:
  - different job roles and boundaries of responsibility, including managerial roles
  - skills, knowledge and attitude required to fulfil pharmacy job roles
  - typical volume of work and staffing levels
- key features of pharmacy industry health-care standards and values
- format, content and use of:
  - human resource policies
  - job descriptions
  - staffing budgets
  - operational plans
- different leadership styles and characteristics of effective leadership
- techniques for motivating team members and building a team-oriented environment:
  - affirming respect for individual behaviour and differences
  - involving individuals and teams in decision making processes
  - providing encouragement and opportunities for skill development
  - recognising abilities, achievements and positive workplace behaviour

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    - rewarding individuals and teams
- methods for assessing staff skills, knowledge and behaviour
- techniques for
    - decision making and their application to typical workplace issues
    - conflict resolution and staff counselling.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- the following documents which can be:
    - organisational human resource policies
    - pharmacy job descriptions
    - staffing budgets
    - operational plans
- a team whose overall performance is the responsibility of the individual; this can be:
    - staff in an industry workplace; or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCCPM004 Manage pharmacy sales and service delivery

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to monitor, maintain and improve pharmacy sales and service delivery. It requires the ability to develop and implement quality customer service practices; determine and monitor sales targets; monitor supply arrangements and work operations for productivity.

This unit applies to retail, front of pharmacy and other managers working in community pharmacies. They work with significant autonomy and are responsible for making a range of management decisions across single or multiple pharmacy outlets.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Pharmacy Management

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop and implement quality customer service practices.	1.1. Obtain and analyse information on customer service needs and expectations. 1.2. Develop documented policies and procedures for quality

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	service provision and communicate to pharmacy staff. 1.3. Maintain adequate resources for optimum customer service provision according to budget allocation. 1.4. Seek and use feedback from customers to improve service. 1.5. Encourage team members to take responsibility for meeting customer requirements. 1.6. Resolve customer complaints referred by team members using conflict resolution and communication techniques. 1.7. Monitor customer service in the workplace to ensure standards are met. 1.8. Assess the effectiveness of customer service practices. 1.9. Identify systemic customer service problems and adjust policies and procedures to improve service quality.
2. Monitor, maintain and improve sales.	2.1. Determine sales targets and ensure consistency with pharmacy values, objectives and business plan. 2.2. Clearly communicate sales targets and periods to staff. 2.3. Monitor sales data, provide feedback to staff and adjust sales targets according to operational constraints. 2.4. Develop and provide current and accurate sales records to relevant personnel and act on relevant reports.
3. Monitor supply of goods.	3.1. Maintain accurate records of suppliers and stock availability. 3.2. Identify and communicate market factors affecting supply of medicines and products to relevant personnel. 3.3. Take immediate corrective action for potential or actual problems with supply. 3.4. Identify and recommend new supplier arrangements to maintain and improve sales and service delivery.
4. Maintain, monitor and improve work operations.	4.1. Assess current workloads, and schedule work to maximise sales and service efficiency and quality. 4.2. Assist staff in prioritisation of workload through supportive feedback and coaching. 4.3. Monitor efficiency and service levels through close contact with day to day operations. 4.4. Identify sales and service problems and take immediate operational action to rectify. 4.5. Proactively consult with colleagues about systemic ways to improve efficiency and service levels, including potential for new technologies and other innovations. 4.6. Identify and recommend potential improvements to business processes and systems.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret complex supplier agreements and contracts.
Writing skills to:	• develop and document comprehensive sales reports and customer service policies and procedures.
Numeracy skills to:	• interpret complex sales data.
Technology skills to:	• use the system capabilities and functions of a pharmacy stock control and sales data system • develop complex documents.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCCPM004 Manage pharmacy sales and service delivery

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- take responsibility for managing all aspects of pharmacy sales and service delivery over a period of two months
- collect and evaluate customer feedback for two month period
- evaluate and resolve three referred customer complaints
- determine staff sales targets for the two month period and produce documents which clearly present targets
- monitor sales data and performance and make monthly target adjustments according to operational constraints
- produce fortnightly sales reports over the two month period
- maintain fortnightly records of stock availability, evaluate supply issues fortnightly over the two month period and rectify problems
- develop a report at the end of the two month period, detailing operational difficulties and recommendations for improving business productivity. Issues to be covered:
  - systematic customer service problems
  - sales
  - product supply
  - business processes and systems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service
- professional service standards expected of pharmacy personnel
- pharmacy customer groups and their service preferences and expectations
- format, contents and use of:
  - customer service and complaint resolution policies and procedures
  - sales targets
  - sales reports
- methods of monitoring adherence to customer service standards and policies

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- methods of collecting customer feedback
- methods of determining sales targets in line with pharmacy values and objectives
- overview of:
  - pharmacy product range
  - specifications for quality of supplier merchandise
- sources of product and supplier information
- sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- features and functions of pharmacy stock control and sales data software.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware
- stock control and sales data software currently used by the community pharmacy industry
- the following documents which can be:
  - sales target documents
  - sales reports
  - information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
  - customer service and complaint resolution policies and procedures
  - specifications for quality of supplier merchandise
- customers and team members with whom the individual can interact; these can be:
  - customers and staff in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCCPM005 Manage pharmacy premises, equipment and merchandise

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage the maintenance and presentation of pharmacy premises, equipment and merchandise, including pricing, in line with the image of a professional health provider.

This unit applies to retail, front of pharmacy and other managers working in community pharmacies. They work with significant autonomy and are responsible for making a range of management decisions across single or multiple pharmacy outlets.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Pharmacy Management

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Manage pharmacy appearance and access.	1.1. Develop, document and implement organisational procedures for pharmacy housekeeping and maintenance. 1.2. Monitor and maintain pharmacy housekeeping standards.

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	1.3. Provide easy and safe access into and within pharmacy for people with mobility aids. 1.4. Maintain professional services area as clearly distinguishable from general trading area. 1.5. Identify and resolve merchandise and pharmacy presentation problems.
2. Maintain pharmacy equipment and stock storage.	2.1. Develop and document maintenance schedules for pharmacy equipment according to manufacturer recommendations. 2.2. Coordinate maintenance and repairs of pharmacy equipment to ensure serviceability and correct calibration. 2.3. Complete and maintain accurate records of maintenance and repairs. 2.4. Maintain areas for receiving and storing stock in appropriate conditions for stock category. 2.5. Ensure refrigerated storage is cold chain tested and certified at regular intervals. 2.6. Maintain room temperatures in pharmacy professional, trading and storage areas according to organisational requirements.
3. Manage pharmacy merchandise presentation.	3.1. Ensure layout and presentation promote customer flow, and comply with scheduled medicine display requirements and visual merchandising policies and plans. 3.2. Develop and implement layout assessment checks. 3.3. Organise location for display of temporary specials and promotions. 3.4. Define standards for visual presentations and displays and clearly communicate to team members. 3.5. Ensure team members maintain clean and tidy displays according to display plans. 3.6. Consult with front of pharmacy team members to assess customer response to space allocations.
4. Maintain pharmacy merchandise pricing.	4.1. Maintain pricing of pharmacy medicines and products according to organisational pricing policy. 4.2. Clearly communicate accurate pricing information and changes to team members. 4.3. Ensure current and accurate pricing is maintained on all displays.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Reading skills to:	• interpret a range of familiar and detailed documents including organisational policies and manufacturer instructions for equipment maintenance.
Numeracy skills to:	• calculate dimensions of pharmacy areas to plan customer flow and space for displays • interpret complex pricing policies, calculate and maintain correct prices.
Technology skills to:	• produce and file procedures, pricing and maintenance documents.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCCPM005 Manage pharmacy premises, equipment and merchandise

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- manage all aspects of the maintenance and presentation of pharmacy premises and equipment, merchandise and pricing over a period of two months
- develop, document and implement maintenance schedules for the two month period
- coordinate over the two month period:
  - scheduled maintenance of pharmacy equipment
  - scheduled and unscheduled calibration of pharmacy equipment
  - required testing and certification of pharmacy refrigeration
- maintain areas for receiving and storing pharmacy stock for two supply periods, including requirements for cold chain items
- manage merchandise pricing, space allocation and display for:
  - three temporary specials displays
  - three changed locations for permanent stock.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- format, content and use of:
  - housekeeping and maintenance procedures
  - maintenance schedules
  - maintenance and repair records
  - presentation standards and procedures
- location and basic aspects of manufacturer instructions for maintenance and repairs
- maintenance requirements for different types of pharmacy equipment
- calibration requirements for pharmacy equipment and content of calibration charts
- testing and certification requirements and schedules for pharmacy refrigeration
- optimum environmental storage conditions for pharmacy medicines and products, including temperature, light and humidity controls for perishable and cold chain dispensary items
- overview of pharmacy product and service range

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- legal requirements for product placement and advertising of Pharmacy Medicines (S2)
- front of pharmacy layouts and principles for:
  - ease of access for people with mobility aids
  - defining a professional services area
  - customer flow
  - effective placement of merchandising displays
- basic aspects of visual merchandising principles
- organisational:
  - merchandising policies and plans
  - merchandise space allocations
  - pricing policy.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated front of pharmacy area and stock control and storage facilities for perishable and non-perishable pharmacy stock. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- refrigerator or freezer dedicated to pharmaceuticals
- pharmacy display stands and shelving, shelf facings and signage for products and services
- demountable promotional display fixtures
- a diverse commercial product range of unscheduled medicines and products and Pharmacy Medicines
- product labels and price tickets
- manufacturer instructions for a range of pharmacy equipment
- calibration requirements and charts for pharmacy equipment
- testing and certification requirements and schedules for pharmacy refrigeration
- the following documents which can be:
  - housekeeping and maintenance procedures
  - maintenance schedules
  - maintenance and repair records
  - merchandising policies and plans
  - merchandise space allocations
  - pricing policy
  - price lists
- team members with whom the individual can interact; these can be:
  - staff in an industry workplace; or

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- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCCPM006 Develop a pharmacy product and service range

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to investigate, plan for and update a range of pharmacy products and services at regular intervals. It requires the ability to continually analyse the market; choose and introduce products and services; negotiate the cost of supply, determine pricing policies; and monitor quality.

This unit applies to retail, front of pharmacy and other managers working in community pharmacies. They work with significant autonomy and are responsible for making a range of management decisions across single or multiple pharmacy outlets.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Community Pharmacy Management

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse market.	1.1. Identify pharmacy customer groups and analyse their product and service preferences. 1.2. Analyse sales and stock data to identify demand for

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	products and seasonal variations. 1.3. Identify and use opportunities to improve pharmacy product and service range. 1.4. Research and identify potential new products and services. 1.5. Evaluate supplier claims, and refer recommendations to pharmacist. 1.6. Identify market competition for specific products and services.
2. Plan front of pharmacy product and service range.	2.1. Analyse existing pharmacy product and service range against pharmacy values and objectives, market analysis and sales performance. 2.2. Document specifications clearly and accurately for new merchandise quality. 2.3. Determine display space requirements and optimum product or service mix according to market analysis. 2.4. Plan for updating of product range at regular intervals. 2.5. Identify product lines to be deleted and take action to minimise adverse effects on profit. 2.6. Consolidate stock to maximise sales potential.
3. Maximise profit.	3.1. Calculate or estimate product range contributions against budget targets. 3.2. Develop product range assessment checks and implement against budget targets. 3.3. Negotiate cost of supply and terms of trade to maximise profit margins. 3.4. Develop and document complete and accurate records of negotiations and agreements to appropriate personnel. 3.5. Determine pricing policies for products and services according to nett profit margin stated in pharmacy merchandising plan. 3.6. Clearly document pricing policies for use by pharmacy staff.
4. Introduce new products and services.	4.1. Provide clear information to staff about new product and service range, and implement relevant staff training. 4.2. Demonstrate, promote and display new products and services to staff.
5. Monitor quality.	5.1. Establish specifications for quality of supplier merchandise. 5.2. Monitor merchandise quality during supply and delivery process and rectify deficiencies. 5.3. Check stock return figures and analyse against target figures.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret complex information on customer profiles, product and service preferences supplier contracts and terms of trade.
Oral communication skills to:	• conduct negotiations of significant commercial value.
Numeracy skills to:	• complete complex calculations for cost of supply for various quantities, product mark-up structures and profitable selling prices.
Technology skills to:	• use the system capabilities and functions of a pharmacy stock control and sales data system.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCCPM006 Develop a pharmacy product and service range

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research four different pharmacy customer groups and their product and services preferences
- review the performance of two different categories of pharmacy products and services
- research and identify two new products and suppliers for each of the two product categories chosen
- identify product line for deletion for one of the product categories chosen
- develop and document pricing policies for the four new products
- monitor the quality and performance of new supply over a two month trading period and rectify deficiencies.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on pharmacy customer groups and their product and service preferences
- overview of pharmacy product range
- front of pharmacy layout and space requirements for different categories of pharmacy products
- pharmacy values and objectives that impact on product and service provision
- overview of current competitor products, services and price structure
- format and content of sales budgets, sales and stock reports and their use in analysing product performance
- sales budget targets for:
  - turnover
  - profit
- format, content and use of:
  - merchandising plans
  - product pricing policies
  - specifications for quality of supplier merchandise
- sources of product and supplier information

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- principles of negotiation, stages in the negotiating process and different techniques that can be applied
- key components of contracts and agreements with suppliers:
  - nature of agreements and contracts
  - preferred supplier agreements
  - terms and obligations of parties
  - terms of trade
  - exclusion clauses
  - dispute resolution clauses
  - termination of contracts
- methods of monitoring quality of supply and identifying systematic deficiencies
- features and functions of pharmacy stock control and sales data software.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated front of pharmacy area. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- stock control and sales data software currently used by the community pharmacy industry
- online information systems
- customer profiles and product and service preferences
- the following documents which can be:
  - sales budgets
  - sales reports
  - stock reports
  - supplier product and cost information
  - supplier contracts and agreements
  - supplier terms of trade
  - merchandising plans
  - product pricing policies
  - specifications for quality of supplier merchandise
- team members with whom the individual can interact; these can be:
  - staff in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

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SIRCDIS001 Assist customers with prescriptions

Modification History

Not applicable.

Application

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

This unit applies to pharmacy and dispensary assistants working in community pharmacies. When supplying prescribed medications they work under the direct supervision of a pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Verify prescription	1.1.Follow organisational procedures for supplying prescription

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and customer details.	medicines throughout customer transaction. 1.2.Approach customer in a timely manner and accept prescriptions. 1.3.Check customer prescriptions for currency. 1.4.Confirm details of customer name, address, entitlements and age as appropriate. 1.5.Respect privacy and confidentiality of customer information.
2. Confirm customer prescription needs.	2.1.Identify and confirm items to be dispensed. 2.2.Provide brand substitution information according to organisational procedures, determine customer preference and obtain consent. 2.3.Recognise and refer prescription discrepancies and other situations to supervisor or pharmacist. 2.4.Advise customers of expected prescription preparation and delivery time. 2.5.Accurately record customer information for dispensing and lodge verified prescriptions.
3. Return prescribed medicines to customers.	3.1.Verify pharmacist has checked dispensed prescription items and check for correct medicines and quantities against prescription. 3.2.Verify correctness of dispensed items with customer and ensure customer or agent signs and dates prescription as confirmation of receipt. 3.3.Read and pass on messages from pharmacist and use questioning to confirm customer understanding. 3.4.Recognise customer need for additional assistance or therapeutic advice and refer to pharmacist. 3.5.Supply dispensed medicines in appropriate packaging. 3.6.Provide information on companion products required to effectively use medicines. 3.7.Retain filled prescriptions in nominated secure area.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRCDIS001 Assist customers with prescriptions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and across a forty hour work period:

- accept and process Pharmaceutical Benefits Scheme (PBS) and other prescriptions and return dispensed medicines to customers
- identify and interpret customer information and dispensing requirements for each of the following customer types:
  - agents acting on behalf of customers
  - concessional customers
  - customers without Medicare card
  - general customers
  - Repatriation Pharmaceutical Benefits Scheme (RPBS) customers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of pharmacy and dispensary assistants when accepting prescriptions and returning dispensed medicines to customers
- primary content of Pharmaceutical Benefits Scheme (PBS) and Medicare Australia system benefit rules:
  - customer eligibility and access
  - payments for general customers (without concessional cards) and concessional customers
  - supplying repeat prescriptions
- organisational procedures for supplying prescription medicines:
  - accepting and delivering dispensed prescriptions; checking and documentation requirements
  - triggers for referral to supervisor or pharmacist
  - offering brand substitution
  - collecting and supplying information to an agent acting on behalf of a customer
  - maintaining privacy and confidentiality of customer information
  - filing dispensed prescriptions

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- privacy and confidentiality principles relevant to prescription transactions with customers
- basic aspects of this range of prescription types:
  - Pharmaceutical Benefits Scheme (PBS):
    - authority
    - concession
    - general
  - private
  - Repatriation Pharmaceutical Benefits Scheme (RPBS)
- types of providers that can issue
- legal and valid format of prescriptions and required content
- types of prescription discrepancies and how to respond:
  - incomplete or incorrect prescriber or customer details
  - out-of-date prescriptions
  - cancelled, dispensed and completed prescriptions
  - forged or altered information
  - written by prescriber for self-treatment
  - requests for excessive quantities
- brand substitution information:
  - product costing policy reflecting brand price premiums and therapeutic premiums
  - meaning of the term ‘bio-equivalent’ products as defined by the Therapeutic Goods Administration (TGA)
- different types of packaging for prescription medicines and reasons for use:
  - opaque packaging
  - paper bags.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated front of pharmacy and operational dispensary area. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations.

Assessment must ensure use of:

- a diverse commercial product range of dispensed medicines
- dispensed medicines with attached:
  - cautionary and advisory medicine labels
  - customer medicine labels with directions for use
- a diverse range of real or fictitious, valid and fully completed prescription types:
  - Pharmaceutical Benefits Scheme (PBS):
    - authority
    - concession

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    - general
  - private
  - Repatriation Pharmaceutical Benefits Scheme (RPBS)
- different types of packaging for prescription medicines:
  - opaque packaging
  - paper bags
- current plain English guidelines issued by regulatory bodies covering Pharmaceutical Benefits Scheme (PBS) and Medicare Australia system benefit rules
- organisational procedures for supplying prescription medicines
- customers with whom the individual can interact
- pharmacists with whom the individual can interact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCDIS002 Deliver medicines to customers outside the pharmacy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan for and deliver dispensed medications and other pharmacy products to the homes of community pharmacy customers.

This unit applies to pharmacy and dispensary assistants working in community pharmacies. When supplying dispensed medications and other pharmacy products they work under the direct supervision of a pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

Nil

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Confirm customer delivery requirements.	1.1. Identify pharmacy products and prescription items for delivery. 1.2. Check and confirm customer delivery address, contact details and suitable delivery time. 1.3. Contact customer and confirm products expected, estimated delivery time, payment method and persons authorised to accept delivery. 1.4. Plan deliveries in a logical sequence for efficiency and optimum customer service.
2. Prepare and plan prescription deliveries.	2.1. Verify pharmacist has checked dispensed prescription items against customer order and included required information. 2.2. Complete own check for correct medicines and quantities against prescription. 2.3. Liaise with pharmacist to confirm method of providing customer advice. 2.4. Prepare items for delivery to meet handling and storage requirements. 2.5. Confirm delivery documentation is accurate and complete. 2.6. Use navigation aids to plan most efficient delivery route. 2.7. Schedule deliveries to suit requirements of pharmacy and customers.
3. Deliver medicine to customers.	3.1. Follow organisational procedures when delivering dispensed medicines and other products outside the pharmacy. 3.2. Verify customer or agent identity and age when required. 3.3. Verify correctness of delivered items with customer and ensure customer or agent signs and dates prescription and other delivery documents as confirmation of receipt. 3.4. Arrange for pharmacist follow-up in situations requiring additional assistance or therapeutic advice. 3.5. Receive, check and record payment using point-of-sale systems. 3.6. Make alternative arrangements where delivery has failed.
4. Reconcile delivered items and records.	4.1. Reconcile medicines and other items collected for delivery with items distributed. 4.2. Reconcile payment with value of items sold. 4.3. Accurately complete delivery documentation and records.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCDIS002 Deliver medicines to customers outside the pharmacy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- deliver dispensed medicines and other products outside the pharmacy on five different occasions
- store, transport and package each of the following correctly for delivery:
  - products in different forms
  - products that are light sensitive
  - products that are heat sensitive
- deliver the following range of pharmacy medicines and products and complete required documentation:
  - Pharmacy Medicines (S2)
  - Pharmacist Only Medicines (S3)
  - Prescription Only Medicines (S4).

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of pharmacy and dispensary assistants when delivering medicines outside the pharmacy
- circumstances which require and trigger referral to a pharmacist
- organisational procedures for home delivery of dispensed prescriptions and products:
  - responding to unavailability of the customer or authorised agent to accept delivery
  - arranging for a pharmacist to provide follow-up therapeutic advice and information to the customer
  - protecting security of self, product and cash
  - responding to theft, loss or accident
  - receiving, processing and documenting payments
  - maintaining privacy and confidentiality of customer information
- navigation aids for route planning and their features
- privacy and confidentiality principles relevant to prescription and pharmacy product transactions with customers

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- storage and transport conditions and packaging for a range of pharmacy medicines and products in these forms:
  - drops
  - liquids
  - ointments and creams
  - pessaries
  - suppositories
  - tablets and capsules
- formats for, use and contents of:
  - customer medicine labels with directions for use
  - order documents
  - delivery documents and schedules
- features and functions of community pharmacy point-of-sale software.

Assessment Conditions

Skills must be demonstrated between:

- a pharmacy with a designated operational dispensary area. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations; AND
- delivery locations which may be real or simulated.

Assessment must ensure use of:

- information technology hardware and software
- dispensary point-of-sale software currently used by the community pharmacy industry
- online information systems
- a diverse commercial product range of dispensed:
  - Pharmacy Medicines (S2)
  - Pharmacist Only Medicines (S3)
  - Prescription Only Medicines (S4)
- dispensed medicines with attached:
  - cautionary and advisory medicine labels
  - customer medicine labels with directions for use
- packing materials and storage containers appropriate for different types of pharmacy medicines and products:
  - medicines of different forms
  - light sensitive items
  - heat sensitive items
- real or fictitious, valid and fully completed prescriptions
- order documents

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- delivery documents and schedules
- maps or online navigation aids
- organisational procedures for home delivery of dispensed prescriptions and products
- customers with whom the individual can interact
- pharmacists with whom the individual can interact
- assessment activities that allow the individual to:
  - work with commercial speed, timing and productivity to:
    - process delivery documentation and schedule multiple deliveries for each service period
    - complete deliveries within nominated deadlines
  - plan delivery routes in a logical sequence to achieve efficient delivery outcomes.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCDIS003 Assist in dispensing prescriptions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist pharmacists with the preparation of prescription medicines. It requires the ability to check patient and prescription details; operate a computerised dispensing system; and select, label and despatch medicines from the dispensary after a pharmacist has checked all details.

This unit applies to dispensary assistants working in community pharmacies. When dispensing prescribed medications they work under the direct supervision of a pharmacist and their role is limited to those dispensing functions that do not require them to exercise professional pharmaceutical judgement or discretion.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to dispense scheduled medicines.

Pre-requisite Unit

SIRCDIS001 Assist customers with prescriptions

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Check prescription details.	1.1. Follow organisational procedures for dispensing prescription medicines throughout dispensing process. 1.2. Accept and action in a logical and time-efficient sequence to serve customers effectively. 1.3. Check prescriptions for legality, validity and completeness. 1.4. Refer incomplete or invalid prescriptions to pharmacist for action with clear information about any discrepancies. 1.5. Identify situations requiring pharmacist clarification and ask questions to obtain instruction.
2. Record prescription information.	2.1. Enter patient, prescription and entitlement details from original prescription into dispensary computer system. 2.2. Check electronic data entry for match to patient and prescription details. 2.3. Recognise dispensary system alerts of medication and patient issues and refer to pharmacist for resolution. 2.4. Use computer software to select and record brand changes. 2.5. Accurately enter prescriber's specific directions for medication label. 2.6. Generate one printed label for each pack, repeat authorisations and Consumer Medicine Information (CMI).
3. Select and label prescribed medications.	3.1. Use original prescription to accurately select medications manually or robotically and to check medication form, strength and quantity. 3.2. Check printed label for directions for use, drug strength and quantity against original prescription and correct identified errors. 3.3. Apply printed labels and appropriate cautionary and advisory labels to each pack. 3.4. Ensure pharmacy labels do not obscure important information on manufacturer label.
4. Assemble prescribed medications and finalise documentation.	4.1. Assemble prescribed medicines with all relevant documentation and counselling aids. 4.2. Present dispensed items and prescription to pharmacist for verification. 4.3. Place in a container that leaves all items visible. 4.4. Place container in pharmacy-designated private collection location for return of prescription medication to customer.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCDIS003 Assist in dispensing prescriptions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and across a forty hour work period:

- assist in dispensing varied prescription types, both original and repeat, for different forms of medications both original and generic
- assist in dispensing prescriptions for each of these customer types:
  - general customers
  - concessional customers
  - Repatriation Pharmaceutical Benefits Scheme (RPBS) customers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of dispensary assistants and pharmacists in dispensing prescriptions
- basic aspects of industry and regulatory guidelines for dispensing prescription medicines:
  - Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to dispensing
  - Pharmacy Board of Australia Guidelines for Dispensing of Medicines
- basic aspects of these key legal product labelling requirements:
  - batch numbering
  - cautionary and advisory information
  - expiry dates
  - product names
- organisational procedures for dispensing prescription medicines:
  - accessing and maintaining security of the dispensary area
  - validation of prescription content
  - checks required for repeat prescriptions, including those generated by a different pharmacy
  - requirements for pharmacist checks of dispensing activities
  - pricing of dispensed prescription items for concessional and non-concessional supply
  - maintaining privacy and confidentiality of customer information

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    - housekeeping
- private prescription pricing guidelines for:
    - items not subsidised by Pharmaceutical Benefits Scheme (PBS)
    - quantity not subsidised by Pharmaceutical Benefits Scheme (PBS)
    - repeats not subsidised by Pharmaceutical Benefits Scheme (PBS)
    - medicines that do not count towards the safety net
    - prescription written for a person without a Medicare card including overseas visitors
    - co-payment discounted prescriptions
- key terminology, jargon and common abbreviations relevant to dispensing prescriptions:
    - conventions used in prescription writing
    - dose forms
    - instructions for the use of medicines
    - medical terminology found on prescriptions
- major drug groups and their expected effects on the body
- a range of formats for, use and contents of:
    - cautionary and advisory medicine labels
    - customer medicine labels with directions for use
- dispensary layout:
    - sequential positioning of medications along shelves
    - location of controlled substances under specific storage conditions
    - grouping of Pharmacist Only Medicines (S3)
    - refrigeration
- features and functions of community pharmacy:
    - dispensary software
    - bar coding equipment.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated operational dispensary area. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations.

Assessment must ensure use of:

- information technology hardware and software
- dispensary software currently used by the community pharmacy industry
- pharmacy storage locations, shelf facings and signage for dispensary medicines
- a diverse commercial product range of medicines
- a diverse range of real or fictitious, valid and fully completed prescription types:
    - Pharmaceutical Benefits Scheme (PBS):
        - authority

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    - concession
    - general
  - private
  - Repatriation Pharmaceutical Benefits Scheme (RPBS)
- cautionary and advisory medicine labels
- pharmacy medicine labels to insert customer details and directions for use
- current guidelines, directives and standards, issued by government regulators or industry groups, for dispensing prescription medicines to include:
  - Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to dispensing
  - Pharmacy Board of Australia Guidelines for Dispensing of Medicines
- organisational procedures for dispensing prescription medicines
- customers with whom the individual can interact
- pharmacists with whom the individual can interact.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCDIS004 Assist in preparing dose administration aids

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to package pharmaceutical products in Dose Administration Aids (DAAs). It requires the ability to set up pre-packaged doses of prescribed medicines to be administered over set periods, verify contents with a pharmacist and complete DAA patient records. This may be for new and ongoing individual customers or for multiple customers in residential care settings.

This unit applies to senior dispensary assistants working in community pharmacies. When preparing DAAs they work under the direct supervision of a pharmacist and their role is limited to those dispensing functions that do not require them to exercise professional pharmaceutical judgement or discretion.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to dispense scheduled medicines.

Pre-requisite Unit

SIRCDIS001 Assist customers with prescriptions

SIRCDIS003 Assist in dispensing prescriptions

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Dispensary

Unit Sector

Community Pharmacy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to pack dose administration aids.	1.1. Follow organisational procedures for preparing DAAs throughout dispensing process. 1.2. Schedule processing of orders to meeting despatch deadlines. 1.3. Follow organisational process for dealing with new DAA patients. 1.4. Read, check and follow dose administration and packaging documentation and instructions. 1.5. Maintain personal hygiene and handle medicines and containers hygienically to avoid contamination. 1.6. Set up packaging containers, other consumables and equipment according to manufacturer instructions. 1.7. Confirm availability of patient medicines and identify medications not suitable for packing in a DAA.
2. Pack dose administration aids.	2.1. Prepare and attach labels with required DAA information to header cards. 2.2. Fill DAAs according to pharmacist instructions and patient record of medications. 2.3. Include Consumer Medicine Information (CMI) with patient DAAs. 2.4. Ensure all requested patient medications not packed in DAA are provided. 2.5. Reconcile dispensed medicines with DAA packed medicines in terms of form, dose, strength and quantity. 2.6. Present filled containers, any additional medications, CMI and patient record of medications for evidence checking by pharmacist. 2.7. Obtain pharmacist approval, sign off on document and pack filled containers.
3. Complete administration and maintenance activities.	3.1. Store filled DAA orders in designated area awaiting collection or delivery. 3.2. Follow organisational procedures to clean and maintain dose administration area. 3.3. Use computerised dispensary system to accurately record DAA client and medication information. 3.4. Make changes to DAAs already provided to patients as directed by pharmacist.

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

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCDIS004 Assist in preparing dose administration aids

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assist in preparing twelve dose administration aids (DAAs)
- assist in preparing DAA orders for each of these customer types:
  - new customers
  - ongoing customers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of dispensary assistants and pharmacists in the preparation of dose administration aids
- circumstances which require and trigger referral to a pharmacist
- basic aspects of the Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to dose administration aids services
- organisational procedures for preparing dose administration aids:
  - accessing and maintaining security of the dispensary area
  - dealing with new DAA patients
  - requirements for pharmacist checks of DAAs
  - patient record keeping
  - logging of all filled and verified DAAs
  - cleaning and maintenance of dose administration area
  - disposal of rejected dispensary items to minimise environmental impacts and protect confidentiality of patient information
- formats for, use and contents of:
  - drug charts
  - patient medication profiles, both simple and complex
  - service contracts
  - DAA orders
- features, functions and uses of different types of DAAs:
  - re-usable dosette boxes

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    - tamper-proof, sealed DAAs
- features of medications not suitable for packing in a DAA
- features, functions and operating requirements of DAA equipment:
    - heat or press sealing equipment
    - irons
    - pill splitters
- formats for, use and required contents of DAA labels:
    - pharmacy name and address
    - phone number
    - consumer name
    - active ingredients
    - brand name
    - strength
    - directions for use
    - cautionary and advisory information
    - packing and expiry date
- personal hygiene practices to avoid contamination of medicines and dose administration containers
- environmental protection practices for disposal of waste
- features and functions of dispensary software specifically for keeping patient DAA records.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated operational dispensary area. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations.

Assessment must ensure use of:

- information technology hardware and software
- dispensary software currently used by the community pharmacy industry
- pharmacy storage locations for filled customer prescriptions
- pharmacy storage locations, shelf facings and signage for unscheduled medicines, Pharmacy Medicines (S2), and Pharmacist Only Medicines (S3)
- different types of DAAs:
    - re-usable dosette boxes
    - tamper-proof, sealed DAAs
- DAA equipment
- a diverse commercial product range of solid pharmacy medicines; tablets and capsules
- a range of completed:
    - prescriptions

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  - drug charts
  - patient medication profiles
  - service contracts
  - DAA orders, instructions and checklists
- materials for DAA labelling (for cautionary and advisory details and to print customer details, medicine details and directions for use)
- Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to dose administration aids services
- organisational procedures for preparing dose administration aids
- customers with whom the individual can interact
- pharmacists with whom the individual can interact
- assessment activities that allow the individual to work with commercial speed, timing and productivity to prepare dose administration aids within nominated deadlines.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and

- have worked in the pharmacy sector for at least two years.

Links

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SIRCDIS005 Assist in preparing extemporaneous prescriptions

Modification History

Not applicable.

Application

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

This unit applies to senior dispensary assistants working in community pharmacies. When preparing extemporaneous prescriptions, they work under the direct supervision of a pharmacist and their role is limited to those compounding functions that do not require them to exercise professional pharmaceutical judgement or discretion.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to dispense scheduled medicines.

Pre-requisite Unit

SIRCDIS001 Assist customers with prescriptions

SIRCDIS003 Assist in dispensing prescriptions

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for compounding process.	1.1. Follow organisational procedures for preparing extemporaneous prescriptions throughout compounding process. 1.2. Obtain and interpret compounding worksheet and seek additional direction from pharmacist when clarification needed. 1.3. Clean compounding work area to avoid spoilage of pharmaceutical products. 1.4. Maintain personal hygiene, handle ingredients, equipment and containers hygienically throughout compounding process to avoid contamination. 1.5. Select measuring and mixing equipment of correct type and size for the task. 1.6. Safely assemble, ensure cleanliness and check calibration of equipment before use. 1.7. Select and use personal protective equipment to avoid personal injury during the compounding process.
2. Select and measure ingredients.	2.1. Identify and select required ingredients specified in compounding worksheet. 2.2. Sort and safely assemble raw materials according to sequence of compounding processes. 2.3. Measure ingredient quantities according to worksheet specifications.
3. Prepare compounded products.	3.1. Prepare ingredients by grinding, milling or heating according to worksheet specifications. 3.2. Combine ingredients according to worksheet specifications. 3.3. Inspect compounded product to confirm quality and adjust according to individual responsibility or refer to pharmacist. 3.4. Confirm labelling requirements with pharmacist and prepare accurate and complete labels. 3.5. Select dispensing containers specified by pharmacist. 3.6. Attach medication, cautionary and advisory labels to containers as directed. 3.7. Transfer final compounded product to labelled containers. 3.8. Present completed compounded items, prescription and worksheet to pharmacist for verification. 3.9. Check pharmacist worksheet calculations and alert pharmacist to any discrepancies.
4. Maintain records and compounding	4.1. Record prescription information using appropriate pharmacopoeial name, active ingredient and quantity.

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materials.	4.2. Follow pharmaceutical numerical conventions when recording quantities and units of measurement. 4.3. Return unused ingredients to storage and adjust stock records. 4.4. Maintain inventory levels of raw materials and consumable equipment. 4.5. Monitor storage conditions to ensure product integrity is maintained. 4.6. Dispose of waste, especially hazardous substances, according to environmental requirements and organisational waste management procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret familiar and detailed organisational procedures.
Numeracy skills to:	• apply pharmaceutical numerical conventions.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCDIS005 Assist in preparing extemporaneous prescriptions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interpret and follow compounding worksheets to assist in preparing each of the following types of extemporaneous prescriptions which must be of consistent quality and of varying quantities:
  - Australian Pharmaceutical Formulary and Handbook formulations for both adults and children
  - combined proprietary products
  - dermatological preparations (simple creams)
  - modified formulations to remove colours or preservatives
  - reconstituted products
- assist in preparing extemporaneous prescriptions for products in each of the following forms:
  - creams
  - drops
  - gels
  - liquids
  - ointments
  - pastes
  - powders
- use the following range of measuring and mixing equipment to prepare each of the above:
  - heating equipment
  - mixing slabs
  - mortar and pestle
  - spatulas and mixing rods
  - syringes
  - tweezers
  - volumetric containers; beakers and measuring cylinders.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of dispensary assistants and pharmacists in preparing extemporaneous prescriptions
- circumstances which require and trigger referral to a pharmacist
- basic aspects of the Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to compounding (extemporaneous dispensing)
- organisational procedures for preparing extemporaneous prescriptions:
  - validation of worksheet content and calculations
  - calibrating measuring equipment
  - requirements for pharmacist checks of compounded items
  - record keeping for compounding, prescription and stock control activities
  - cleaning and maintenance of compounding area
  - personal hygiene
  - waste disposal
- common terms and abbreviations used in prescription writing as detailed in the Australian Pharmaceutical Formulary and Handbook (APF) of the Pharmaceutical Society of Australia
- properties and characteristics of:
  - drops
  - creams
  - gels
  - liquids
  - ointments
  - pastes
  - powders
  - pharmaceutical raw materials:
    - forms
    - quality or grades
    - strengths
    - storage conditions for optimum quality
- methods to measure liquids, including accurate reading of meniscus
- mixing techniques to achieve even distribution of ingredients, including levigation
- layout of compounding and storage areas:
  - arrangement of measuring and other equipment
  - grouping and positioning of pharmaceutical raw materials
- equipment used to prepare extemporaneous prescriptions:
  - essential features and functions
  - care and storage requirements

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  - calibration schedules
  - safe operational practices
- cleaning and disinfecting techniques and products used for:
  - compounding work areas and work bench surfaces
  - compounding equipment
  - effective cleaning of water based ingredients
  - effective cleaning of oil based ingredients
- role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content:
  - for work health and safety purposes
  - for environmental protection purposes
- workplace hazards, associated health and safety risks and safe work practices for:
  - using sharp equipment
  - handling hazardous substances; both, pharmaceutical raw materials and cleaning products
- types and correct use of personal protection equipment for preparing extemporaneous prescriptions
- the meaning of a range of chemical hazard codes and symbols
- personal hygiene practices to avoid contamination of pharmaceutical raw materials and compounded items
- environmentally sound disposal methods for hazardous waste:
  - pharmaceutical raw materials
  - cleaning products
  - pharmaceutical sharps
- features and functions of dispensary and stock control software specifically for:
  - recording extemporaneous prescription and compounding information
  - recording stock levels.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated operational compounding area and storage facilities for pharmaceutical raw materials. This must be in an industry workplace which meets Pharmacy Board of Australia and relevant industry standards for preparing extemporaneous prescriptions.

Assessment must ensure use of:

- information technology hardware and software
- dispensary and stock control software currently used by the community pharmacy industry
- refrigerator or freezer dedicated to pharmaceuticals
- measuring and mixing equipment:
  - heating equipment

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  - mixing slabs
  - mortar and pestle
  - spatulas and mixing rods
  - syringes
  - tweezers
  - volumetric containers; beakers and measuring cylinders
- a range of containers:
  - air-tight containers
  - light-resistant (amber glass or high-density plastic) containers
  - moisture-proof containers
  - sealed containers for ready-to-use unit-doses
  - secure packaging including child-resistant containers
- waste disposal bags and containers for pharmaceutical waste including sharps containers
- personal protective equipment:
  - closed footwear
  - disposable gloves
  - face masks
  - hairnets
  - lab coats
  - safety glasses or goggles
- a diverse commercial product range of pharmaceutical raw materials in these forms:
  - drops
  - creams
  - gels
  - liquid
  - ointments
  - pastes
  - powders
- purified water
- cleaning and disinfecting products used for:
  - compounding work areas and work bench surfaces
  - compounding equipment
- cleaning cloths:
  - dry
  - lint-free
  - wet
- fully completed compounding worksheets for a diverse range of extemporaneous prescriptions
- cautionary and advisory medicine labels
- pharmacy medicine labels to insert customer details and directions for use

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- Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to compounding (extemporaneous dispensing)
- organisational procedures for preparing extemporaneous prescriptions
- pharmaceutical and cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- pharmacists with whom the individual can interact
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete compounding activities within nominated deadlines.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCDIS006 Maintain dispensary stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist pharmacists maintain all types of dispensary stock including scheduled medicines, perishable goods and raw materials for compounding. It requires the ability to order, receive and store stock, maintain its quality and administer stock control records.

This unit applies to senior dispensary assistants working in community pharmacies. When maintaining dispensary stock, they work under the direct supervision of a pharmacist and their role is limited to those functions that do not require them to exercise professional pharmaceutical judgement or discretion.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Order dispensary stock.	1.1.Follow organisational procedures for stock maintenance activities. 1.2.Identify dispensary stock maintenance requirements.

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	1.3. Refer to and interpret preferred supplier arrangements and confirm stock availability, cost and delivery times.
	1.4. Seek direction or clarifications from pharmacist and obtain pharmacist approval for stock orders.
	1.5. Place clear, unambiguous documented orders for dispensary items within required timelines.
	1.6. Complete and keep accurate purchase and costing records.
2. Take delivery of dispensary stock.	2.1. Check incoming dispensary stock against orders and delivery documentation, and identify, record and report discrepancies.
	2.2. Inspect items for damage, quality and use by dates and record and report findings.
	2.3. Check cold chain items have been maintained at optimum temperature and report unacceptable quality to pharmacist.
	2.4. Record details of incoming stock.
	2.5. Alert pharmacist to delivery of controlled drugs.
3. Store dispensary stock.	3.1. Use safe manual handling techniques when moving and storing stock to avoid injury.
	3.2. Identify dispensary product layout and store stock promptly in appropriate storage location.
	3.3. Choose and maintain appropriate environmental conditions for storage of perishable items.
	3.4. Ensure special dispensary items are stored according to security requirements.
4. Maintain dispensary stock.	4.1. Check and adjust environmental conditions of storage regularly to maintain perishable dispensary stock at optimum quality.
	4.2. Check quality of other stock regularly and make adjustments to ensure stock protection.
	4.3. Rotate stock for maximum use and minimum wastage.
	4.4. Assist pharmacist to manage-out stock of branded medicines when introducing generic equivalents.
	4.5. Monitor, calculate and maintain working stock levels in consultation with pharmacist and with consideration of Pharmaceutical Benefits Scheme (PBS) price disclosure system.
	4.6. Organise and participate in stocktakes at appropriate intervals.
	4.7. Produce accurate stocktake reports within designated timelines and maintain accurate stock control records.
	4.8. Investigate, resolve and report stock losses and discrepancies.
	4.9. Use stock control system to maintain stock control records.
5. Dispose of dispensary stock waste.	5.1. Sort waste and obtain pharmacist approval to reject out-of-date, damaged and excess dispensary stock.
	5.2. Dispose of waste under pharmacist supervision, according to environmental and special waste disposal requirements.

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5.3.Update dispensary stock records following disposal.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCDIS006 Maintain dispensary stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- order and take delivery of each of these types of dispensary stock for three supply periods:
  - Prescription Only Medicine (S4)
  - branded medicines
  - bio-equivalent generic medicines
  - drops
  - insulin
  - liquids
  - ointments and creams
  - pessaries
  - suppositories
  - tablets and capsules
  - vaccines
- maintain dispensary stock in optimum condition across three supply periods
- safely dispose of the following types of dispensary waste:
  - hazardous substances
  - expired stock
  - damaged stock
  - medicines returned by customers
- participate in a stocktake
- generate each of the following stock reports over the above supply periods:
  - stock level reports
  - stock performance reports
  - stock loss reports
  - stocktake reports.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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- role boundaries and responsibilities of dispensary assistants and pharmacists for maintaining dispensary stock
- organisational procedures for maintaining dispensary stock:
  - ordering dispensary stock
  - recording incoming stock
  - recording and reporting discrepancies and quality deficiencies
  - recording stock levels
  - monitoring and maintaining quality of stock
  - maintaining security of dispensary stock
  - work health and safety for stock control
  - dispensary stocktakes
  - waste handling, sorting and disposal
- organisational stock reorder cycles
- safe manual handling techniques for moving and storing dispensary stock; those for bending, lifting and carrying heavy items
- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - managing out stock of branded medicines when introducing generic equivalents
  - checking for slow moving items
  - financial implications of stock level control
- sources of product and supplier information
- sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- Pharmaceutical Benefits Scheme (PBS) price disclosure system, and how this impacts on stock management
  - when scheduled reduction days occur and how this affects the amount of stock held and its value
  - types of medicines subject to price disclosure
- purpose of batch numbering and expiry dates on pharmaceutical products
- dispensary layout and storage requirements for dispensary items:
  - alphabetical arrangement of medications
  - sequential positioning of medications along shelves
  - controlled substances under specific secured storage conditions
  - grouping of Pharmacist Only Medicines (S3)
  - hazardous substances
  - refrigeration
- optimum environmental storage conditions, including temperature, light and humidity controls, for perishable and cold chain dispensary items
- reasons for stock loss and damage and methods to control these
- disposal methods for dispensary waste:

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    - returning to supplier
    - using a disposal service
- environmentally sound disposal methods for hazardous waste:
    - pharmaceutical raw materials
    - cleaning products
    - pharmaceutical sharps
- formats for, use and contents of:
    - order and delivery documentation
    - stock recording documentation
    - Electronic Data Interchange (EDI) forms
    - stock level reports
    - stock performance reports
    - stock loss reports
    - stocktake reports
- features and functions of dispensary stock control software.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated operational dispensary area and stock control and storage facilities for perishable and non-perishable dispensary stock. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations.

Assessment must ensure use of:

- information technology hardware and software
- dispensary stock control software currently used by the community pharmacy industry
- refrigerator or freezer dedicated to pharmaceuticals
- secured storage locations for dispensary items requiring secured storage conditions
- pharmacy shelving, shelf facings and signage for dispensary medicines
- a diverse commercial product range of pharmacy medicines:
    - Prescription Only Medicine (S4)
    - branded medicines
    - bio-equivalent generic medicines
    - drops
    - insulin
    - liquids
    - ointments and creams
    - pessaries
    - suppositories
    - tablets and capsules

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    - vaccines
- waste disposal bags and containers for pharmaceutical waste including sharps containers
- template dispensary stock control documents:
    - order and delivery documentation:
        - purchase orders
        - standing orders
        - packing slips
    - stock recording documentation
    - Electronic Data Interchange (EDI) forms
- template dispensary stock control reports:
    - stock level reports
    - stock performance reports
    - stock loss reports
    - stocktake reports
- organisational procedures for maintaining dispensary stock
- pharmacists with whom the individual can interact
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete stock control activities within nominated deadlines.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCDIS007 Administer dispensary computer systems and claims

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assist pharmacists with a range of administrative requirements. It requires the ability to maintain the dispensary computer system and to prepare and reconcile Pharmaceutical Benefits Scheme (PBS) claims.

This unit applies to senior dispensary assistants working in community pharmacies. When administering customer records and pharmacy claims they work under the direct supervision of a pharmacist and their role is limited to those functions that do not require them to exercise professional pharmaceutical judgement or discretion.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRCDIS003 Assist in dispensing prescriptions

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain dispensary computer system.	1.1. Follow organisational procedures for maintaining computer systems, data and privacy of customer information.

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	1.2. Interpret and follow technical instructions for computer system maintenance.
	1.3. Back up computer data regularly and ensure currency of dispensary and virus protection software.
2. Monitor and use system information.	2.1. Update dispensary system data regularly to ensure accuracy and currency.
	2.2. Provide clear information to pharmacist about changes to dispensary system data and seek guidance on issues requiring pharmacist instruction.
	2.3. Generate, review and distribute regular dispensary reports.
	2.4. Identify customer information for follow up in relation to additional services or programs and advise pharmacist.
	2.5. Generate documentation that supports pharmacist interactions with customers about services and programs.
	2.6. Protect customer privacy and ensure confidentiality of stored information.
	2.7. Minimise use of printed materials and maximise electronic transmission and record keeping to reduce waste.
3. Prepare PBS claims.	3.1. Follow organisational procedures for administering and reconciling claims.
	3.2. Interpret and adapt to changing requirements for claims lodgement.
	3.3. Close off prescription claim period, as directed by pharmacist, to meet Medicare Australia and PBS claim deadlines.
	3.4. Check prescription forms for patient or agent signature and date.
	3.5. Prepare accurate and complete claims.
	3.6. Collate prescriptions into patient groups.
	3.7. Check serial numbers, identify and refer missing serial numbers to pharmacist.
	3.8. Refer completed hard and soft copy claims data to pharmacist for sign-off, and lodge with Medicare Australia.
4. Reconcile Medicare Australia payments.	4.1. Analyse and reconcile Medicare Australia payments against data lodged by pharmacy for the claim period.
	4.2. Identify and resolve reconciliation discrepancies within scope of own role.
	4.3. Identify outstanding payments and refer to pharmacist.
	4.4. Identify out-of-period adjustments from prior claims and refer to pharmacist.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCDIS007 Administer dispensary computer systems and claims

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete each of these types of computer maintenance activities:
  - data back-up
  - virus software updates
  - dispensary software updates
  - dispensary system data updates
- generate each of these types of reports:
  - clinical reports
  - financial reports
  - online claims reports
- administer and reconcile Pharmaceutical Benefits Scheme (PBS) claims:
  - prepare and lodge claims for two reporting periods
  - reconcile payments against claims for two reporting periods
  - identify outstanding payments and refer to pharmacist across two reporting periods
  - identify out-of-period adjustments from prior claims and refer to pharmacist across two reporting periods.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of dispensary assistants and pharmacists in maintaining dispensary system data and administering and reconciling PBS claims
- organisational procedures for:
  - maintaining computer systems and data
  - maintaining privacy and confidentiality of customer information
  - preparing, submitting and reconciling PBS claims
- features and functions of dispensary software specifically for:
  - data maintenance
  - generating and distributing reports

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    - preparing, submitting and reconciling PBS claims
- formats, content and use of dispensary reports, including terminology:
    - clinical reports
    - financial reports
    - online claims reports
- types of information generated by dispensary systems to alert pharmacist of customer need or eligibility for additional services or programs, including those related to compliance, and their documentation requirements:
    - Home Medicine Review
    - MedsCheck
- key features of PBS payment entitlements for different types of customers:
    - payments for general customers without concessional cards
    - payments for concessional customers
- sources of information and instructions for preparing PBS claims, including those related to:
    - PBS online
        - error/rejection messages and how to action
    - paper-based claims
    - submission methods
- Medicare Australia claims procedures for preparing and submitting online and paper based claim forms
- required claim information:
    - prescription endorsement and identification
    - serial numbers
    - price claimed for:
        - elected PBS prescriptions
        - exceptional PBS prescriptions
        - Repatriation Pharmaceutical Benefits Scheme (RPBS) prescriptions for items not included in the PBS or RPBS Schedule.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated operational dispensary and administration area. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations.

Assessment must ensure use of:

- information technology hardware and software
- dispensary software currently used by the community pharmacy industry
- online PBS claims systems
- template dispensary reports:

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  - clinical reports
  - financial reports
  - online claims reports
- PBS claims documentation
- endorsed prescriptions with stickers or stamps, ready for claiming
- organisational procedures for:
  - maintaining computer systems and data
  - maintaining privacy and confidentiality of customer information
  - preparing, submitting and reconciling PBS claims
- pharmacists with whom the individual can interact
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete PBS claims within nominated deadlines.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCDIS008 Coordinate service to residential care facilities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain relationships with residential care facilities to provide quality service and coordinate the ongoing supply of medications and other pharmacy products to their residents. It requires the ability to administer trading terms and contracts and to assist pharmacists with patient medication reviews, administrative records and reports.

This unit applies to senior dispensary assistants working in community pharmacies. When coordinating care facility services, they work under the direct supervision of a pharmacist and their role is limited to those functions that do not require them to exercise professional pharmaceutical judgement or discretion.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRCDIS003 Assist in dispensing prescriptions

Competency Field

Dispensary

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain contact with	1.1.Confirm relevant contact personnel for residential care

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residential care facilities.	facilities. 1.2. Act as contact person to coordinate overall pharmacy service to residential care customers. 1.3. Initiate regular contact to improve service efficiency.
2. Identify and respond to service requirements.	2.1. Consult with care facility and establish ordering needs. 2.2. Clearly explain and confirm trading terms for care facility. 2.3. Clearly explain pricing policy and procedures. 2.4. Monitor currency of contract between pharmacy and facility and take action in the case of non-current contracts according to organisational procedures.
3. Maintain services to residential care facilities.	3.1. Receive and process pharmacy notifications of resident admissions or re-admissions. 3.2. Negotiate and coordinate arrangements for receiving and filling regular care facility orders. 3.3. Supply stock medicines to care facility and maintain stock control system according to organisational procedures. 3.4. Coordinate delivery schedule, emergency deliveries and persons authorised to receive. 3.5. Negotiate a system to notify pharmacy of all changes to individual patient medication regimens. 3.6. Liaise with care facility director of nursing or other nominated person to identify information and education needs. 3.7. Respond to medicine information queries promptly.
4. Administer records.	4.1. Maintain accurate and complete record of medicines supplied for each resident. 4.2. Assist pharmacist to regularly review patient medicines and amend patient medication charts, according to organisational procedures. 4.3. Assist pharmacist to monitor Adverse Drug Reactions (ADR), Adverse Drug Events (ADE) and Therapeutic Drug Monitoring (TDM). 4.4. Maintain and follow pharmacy system for recording and reporting medication-related incidents. 4.5. Input data, raise and forward invoices 4.6. Analyse and reconcile payments in pharmacy systems according to organisational procedures. 4.7. Identify and respond to discrepancies in records within scope of own role.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret a range of complex documents including organisational procedures for servicing residential care facilities, contracts, orders for bulk stock and multiple individual medications.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCDIS008 Coordinate service to residential care facilities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete the following activities to supply medications and other pharmacy products to residential care facilities:
  - coordinate supply services to at least one residential care facility over two supply periods to include:
    - receiving and processing orders for bulk stock and multiple individual medications for patients
    - scheduling all regular deliveries
    - scheduling emergency deliveries
    - maintaining patient supply records
    - issuing invoices and reconciling payments
- assist pharmacist to review patient medications across two care facilities and amend medical charts for three patients
- assist in generating each of these types of reports:
  - Adverse Drug Reactions reports
  - Adverse Drug Events reports.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- primary components of the Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to services to residential care facilities
- role boundaries and responsibilities of dispensary assistants and pharmacists for providing services to residential care facilities
- basic aspects of medication provision in residential care facilities
- full details of contractual arrangements with residential care facilities:
  - services provided:
    - education and information
    - stock control
    - storage

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  - roles and responsibilities of care facility and pharmacy
  - pricing schedule
  - trading terms
- formats, content and use of:
  - patient medication charts
  - medication-related incident reports and registers
- pharmacy systems and organisational procedures for:
  - notifying pharmacy of changes to individual patient medication regimens
  - receiving and processing orders for bulk stock and multiple individual medications for patients
  - providing information and education on medications
  - scheduling regular and emergency medicine deliveries
  - maintaining patient supply records and medication charts
  - reviewing patient medications
  - recording and reporting medication-related incidents
  - pricing and invoicing for residential care facilities.

Assessment Conditions

Skills must be demonstrated in a pharmacy with a designated operational dispensary and administration area. This must be in an industry workplace, which meets Pharmacy Board of Australia and relevant industry standards for dispensary operations.

Assessment must ensure use of:

- information technology hardware and software
- dispensary and invoicing software currently used by the community pharmacy industry
- template contracts with residential care facilities
- orders for bulk stock and multiple individual medications for patients
- template:
  - delivery schedules
  - patient supply records and medication charts
  - medication-related incident reports and registers
- Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to services to residential care facilities
- organisational procedures for supplying medications and products to residential care facilities
- residential care facility customers with whom the individual can interact
- pharmacists with whom the individual can interact
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete care facility enquiries and orders within nominated service deadlines.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCHCS001 Support the management of obstructive sleep apnoea

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to advise on, trial, recommend and supply Continuous Positive Airway Pressure (CPAP) equipment and provide ongoing support to customers who are self-managing medically diagnosed sleep apnoea. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRCINF001 Use pharmacy practices for infection control

Competency Field

Health Care Support

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify customer	1.1.Follow organisational procedures to respect and protect

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needs.	customer privacy. 1.2.Use questions and actively listen to confirm customer requirements for CPAP equipment. 1.3.Confirm customer has documented recommendations from sleep specialist. 1.4.Identify and act on triggers for referral to pharmacist.
2. Hire trial CPAP equipment.	2.1.Follow organisational procedures for hiring CPAP equipment. 2.2.Clearly explain equipment trial hire service and future purchase options and use questioning to confirm customer understanding. 2.3.Calculate hire costs and accurately complete CPAP equipment hire agreement, obtain customer signature and co-sign. 2.4.Supply signed copy to customer and file duplicate copy. 2.5.Clean, disinfect and store returned hire items.
3. Provide CPAP equipment services.	3.1.Follow sleep specialist recommendations and set CPAP trial equipment on auto. 3.2.Fit mask, explain and demonstrate use and hygienic maintenance of trial equipment. 3.3.Review mask comfort and machine readings after one week and adjust settings to mid-range of readings taken across the week. 3.4.Review trial at prearranged intervals and replace mask type to ensure effective operation and customer comfort. 3.5.Advise patient to return to treating sleep specialist for re-assessment and advice on adjusting settings where issues persist.
4. Supply sleep apnoea products.	4.1.Follow organisational procedures for supplying sleep apnoea products. 4.2.Recommend and supply CPAP equipment for customer purchase after trial period. 4.3.Identify and use opportunities to suggest companion products relevant to desired outcomes. 4.4.Explain and demonstrate use, care and maintenance of equipment. 4.5.Provide ongoing support and recommend strategies for customer to adjust to using CPAP equipment. 4.6.Supply replacement parts to customers. 4.7.Source and refer customers to current information on specialist services that support sleep apnoea management.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret unfamiliar and detailed documents which describe sleep specialist recommendations, product use and support services.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCHCS001 Support the management of obstructive sleep apnoea

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about obstructive sleep apnoea and specialist support services from two different sources
- respond to sleep specialist recommendations and demonstrate, fit, hire/sell Continuous Positive Airway Pressure (CPAP) equipment to three different customers
- supply and provide advice on use, care and maintenance of the following products:
  - CPAP machine
  - filters
  - humidifier
  - humidifier tank
  - masks
  - tubing
  - aids to maintain skin integrity on facial areas impacted by masks:
    - adhesive dressings
    - creams
- provide information on specialist services that support obstructive sleep apnoea.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on obstructive sleep apnoea and specialist support services:
  - federal, state or territory government health education internet sites
  - not for profit health councils
  - industry and professional publications
  - product manufacturer health education and product information materials
- common types of sleep disorder breathing:
  - normal flow
  - narrowed flow
  - flow limitation with snoring

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    - apnoea
- physiological effects of sleep disorder breathing, at a basic level of understanding
- common symptoms of obstructive sleep apnoea and other sleep disorder breathing conditions:
    - snoring
    - sleep arousal
    - poor quality sleep leading to:
        - daytime sleepiness, fatigue and tiredness
        - poor concentration
        - irritability and mood changes
- common lifestyle factors that can contribute to sleep disorder conditions:
    - consuming alcohol prior to sleep
    - obesity
    - smoking
    - use of sedatives
- key terminology, jargon and common abbreviations relevant to CPAP equipment, for:
    - health conditions for which equipment is used
    - equipment features
- pharmacy product range of CPAP equipment:
    - location
    - different types
    - features and uses
    - fitting and adjustment methods
    - care and maintenance
- format, content and use of sleep specialist recommendations
- cleaning and disinfection techniques and cleaning products used for return hire items
- role boundaries and responsibilities of pharmacy assistants, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for supplying CPAP equipment:
    - questions that must be asked to collect information about customer needs
    - identifying and acting on triggers for referral to a pharmacist
    - maintaining privacy and confidentiality of customer information
    - completing and filing equipment hire agreements
- organisational CPAP equipment hire policy
- format, content and use of hire agreements for CPAP equipment.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace

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- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- commercial product range of CPAP equipment and replacement parts:
  - filters
  - humidifier
  - humidifier tank
  - masks
  - tubing
- aids to maintain skin integrity on facial areas impacted by masks:
  - adhesive dressings
  - creams
- cleaning and disinfection products used for return hire items
- sleep specialist recommendations
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
  - specialist services that support sleep apnoea management
- organisational procedures for supplying CPAP equipment
- organisational CPAP equipment hire policy
- template hire agreements for CPAP equipment
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years, OR
- have worked as a specialist demonstrator with a CPAP equipment supplier.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCHCS002 Supply and hire home health care aids and equipment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop knowledge of home health-care aids and equipment and recommend, demonstrate, sell and hire appropriate aids. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Health Care Support

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop knowledge of home health-care aids and	1.1. Identify and access sources of current and accurate information on home health-care aids and equipment.

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equipment.	1.2.Obtain information on common conditions supported by aids and equipment. 1.3.Access and interpret information on pharmacy range of home health-care aids and equipment. 1.4.Regularly seek and obtain information to update knowledge of aids and equipment.
2. Identify customer needs.	2.1.Follow organisational procedures to respect and protect customer privacy. 2.2.Use questions and actively listen to confirm customer needs and degree of limitation. 2.3.Determine customer satisfaction with aids and equipment previously used. 2.4.Identify and act on triggers for referral to pharmacist.
3. Recommend and supply home health-care aids.	3.1.Explain features of aids and equipment using appropriate product terminology, and recommend purchase of equipment according to customer needs. 3.2.Identify and use opportunities to suggest companion products relevant to desired outcomes. 3.3.Fit customers with aids and equipment according to manufacturer instructions. 3.4.Explain and demonstrate use, care and maintenance of aids and equipment. 3.5.Source and order specialist aids and equipment to meet customer needs.
4. Hire aids and equipment.	4.1.Follow organisational procedures for hiring aids and equipment. 4.2.Explain aids and equipment hire service and confirm customer understanding. 4.3.Accurately complete equipment hire agreement, obtain customer signature and co-sign. 4.4.Supply signed copy to customer and file duplicate copy. 4.5.Calculate and collect residual hire fees and sign off on returned hire items. 4.6.Clean, disinfect and store returned hire items according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Reading skills to:	• interpret unfamiliar and detailed documents which describe product use and hire arrangements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCHCS002 Supply and hire home health care aids and equipment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about common conditions supported by home health-care aids and equipment from two different sources
- demonstrate, recommend, hire and sell home health-care aids and equipment to meet the needs of four different customers, providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
- supply four of the following products:
  - arthritis aids
  - bathroom and toilet aids
  - bedroom aids
  - chairs
  - footwear products
  - pressure care and monitoring aids
  - walking and mobility aids
  - wheelchairs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on common conditions supported by home health-care aids and equipment:
  - federal, state or territory government health education internet sites
  - not for profit health councils
  - industry and professional publications
  - product manufacturer health education and product information materials
- common conditions that are supported by the use of home health-care aids and equipment
- common degrees of customer mobility and limitations associated with conditions
- roles of health specialists, including occupational therapists and physiotherapists, in providing formal assessment of customer mobility and limitations

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- key terminology, jargon and common abbreviations relevant to home health-care aids and equipment, for:
  - health conditions for which aids are used
  - customer mobility and other limitations
  - equipment features
- pharmacy product range of home health-care aids and equipment:
  - suppliers
  - location
  - different types
  - features and uses
  - fitting and adjustment methods
  - care and maintenance
- cleaning and disinfection techniques and cleaning products used for return hire items
- role boundaries and responsibilities of pharmacy assistants, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for supplying home health-care aids and equipment:
  - questions that must be asked to collect information about customer needs
  - collecting and supplying information to an agent acting on behalf of a customer
  - identifying and acting on triggers for referral to a pharmacist
  - maintaining privacy and confidentiality of customer information
  - completing and filing equipment hire agreements
  - checking condition of returned hire products
- organisational equipment hire policy
- format, content and use of hire agreements for home health-care aids and equipment.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- commercial product range of home health-care aids and equipment:
  - arthritis aids
  - bathroom and toilet aids
  - bedroom aids
  - chairs

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  - footwear products
  - pressure care and monitoring aids
  - walking and mobility aids
  - wheelchairs
- cleaning and disinfection products used for return hire items
- template hire agreements for equipment
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
- organisational equipment hire policy
- organisational procedures for supplying home health-care aids and equipment
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCHCS003 Test blood pressure and advise on self-monitoring

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to test blood pressure, record readings, recommend appropriate home blood pressure testing equipment and assist customers with blood pressure management information. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice. The blood pressure testing instrument may be a mercury (aneroid) blood pressure monitor or an electronic digital blood pressure monitor.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Health Care Support

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify customer needs.	1.1.Follow organisational procedures to respect and protect

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	customer privacy. 1.2. Question and actively listen to confirm customer needs. 1.3. Explain features of initial and repeat blood pressure testing services. 1.4. Identify and act on triggers for referral to pharmacist.
2. Test blood pressure.	2.1. Follow organisational procedures for testing blood pressure. 2.2. Explain limitations of single test as accurate indicator and suggest regular monitoring. 2.3. Select quiet and comfortable area and allow customer to relax before testing. 2.4. Select blood pressure testing instrument and appropriate cuff size and clearly explain testing procedure to customer. 2.5. Apply cuff and use testing instrument according to manufacturer instructions to test pulse, systolic blood pressure and diastolic blood pressure. 2.6. Repeat procedure to check accuracy. 2.7. Read test results, enter accurate and complete information on testing record and refer to pharmacist for verification. 2.8. Provide confirmed record to customer and file copy.
3. Support use of home blood pressure testing equipment.	3.1. Follow organisational procedures for supplying home blood pressure testing equipment. 3.2. Identify and recommend equipment appropriate to customer needs and clearly explain its features. 3.3. Demonstrate use, care and maintenance of digital home blood pressure testing equipment and confirm customer understanding. 3.4. Assist customer to identify self-testing strategies to achieve accurate readings. 3.5. Show customer how to keep a blood pressure record.
4. Provide information and advice on blood pressure management.	4.1. Encourage customer to take and record regular blood pressure readings and report to their doctor. 4.2. Advise customer to calibrate home testing equipment against doctor’s equipment reading every six months. 4.3. Source, review and provide customers with information on lifestyle, self-care practices and availability of specialist services that support blood pressure management.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

Numeracy skills to:	• work with numerical concepts about blood pressure levels and calibration requirements for home blood pressure testing equipment.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCHCS003 Test blood pressure and advise on self-monitoring

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information on blood pressure conditions and specialist support services from two sources
- test blood pressure for four different customers
- demonstrate, recommend and sell home blood pressure testing equipment to two different customers
- for each customer sale, provide information on:
  - directions for product use
  - care and maintenance of home blood pressure testing equipment
  - self-testing strategies to achieve accurate readings at home
  - format, content and use of customer personal blood pressure records
  - lifestyle and self-care practices
  - specialist services that support blood pressure management.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on blood pressure conditions and specialist support services:
  - federal, state or territory government health education internet sites
  - not for profit health councils
  - industry and professional publications
  - product manufacturer health education materials
- common symptoms of high and low blood pressure
- common lifestyle factors that can contribute to or exacerbate abnormal blood pressure and methods of self-care
- meaning of:
  - systolic blood pressure
  - diastolic blood pressure
- range of normal blood pressure levels
- key terminology, jargon and common abbreviations relevant to blood pressure, for:

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    - testing and recording blood pressure levels
    - pharmacy and home blood pressure testing equipment
- pharmacy product range of home blood pressure testing equipment:
    - location
    - different types
    - features and uses
    - care and maintenance
- customer self-testing strategies to achieve accurate readings at home
- format, content and use of:
    - pharmacy blood pressure testing records
    - customer personal blood pressure records
- sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - pharmacy manuals
    - reputable health education internet sites; government and not-for profit organisations
- role boundaries and responsibilities of pharmacy assistants, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for testing blood pressure and supplying home blood pressure testing equipment:
    - questions that must be asked to collect information about customer needs
    - identifying and acting on triggers for referral to a pharmacist
    - maintaining privacy and confidentiality of customer information
    - recording and maintaining readings and requirements for pharmacist verification.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- blood pressure monitors
- commercial product range of home blood pressure testing equipment

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- templates for:
  - pharmacy blood pressure testing records
  - customer personal blood pressure records
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of equipment
  - lifestyle and self-care practices
  - specialist services that support blood pressure management
- organisational procedures for testing blood pressure and supplying home monitoring equipment
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCHCS004 Test blood glucose and advise on equipment and services for diabetes management

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to test blood glucose, record levels, recommend appropriate home blood glucose testing equipment and assist customers with diabetes management information. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRCINF001 Use pharmacy practices for infection control

Competency Field

Health Care Support

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify customer needs.	1.1. Follow organisational procedures to respect and protect customer privacy.

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	1.2. Question and actively listen to confirm customer needs. 1.3. Explain features of initial and repeat blood glucose testing services. 1.4. Identify and act on triggers for referral to pharmacist.
2. Test blood glucose levels.	2.1. Follow organisational procedures for testing blood glucose. 2.2. Explain limitations of single test as accurate indicator and suggest regular monitoring. 2.3. Select quiet and comfortable area and clearly explain testing procedure to customer. 2.4. Prepare and use testing equipment according to manufacturer instructions. 2.5. Apply lancet to inside of customer fingertip or alternative area. 2.6. Trigger lancet, hold blood against test strip loaded into monitor and wait for monitor to register blood glucose reading. 2.7. Read test results, enter accurate and complete information on testing record and refer to pharmacist for verification. 2.8. Provide confirmed record to customer and file copy. 2.9. Dispose of used lancets and strips according to safety requirements.
3. Support use of home blood glucose testing equipment.	3.1. Follow organisational procedures for supplying home blood glucose testing equipment. 3.2. Identify and recommend equipment appropriate to customer needs and clearly explain its features. 3.3. Demonstrate use, care and maintenance of digital home blood glucose testing equipment and confirm customer understanding. 3.4. Provide information on common reasons for inaccurate readings. 3.5. Show customer how to keep a blood glucose record.
4. Provide information on diabetes management.	4.1. Encourage customer to take and record regular blood glucose readings and report to their doctor. 4.2. Provide and process key information on the National Diabetes Services Scheme (NDSS). 4.3. Source, review and provide customers with information on lifestyle, self-care practices and availability of specialist services that support diabetes management.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• work with numerical concepts about blood glucose levels.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCHCS004 Test blood glucose and advise on equipment and services for diabetes management

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information on diabetes and specialist support services from two different sources
- test blood glucose on four different occasions
- recommend and demonstrate home blood glucose testing equipment to two different customers, providing clear and accurate information on each of the following:
  - directions for product use
  - care and maintenance of home blood glucose testing equipment
  - methods to avoid inaccurate readings at home
  - format, content and use of customer personal blood glucose records
  - lifestyle and self-care practices
  - National Diabetes Services Scheme (NDSS)
  - specialist services that support diabetes management.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on diabetes and specialist support services:
  - federal, state or territory government health education internet sites
  - not for profit health councils
  - industry and professional publications
  - product manufacturer health education materials
- key features of the National Diabetes Services Scheme (NDSS):
  - eligibility
  - products that fall under NDSS
  - how to record customer purchases
  - how to submit a claim for NDSS
- types of diabetes and common symptoms:
  - type 1 diabetes

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  - type 2 diabetes
  - gestational diabetes
  - hyperglycaemia
  - hypoglycaemia
- health conditions that can result from diabetes
- how insulin works in the human body, at a basic level of understanding
- common lifestyle factors that can contribute to or exacerbate diabetes conditions and methods of self-care to address these
- key terminology, jargon and common abbreviations relevant to diabetes, for:
  - health conditions resulting from diabetes
  - testing and recording blood glucose levels
  - pharmacy and home blood glucose testing equipment
- pharmacy product range of home blood glucose testing equipment:
  - location
  - different types
  - features and uses
  - ways to avoid inaccurate readings at home
  - care and maintenance
- format, content and use of:
  - pharmacy blood glucose testing records
  - customer personal blood glucose records
- sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - pharmacy manuals
  - reputable health education internet sites; government and not-for profit organisations
- role boundaries and responsibilities of pharmacy assistants, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for testing blood glucose and supplying home blood glucose testing equipment:
  - questions that must be asked to collect information about customer needs
  - identifying and acting on triggers for referral to a pharmacist, including eligibility for Diabetes MedsCheck
  - maintaining privacy and confidentiality of customer information
  - recording and maintaining readings and requirements for pharmacist verification
  - safe handling and disposal of sharps.

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Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy blood glucose testing equipment and consumables:
  - digital blood glucose testing monitor
  - disposable lancets and trigger devices
  - test strips
  - adhesive bandages
  - alcohol wipes
- sharps disposal containers
- large pharmacy yellow sharps bin
- personal protective equipment used for testing blood glucose and handling sharps
- commercial product range of home blood glucose testing equipment:
  - digital blood glucose testing monitors
  - disposable lancets and trigger devices
  - test strips
  - urine glucose testing kits
- templates for:
  - pharmacy blood glucose testing records
  - customer personal blood glucose records
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of equipment
  - lifestyle and self-care practices
  - National Diabetes Services Scheme (NDSS)
  - specialist services that support diabetes management
- organisational procedures for testing blood glucose and supplying home blood glucose testing equipment
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCHCS005 Provide Australian Needle and Syringe Program services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide service to customers of the Australian Needle and Syringe Program (NSP). It covers only the provision of free ready-made equipment packs and the acceptance of sealed sharps disposal containers. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Health Care Support

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify customer	1.1.Follow organisational procedures to respect and protect

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needs.	customer privacy. 1.2.Question and actively listen to confirm customer needs. 1.3.Identify and act on triggers for referral to pharmacist.
2. Provide NSP equipment.	2.1.Follow organisational procedures and NSP operational guidelines for providing NSP services. 2.2.Supply ready-made equipment packs to customers. 2.3.Clearly explain contents of packs and how to use sharps disposal containers. 2.4.Accept sealed sharps disposal containers and lodge in pharmacy yellow sharps bin. 2.5.Handle sharps disposal containers safely and hygienically and wear personal protective equipment to avoid injury and infection.
3. Respond to information requirements.	3.1.Request customer participation in information gathering, according to guidelines. 3.2.Collect and accurately report customer and other NSP data according to guidelines. 3.3.Respond to customer requests for information on relevant support agencies.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• collect and record basic numerical data.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCHCS005 Provide Australian Needle and Syringe Program services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide Australian Needle and Syringe Program (NSP) services to three different customers, and provide information to each on:
  - content and use of ready-made equipment packs
  - how to use sharps disposal containers
  - statistics collected by the NSP
  - self-referral alcohol and drug support agencies
- demonstrate the correct procedures for the return of sharps disposal containers and lodgement in pharmacy yellow sharps bins
- collect customer and other NSP statistics and complete one report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- public health benefits of needle and syringe programs
- operational guidelines of the NSP program and instructions for collecting and reporting NSP statistics
- content and use of ready-made equipment packs
- safe and hygienic practices for handling returned sharps disposal containers
- sources of information on self-referral alcohol and drug support agencies
- role boundaries and responsibilities of pharmacy assistants for providing NSP program services, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for providing NSP services:
  - questions that must be asked to collect information about customer needs
  - collecting and supplying information to an agent acting on behalf of a customer
  - identifying and acting on triggers for referral to a pharmacist
  - maintaining privacy and confidentiality of customer information
  - collecting, recording and reporting NSP statistics
  - safe handling and disposal of sharps containers.

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Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- ready-made NSP equipment packs containing:
  - syringes
  - swabs
  - filters
  - a sharps disposal container
- sealed sharps disposal containers
- large pharmacy yellow sharps bin
- personal protective equipment used to handle sharps disposal containers
- operational guidelines of the NSP program
- documents used to record and report NSP statistics
- brochures and leaflets providing information on self-referral alcohol and drug support agencies
- organisational procedures for providing NSP services
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCHCS006 Coordinate pharmacy health promotions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to generate ideas, plan and implement health education promotions in a community pharmacy. Community pharmacy health education programs seek to raise awareness of health issues rather than directly promoting products and services offered by the pharmacy.

This unit applies to senior pharmacy assistants who may report directly to a front of pharmacy manager, under the overall supervision of a pharmacist, or report directly to a pharmacist. In this context, they apply discretion, judgement and accept responsibility for outcomes of their own work.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Health Care Support

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Generate ideas for pharmacy health	1.1. Identify, access and interpret information about current community health issues.

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promotions.	1.2. Research the current focus of government and health council health initiatives. 1.3. Identify potential health promotions from research and related awareness raising methods. 1.4. Assess and select potential health promotions according to compatibility with pharmacy and local community requirements.
2. Develop health education promotions.	2.1. Establish goals and objectives for health education promotions. 2.2. Develop and document operational plans that include timelines and resource allocations consistent with budget resources and other operational constraints. 2.3. Present and advocate for health education promotions to pharmacy team.
3. Implement health education promotions.	3.1. Organise and allocate resources required to facilitate the achievement of promotional goals. 3.2. Provide clear and comprehensive information about promotions to pharmacy team. 3.3. Allocate on roles and responsibilities for delivery of promotional services and allocate to relevant personnel. 3.4. Establish and conduct relationships with targeted external groups in a manner that enhances positive image of the pharmacy. 3.5. Use networks to assist with implementation of promotional activities. 3.6. Coordinate operational logistics for delivery of promotional activities. 3.7. Monitor and evaluate activities against goals and objectives of program and use learning to inform future activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Oral communication skills to:	• liaise with external organisations about their role in promotional activities.
Teamwork skills to:	• take a lead role and work as part of a pharmacy team to implement promotional activities.
Technology skills to:	• use online systems to search for information • develop planning documentation.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCHCS006 Coordinate pharmacy health promotions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information on current community health issues and initiatives from three different sources
- plan and implement two health education promotions in a community pharmacy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common health education promotions offered by community pharmacies
- sources of information on current community health issues and initiatives:
  - federal, state or territory government health departments
  - not for profit health councils
  - industry associations
  - professional publications
- role of pharmacy suppliers and others in the pharmacy network in cooperative promotional activities
- project management principles:
  - liaising with others
  - coordinating activities to achieve outcomes within budget and timelines
- planning processes for promotional activities
- format, content and use of operational plans
- roles and responsibilities of pharmacy and dispensary assistants, pharmacists and other managerial staff in delivering health education promotions.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy areas. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure use of:

- information technology hardware and software
- online information systems
- information on current community health issues and initiatives from a variety of sources
- community pharmacy staff members with whom the individual can interact; these can be:
  - staff in an industry workplace; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCIND001 Work effectively in a community pharmacy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work effectively in a community pharmacy by integrating knowledge of workplace rights and responsibilities, organisational policies and procedures and by using effective work practices to plan and organise daily work activities.

This unit applies to any individual working at any level as a pharmacy or dispensary assistant in a community pharmacy. They may report directly to a retail supervisor or manager, under the overall supervision of a pharmacist, or report directly to a pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Source and use information on employment in community pharmacy.	1.1. Identify and access sources that provide current and accurate information on employee and employer rights and responsibilities.

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	1.2. Obtain and interpret key information on individual responsibilities for anti-discrimination, harassment and equal employment opportunity. 1.3. Source and interpret information on national employment standards and specific employment arrangements for current role. 1.4. Source and use information on skill and knowledge requirements for own and related roles in community pharmacy. 1.5. Comply with all employment requirements.
2. Work within organisational requirements.	2.1. Obtain, interpret and comply with organisational procedures. 2.2. Accept and process prescriptions according to organisational procedures. 2.3. Participate in environmentally sustainable work practices, according to organisational procedures. 2.4. Seek advice and information from supervisors and managers to ensure full understanding of organisational requirements. 2.5. Work within own role boundaries and recognise roles and responsibilities of other pharmacy staff. 2.6. Use designated lines of pharmacy communication and reporting. 2.7. Follow organisational dress or uniform standards.
3. Use effective work habits.	3.1. Plan and organise daily work activities within scope of responsibility. 3.2. Maintain work areas according to organisational procedures and standards. 3.3. Act promptly on instructions, information and follow procedures relevant to the task. 3.4. Work collaboratively with team members, supervisors and managers to maximise efficiency and quality of daily work outcomes. 3.5. Prioritise and complete competing tasks within designated timeframes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Technology skills to:	• use online information systems to search for information.

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Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCIND001 Work effectively in a community pharmacy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access, interpret and use information about employment rights and responsibilities and organisational procedures in community pharmacy from three different sources
- use effective planning, organisational and communication skills to address five community pharmacy daily work activities that individually or cumulatively involve situations where:
  - customers require dispensing services
  - customers require referral to pharmacist or more senior pharmacy colleagues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on employment rights and responsibilities:
  - employer associations
  - Fair Work Commission
  - Fair Work Ombudsman
  - state and territory government boards and commissions for anti-discrimination and equal employment opportunity
  - staff handbooks
  - trade unions
- basic aspects of these employment related laws covering rights and responsibilities of employees and employers:
  - Fair Work Act 2009; minimum workplace entitlements provided by the National Employment Standards (NES)
  - relevant state or territory anti-discrimination or equal employment opportunity law:
    - harassment provisions; types of harassment, rights and responsibilities of employees and employers and consequences of non-compliance with the law
    - equal employment opportunity (EEO) provisions; rights of employees and responsibilities of employers to make merit based employment decisions
    - role of relevant state or territory board or commission in managing complaints

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- general role characteristics, boundaries and responsibilities for key community pharmacy jobs, including career paths:
  - pharmacy assistants
  - dispensary assistants
  - retail supervisors and managers
  - pharmacists
- basic aspects of industrial awards for community pharmacy employees
- primary functions of trade unions for community pharmacy employees
- organisational policies and procedures that relate to general work practices:
  - uniform, personal presentation
  - accepting, declining and amending rostered hours
  - personal and carer's leave
  - counselling and discipline
  - grievances
  - equal employment opportunity
  - harassment
  - environmentally sustainable workplace practices
- organisational policies and procedures that relate to pharmacy work practices:
  - accepting and processing prescriptions
  - referral to pharmacist
- typical terms and conditions of employment for community pharmacies
- sustainable work practices in pharmacies:
  - waste disposal
  - practices for reducing water and energy use in pharmacies.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- current plain English guidelines issued by regulatory bodies covering National Employment Standards (NES), anti-discrimination or equal employment opportunity law
- plain English information about industrial awards for community pharmacy employees issued by regulatory bodies or unions
- organisational policies and procedures for general work and pharmacy practices.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source and use information on regulatory information and pharmacy compliance procedures so that requirements can be followed throughout customer transactions involving the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). Requests for therapeutic advice or the supply of Pharmacist Only Medicines (S3) must be referred to the pharmacist.

This unit underpins effective performance for pharmacy or dispensary assistant roles in a community pharmacy. When supplying Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) they work under the direct supervision of a pharmacist.

This unit incorporates the requirement for pharmacy and dispensary assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Source and use information on compliance requirements for supplying scheduled medicines.	1.1. Obtain and interpret information on key legal requirements and industry guidelines for supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) and products. 1.2. Obtain and interpret organisational procedures for supplying Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) scheduled items.
2. Establish requirements for product locations.	2.1. Identify common medicine categories for Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). 2.2. Identify storage requirements for scheduled pharmacy items according to the Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP). 2.3. Interpret requirements for product placement and advertising of Pharmacy Medicines (S2).
3. Determine requirements for assessing customer needs.	3.1. Interpret requirements for protecting and respecting customer privacy. 3.2. Determine what questions must be asked to collect information about customer needs. 3.3. Recognise requirement to refer all customer requests for Pharmacist Only Medicines (S3) to pharmacist. 3.4. Identify other triggers for referral to pharmacist.
4. Identify role in supply of scheduled medicines.	4.1. Identify the importance of following organisational procedures for the supply of scheduled medicines. 4.2. Recognise role boundaries in recommending Pharmacy Medicines (S2) and unscheduled medicines, products, equipment and aids appropriate to customer needs. 4.3. Determine requirements for finalising supply of Pharmacist Only Medicines (S3) and other products after pharmacist provision of therapeutic advice.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret both familiar and unfamiliar, and sometimes complex documentation.
Technology skills to:	• use online information systems to search for regulatory and procedural information.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- obtain and interpret information about the scheduling of medicines from the following sources:
  - federal, state or territory departments of health
  - Therapeutic Goods Administration (TGA)
  - Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP)
  - industry association websites and professional publications
- seek and document information on the following key pharmacy legal requirements for the supply of scheduled medicines:
  - product placement and advertising of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) items in a pharmacy
  - storage requirements for Pharmacist Only Medicines (S3), Prescription Only Medicine (S4) and Controlled Drug (S8) scheduled items in a pharmacy
  - role boundaries and responsibilities of pharmacy and dispensary assistants
  - circumstances which require and trigger referral to a pharmacist
- access and interpret this range of organisational procedures for supplying Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3):
  - questions that must be asked to collect information about customer needs
  - triggers for referral to a pharmacist
  - maintaining privacy and confidentiality of customer information.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on scheduled medicines, legal and industry requirements:
  - federal, state and territory departments of health
  - Therapeutic Goods Administration (TGA)
  - Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP)
  - industry association websites and professional publications
  - Pharmacy Board of Australia

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- basic aspects of the system for scheduling medicines and the role of:
  - Advisory Committee in Chemicals Scheduling
  - Advisory Committee on Medicines Scheduling
  - Therapeutic Goods Administration (TGA) in approving registration of new medicines
- purpose of the Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP) and basic features of these schedule types:
  - general sales medicines (unscheduled)
  - Pharmacy Medicine (S2)
  - Pharmacist Only Medicine (S3)
  - Prescription Only Medicine (S4)
  - Caution (S5)
  - Poison (S6)
  - Dangerous Poison (S7)
  - Controlled Drug (S8)
  - Prohibited Substance (S9)
- reasons for determining scheduling especially quantities and concentration of active ingredients in packaged medicine
- common medicine categories for Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3)
- basic aspects of key federal and relevant state or territory legal requirements for the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) and products:
  - product placement and advertising of Pharmacy Medicines (S2) scheduled items in a pharmacy
  - storage requirements for Pharmacist Only Medicines (S3) scheduled items in a pharmacy
  - role boundaries and responsibilities of pharmacy and dispensary assistants
- storage requirements for other scheduled items commonly found in a pharmacy:
  - Prescription Only Medicine (S4)
  - Controlled Drug (S8)
- basic aspects of industry guidelines for supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) and products
  - Pharmacy Board of Australia guidelines and directives
  - Pharmaceutical Society of Australia's Professional Practice Standards – provisions relevant to the provision of non-prescription medicines and therapeutic devices
  - Pharmaceutical Society of Australia's Standards for the Provision of Pharmacy Medicines and Pharmacist Only Medicines in Community Pharmacy
- typical schedule and content of pharmacy procedures for supplying Pharmacy Medicines and Pharmacist Only Medicines and their importance in managing compliance with the law:
  - questions that must be asked to collect information about customer needs
  - collecting and supplying information to an agent acting on behalf of a customer
  - identifying and acting on triggers for referral to a pharmacist

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    - maintaining privacy and confidentiality of customer information
- privacy and confidentiality principles relevant to pharmacy product transactions with customers
- typical schedule of questions asked to collect information about customer needs and their rationale:
    - who the product is for
    - their condition or symptoms
    - duration of symptoms
    - other existing health conditions
    - other medicines currently using
- circumstances which require and trigger referral to a pharmacist and typical schedule of triggers:
    - customer who is:
        - a child under 2 years
        - an aged person
        - pregnant or breastfeeding
        - taking other medicines
    - customer has:
        - had the complaint for some time
        - other health conditions
        - used the product before but is not satisfied with its efficacy
    - customer appears to be:
        - sick
        - angry
        - confused
        - dissatisfied
        - uncertain
        - under the influence of drugs or alcohol
    - pharmacy assistant is unsure and needs confirmation of the medicine selected, even if the product has been requested by name
    - request for Pharmacist Only Medicine (S3)
- roles of pharmacy and dispensary assistants in finalising the supply of Pharmacist Only Medicines (S3) and other products after pharmacist provision of therapeutic advice:
    - providing or reiterating directions for product use and confirming understanding
    - recommending companion products or aids
    - providing supporting consumer information
    - processing the financial transaction.

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Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- current guidelines, directives and standards, issued by government regulators or industry groups covering scheduling requirements and related legal compliance issues
- current Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP) and amendments or plain English guidelines
- organisational procedures for supplying Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3) and products.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCINF001 Use pharmacy practices for infection control

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prevent cross transmission of infection. It requires the ability to follow pharmacy infection control guidelines; use safe and hygienic practices; clean and disinfect equipment and surfaces; and safely dispose of waste.

This unit applies to all pharmacy or dispensary assistants in a community pharmacy.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Infection Control

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow pharmacy infection control guidelines.	1.1. Identify pharmacy activities that require use of infection control practices and implement appropriate response. 1.2. Follow organisational procedures for infection control throughout relevant activities. 1.3. Report and provide clear information on incidents where

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	precautions have failed and follow organisational procedures for care after exposure to risk of infection.
2. Use hygienic and safety practices to control cross-transmission.	2.1. Select and use personal protective equipment to avoid cross-transmission of infection. 2.2. Follow hand hygiene and washing procedures before and after customer contact, cleaning and waste disposal. 2.3. Cover own cuts and abrasions with occlusive dressings and change regularly. 2.4. Avoid unhygienic personal contact with other people, work surfaces and equipment. 2.5. Follow procedures for respiratory hygiene and cough etiquette. 2.6. Handle sharps with care to avoid stick injury and transmission of infection to self and dispose of immediately in sharps container.
3. Clean and disinfect equipment and surfaces.	3.1. Select and prepare appropriate cleaning products, disinfectants and equipment according to manufacturer instructions. 3.2. Clean and disinfect work surfaces and equipment before and after use. 3.3. Use and replace surface covers when required. 3.4. Clean spills of bodily fluids using infection control methods. 3.5. Decontaminate equipment requiring special processing after customer contact. 3.6. Dispose of waste and sharps safely, according to specific disposal requirements and organisational waste management procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• calculate the dilution requirements for cleaning and disinfection products.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRCINF001 Use pharmacy practices for infection control

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- select and use personal protective equipment for two different situations
- clean and disinfect equipment and surfaces on four occasions
- safely dispose of each of these types of waste:
  - contaminated waste
  - cleaning products
  - pharmaceutical sharps
- respond to two different spills
- demonstrate the following procedures to respond to two infection control incidents:
  - appropriate and timely verbal reports
  - organisational procedures for care after exposure to risk of infection.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- aspects of infection at an overview level:
  - opportunistic organisms; bacteria, fungi and viruses
  - pathogens
  - sources of infection and means of transmission
  - susceptible hosts; immune suppressed people, those with chronic diseases, the very old or very young
- community pharmacy industry and organisational:
  - types of activities that require use of infection control practices
  - infection control guidelines and procedures
  - waste management procedures for sharps and contaminated waste
  - reporting procedures for infection control incidents
- care requirements after incidents to manage risk of infection
- types and correct use of personal protection equipment for controlling cross transmission of infection:

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  - gloves
  - gowns
  - masks
  - protective glasses
- procedures for hand hygiene and care:
  - reasons for and use of routine hand washing and drying practices
  - use of antiseptic wipes and alcohol based sanitiser for acceptable circumstances
  - wearing gloves to handle irritant cleaning and disinfection products
  - use of aftercare hand creams
- types of unhygienic personal contact with customers, work surfaces and equipment that may transfer micro-organisms and spread infection:
  - blowing nose
  - coughing
  - scratching skin and hair
  - sneezing
  - spitting
  - touching wounds
- safe sharps handling and disposal techniques
- cleaning and disinfecting techniques and products used for:
  - pharmacy health care service work areas and work bench surfaces
  - pharmacy health care equipment
- pharmacy equipment requiring special processing after customer contact and methods to decontaminate
- role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content for cleaning and disinfecting products
- safe methods to clean spills of bodily fluids
- environmentally sound disposal methods for hazardous waste:
  - contaminated waste
  - cleaning products
  - pharmaceutical sharps.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and customer health care service areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- hand washing and drying facilities with appropriate soap

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- antiseptic wipes and alcohol based sanitiser
- personal protective equipment
- pharmacy health-care equipment used for specific services
- cleaning and disinfecting products
- waste disposal receptacles suitable for:
  - contaminated waste
  - cleaning products
  - pharmaceutical sharps (sharps disposal containers)
- community pharmacy industry guidelines and procedures for:
  - infection control
  - waste management of sharps and contaminated waste
  - reporting of infection control incidents
- Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content for cleaning and disinfecting products.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCPPA001 Assist customers with vitamins, minerals and supplements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on commonly-requested Pharmacy Medicines (S2) and unscheduled vitamins, minerals and supplements. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about customer vitamin, mineral and supplement needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information from recognised sources on related lifestyle and self-care practices. 3.5. Provide customers with information on specialist nutrition services.
4. Maintain and develop knowledge of vitamins, minerals and supplements.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA001 Assist customers with vitamins, minerals and supplements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for vitamin, mineral and supplement products that require referral
- suggest suitable vitamin, mineral and supplements products for six customers presenting with different needs
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of these common causes of vitamin and mineral deficiency:
  - accidents and illness
  - excessive alcohol consumption
  - excessive use of laxatives
  - food allergies resulting in the omission of important food groups
  - inadequate or fad diets
  - lack of sunlight
  - overuse of convenience foods
  - poor food storage
  - pregnancy and lactation
  - regular athletic performance
  - regular consumption of overcooked food

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- key terminology, jargon and common abbreviations for the:
  - diet-related health conditions
  - commonly requested vitamins, minerals and supplements
- overview of pharmacy product range of vitamins, minerals and supplements; Pharmacy Medicines (S2) and unscheduled medicines and products:
  - location
  - which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products and their use, their side effects and interactions that may contraindicate their use:
  - vitamins:
    - A (Retinol-Carotene)
    - B-complex group
    - B9 (Folic Acid)
    - C (Ascorbic Acid)
    - D (Calciferol-Viosterol-Ergosterol)
    - E (Tocopherol)
    - K (Menadione)
  - minerals:
    - calcium
    - chromium
    - iodine
    - iron
    - magnesium
    - potassium
    - phosphorous
    - selenium
    - sodium
    - zinc
  - supplements:
    - fish oil
    - glucosamine
- recognised and credible sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI) product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations

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- organisational procedures for supplying vitamins, minerals and supplements
- sources of specialist advice on nutrition for referral purposes.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial product range of vitamins, minerals and supplements as listed in the Knowledge Evidence
- customer brochures and leaflets on lifestyle and self-care practices
- organisational procedures for supplying vitamins, minerals and supplements
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA002 Assist customers with eye and ear care products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled products for eye and ear care. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Collect information about customer eye and ear care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of eye and ear care products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA002 Assist customers with eye and ear care products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for eye and ear care products that require referral
- suggest suitable eye or ear care medicines or products for six customers presenting with different needs that individually or cumulatively include the need for:
  - ear protection products
  - contact lens products
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common conditions and symptoms for which eye and ear care medicines and products are used
- common lifestyle risk factors that can contribute to eye or ear conditions and methods of self-care
- key terminology, jargon and common abbreviations for:
  - eye and ear health conditions
  - medicines and products used to relieve symptoms
- overview of pharmacy range of eye and ear care products, both Pharmacy Medicines (S2) and unscheduled medicines and products:

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    - location
    - which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products, their uses, potential side effects and interactions that may contraindicate their use:
    - complementary medicines
    - ear protection products
    - contact lens products
    - products in these various forms:
        - drops
        - liquids
        - ointments and creams
        - washes and sprays
- features and uses of aids and equipment used with eye and ear care medicines and products
- recognised and credible sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations
- organisational procedures for supplying eye and ear care medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of eye and ear care unscheduled products and Pharmacy Medicines (S2) in different forms
- customer brochures and leaflets on lifestyle and self-care practices

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- organisational procedures for supplying eye and ear care medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA003 Assist customers with first aid products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, provide information on Pharmacy Medicines and unscheduled first aid products, and to supply products suited to their needs. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

Elements	Performance Criteria
1. Collect information about	1.1 Approach and question customer according to pharmacy

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customer first aid product needs.	protocol. 1.2 Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3 Determine customer satisfaction with products previously used. 1.4 Identify any other health conditions and prescribed medications. 1.5 Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1 Recognise and act on information that requires referral to the pharmacist. 2.2 Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3 Provide clear summary of customer information to pharmacist when referral is required. 2.4 Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1 Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2 Identify and use opportunities to suggest additional products relevant to customer needs. 3.3 Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4 Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of first aid and products.	4.1 Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2 Check regularly for new additions or changes to range. 4.3 Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Numeracy skills to:	• calculate dosage and quantity requirements
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA003 Assist customers with first aid products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for first aid products that require referral
- suggest suitable first aid products for six customers presenting with different needs that individually or cumulatively include the need for:
  - skin healing and care products
  - dressings, strapping, bandages or supports
  - surgical implements
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of these common injuries and wounds encountered by pharmacy personnel:
  - minor acute wounds
  - breaks
  - bruising
  - sprains
- skin structure, at a basic level of understanding; healing process and advantages of moist healing

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- common lifestyle risk factors that can contribute to sustaining injuries and wounds and methods of self-care
- key terminology, jargon and common abbreviations for:
  - minor injuries and wounds
  - first aid products used to relieve symptoms
- overview of pharmacy product range for first aid; Pharmacy Medicines and unscheduled medicines and products:
  - location
  - which products in the range are Pharmacist Only Medicines
  - first aid kits
- different types of commonly-requested products, their use, their side effects and interactions that may contraindicate their use:
  - antiseptic, skin healing and care products
  - aids and equipment used with first aid products
  - dressings, strapping, bandages and supports
  - surgical implements
  - products in these various forms:
    - adhesive and non adhesive pads and patches
    - creams and ointments
    - liquids, sprays and gels
    - pastes.
- sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites; government and not-for profit organisations
- organisational procedures for supplying first aid products.
-

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of first aid unscheduled products, and Pharmacy Medicines (S2):
  - antiseptic, skin healing and care products
  - aids and equipment used with first aid and wound care medicines or products
  - dressings, strapping, bandages and supports
  - surgical implements
  - products in different forms
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for supplying first aid products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCPPA018 Assist customers with women's and men's health care products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on women's and men's health care Pharmacy Medicines (S2) and unscheduled products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about customer health care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of women's and men's health care products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

Technology skills to:

- use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRCPPA018 Assist customers with women's and men's health care products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for women’s and men’s health products that require referral
- suggest suitable products for six customers presenting with different needs that individually or cumulatively include the need for:
  - anti-fungal medication
  - contraceptive products
  - lubricants
  - self-test kits
  - pelvic floor aids and equipment
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - pregnant or breastfeeding women
  - elderly people.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- these common conditions, at a basic level of understanding, and symptoms for which women’s and men’s health care medicines and products are used:
  - contagious infections
  - erectile dysfunction
  - reproductive problems, menstrual and menopause conditions
  - sexual hygiene
  - sexually transmissible infections

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    - thrush
- ways in which sexually transmissible infection is transferred and infection control methods
- common lifestyle risk factors that can contribute to sexual health conditions and methods of self-care
- key terminology, jargon and common abbreviations relevant to sexual health care, for:
    - conditions related to sexual health for women and men
    - medicines and products used to relieve symptoms
- overview of pharmacy range of women's and men's health care products; Pharmacy Medicines (S2) and unscheduled medicines and products:
    - location
    - which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products, their use, their side effects and interactions that may contraindicate their use:
    - anti-fungal medication
    - contraceptive products – condoms, diaphragms, spermicides
    - lubricants
    - self-test kits:
        - breast testing kits
        - home testing pregnancy or ovulation kits
    - pelvic floor aids and equipment
    - thrush treatments
- features and uses of aids and equipment used with women's and men's health care medicines and products
- recognised and credible sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites; government and not-for profit organisations
- sources of information on specialist services that support women's and men's health:
    - reputable health education internet sites
    - government and not for profit health organisations
- organisational procedures for supplying women's and men's health care medicines and products.

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Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of health care unscheduled products and Pharmacy Medicines (S2) as specified in the Performance Evidence:
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
  - specialist services that support sexual health
- organisational procedures for supplying sexual health care medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation’s requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA004 Assist customers with oral care products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled products for oral care. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Collect information about customer health care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of oral care products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA004 Assist customers with oral care products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for oral care products that require referral
- suggest suitable oral care products for six customers presenting with different needs that individually or cumulatively include the need for:
  - denture preparations and accessories
  - oral health and hygiene products:
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common conditions and symptoms for which oral care medicines and products are used
- common lifestyle risk factors that can contribute to oral conditions and methods of self-care
- key terminology, jargon and common abbreviations for:
  - oral health conditions
  - medicines and products used to relieve symptoms
- overview of pharmacy range of oral care products, Pharmacy Medicines (S2) and unscheduled medicines and products:
  - location

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  - different types
  - application for different conditions
- which products in the range are Pharmacist Only Medicines (S3)
- common side effects of using oral care medicines and products
- features and uses of aids and equipment used with oral care medicines and products
- recognised and credible sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- organisational procedures for supplying oral care medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of oral care unscheduled products and Pharmacy Medicines in different forms
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for supplying oral care medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA005 Assist customers with cough and cold relief products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled cough and cold relief products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about customer cough and cold relief needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of cough and cold relief products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

Numeracy skills to:
- calculate dosage and quantity requirements.

Technology skills to:
- use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA005 Assist customers with cough and cold relief products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom based requests for cough and cold relief products that require referral
- suggest suitable cough and cold relief medicines or products for six customers presenting with different needs that individually or cumulatively include the need for:
  - analgesics
  - cough expectorant
  - cough suppressant
  - antihistamines
  - decongestants
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common conditions and symptoms for which cough and cold relief medicines and products are used
- common lifestyle risk factors that can contribute to coughs and colds and methods of self-care
- key terminology, jargon and common abbreviations for:
  - cough and cold health conditions

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    - medicines and products used to relieve symptoms
- overview of pharmacy range of cough and cold relief products; Pharmacy Medicines (S2) and unscheduled medicines and products:
    - location
    - which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products, their use, their side effects and interactions that may contraindicate their use:
    - analgesics
    - cough expectorant
    - cough suppressant
    - antihistamines
    - decongestants
    - products in different forms:
        - capsules and tablets
        - inhalants
        - liquid
        - lozenges and capsules
        - nasal sprays and drops
        - ointments and rubs
- features and uses of aids and equipment used with cough and cold relief medicines and products
- recognised and credible sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations
- organisational procedures for supplying cough and cold relief medicines.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of cough and cold relief unscheduled products and Pharmacy Medicines (S2) in different forms:
  - analgesics
  - cough expectorant
  - cough suppressant
  - antihistamines
  - decongestants
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for supplying cough and cold relief medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA006 Assist customers with skin and anti-fungal products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled skin and anti-fungal products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Collect information about customer skin care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of skin and anti-fungal products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA006 Assist customers with skin and anti-fungal products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for skin and anti-fungal products that require referral
- suggest suitable skin and anti-fungal products for six customers presenting with different needs that individually or cumulatively include the need for:
  - antibacterial and infection or infestation treatments
  - anti-fungal treatments
  - anti-pruritics
  - moisturisers and skin protection products
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common conditions and symptoms for which skin and anti-fungal medicines and products are used, to include:
  - contagious infections and infection control methods
- gross anatomy of skin, at a basic level of understanding
- common lifestyle risk factors that can contribute to skin and fungal conditions and methods of self-care
- key terminology, jargon and common abbreviations relevant for:

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    - skin and fungal health conditions
    - medicines and products used to relieve symptoms
- overview of pharmacy range of skin and antifungal products; Pharmacy Medicines (S2) and unscheduled medicines and products:
    - location
    - different types
    - application
- which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products, their use, their side effects and interactions that may contraindicate their use:
    - antibacterial and infection or infestation treatments
    - anti-fungal treatments
    - anti-pruritics
    - moisturisers and skin protection products
    - products in these various forms:
        - creams
        - liquids, sprays and washes
        - oils
        - ointments, gels and lotions
        - powders
        - tablets
- features and uses of aids and equipment used with skin and anti-fungal medicines and products
- recognised and credible sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations
- organisational procedures for supplying skin and anti-fungal medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of skin and anti-fungal unscheduled products and Pharmacy Medicines (S2):
  - aids and equipment used with skin and anti-fungal medicines or products
  - antibacterial and infection or infestation treatments
  - anti-fungal treatments
  - anti-pruritics
  - moisturisers and skin protection products
  - products in various forms:
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for supplying skin and anti-fungal medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA007 Assist customers with pregnancy and maternal health products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled pregnancy and maternal health products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice or supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed

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outcomes.	to demonstrate achievement of the element.
1. Collect information about customer needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide information and advice on pregnancy and maternal health.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Provide customer with directions for product use and confirm understanding 3.4. Offer current and accurate information from recognised sources on related lifestyle and self-care practices and specialist support services.
4. Maintain and develop knowledge of pregnancy and maternal health conditions, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA007 Assist customers with pregnancy and maternal health products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about pregnancy and maternal health conditions and specialist support services from two different sources
- respond to product and symptom-based requests for pregnancy and maternal health products from six customers presenting with different needs
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- provide information on:
  - breast expressing kits
  - maternity pads
  - morning sickness treatments
  - nipple care products
  - nursing accessories
  - pregnancy testing kits
  - stretch mark and related skincare products
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - pregnant women
  - breastfeeding women
  - women who have recently given birth.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common minor maternal health conditions and symptoms
- common symptoms of pregnancy
- physical and physiological changes that occur during and following pregnancy, at a basic level of understanding

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- common lifestyle factors that can contribute to maternal health conditions and methods of self-care
- key terminology, jargon and common abbreviations for:
  - pregnancy and maternal health conditions
  - medicines and products used to assist
- overview of pharmacy pregnancy and maternal health product range:
  - location
  - different types
  - application
- different types of pregnancy and maternal health products, their use, their side effects and interactions that may contraindicate their use:
  - breast expressing kits
  - maternity pads
  - morning sickness treatments
  - nipple care products
  - nursing accessories
  - pregnancy testing kits
  - stretch mark and related skincare products
- aids and equipment used for pregnancy and maternal health:
  - features and uses
  - care and maintenance
- recognised and credible sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - industry and professional publications
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- organisational procedures for supplying pregnancy and maternal health medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for pregnancy and maternal health products
- a diverse, commercial range of Pharmacy Medicines (S2) and unscheduled products for pregnancy and maternal health:
  - breast expressing kits
  - maternity pads
  - morning sickness treatments
  - nipple care products
  - nursing accessories, such as pillows
  - pregnancy testing kits
  - stretch mark and related skincare products
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
  - lifestyle and self-care practices
  - specialist services that support pregnancy and maternal health
- organisational procedures for supplying pregnancy and maternal health medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA008 Assist customers with products for gastro-intestinal conditions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled products for common gastro-intestinal conditions within the limits of the Australian Dietary Guidelines. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Collect information about customer gastro-intestinal care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of products for gastro-intestinal conditions.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA008 Assist customers with products for gastro-intestinal conditions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for gastro-intestinal products that require referral
- suggest suitable gastro-intestinal medicines or products for six customers presenting with different needs that individually or cumulatively include the need for:
  - anthelmintic (worming) products
  - anti-diarrhoea medicine
  - anti-spasmodic medication
  - enemas
  - fibre supplements
  - haemorrhoidal products
  - laxatives
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- these common gastro-intestinal conditions, at a basic level of understanding, and products that assist in relief of symptoms:
  - coeliac disease
  - food intolerances

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    - gastroenteritis
    - irritable bowel syndrome
- common lifestyle risk factors that can contribute to gastro-intestinal conditions and methods of self-care
- key terminology, jargon and common abbreviations for:
    - gastro-intestinal health conditions
    - medicines and products used to relieve symptoms
- overview of pharmacy product range for gastro-intestinal conditions; Pharmacy Medicines (S2) and unscheduled medicines and products:
    - location
    - which products in the range are Pharmacist Only Medicines (S3)
- the actions of antacids, alginates and H2 antagonists and their suitability for different customer needs
- different types of commonly requested products, their use, their side effects and interactions that may contraindicate their use:
    - anthelmintic (worming) products
    - anti-diarrhoea medicine
    - anti-spasmodic medication
    - enemas
    - fibre supplements
    - haemorrhoidal products
    - laxatives
    - products in different forms:
        - granules
        - liquid
        - mixtures
        - ointments and creams
        - powders
        - suppositories
        - tablets, capsules and caplets
- features and uses of aids and equipment used with medicines and products for gastro-intestinal conditions
- recognised and credible sources of information on gastro-intestinal conditions, health management and specialist support services:
    - federal, state or territory government health education internet sites
    - not for profit health councils
    - industry and professional publications
    - product manufacturer health education materials
- sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)

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    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- organisational procedures for supplying medicines and products for gastro-intestinal conditions.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of products for gastro-intestinal conditions including unscheduled products and Pharmacy Medicines (S2):
  - aids and equipment used with products and medicines for gastro-intestinal conditions
  - anthelmintic (worming) products
  - anti-diarrhoea medicine
  - anti-spasmodic medication
  - complementary medicines
  - enemas
  - fibre supplements
  - haemorrhoidal products
  - laxatives

products in various forms

- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for supplying medicines and products for gastro-intestinal conditions
- customers with whom the individual can interact; these can be:

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- customers in an industry workplace who are served by the individual during the assessment process; or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA009 Assist customers with allergy relief products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled allergy relief products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Collect information about customer allergy relief needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of allergy relief products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA009 Assist customers with allergy relief products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for allergy relief products that require referral
- suggest suitable allergy relief products for six customers presenting with different needs that individually or cumulatively include the need for:
  - corticosteroids
  - decongestants
  - eye drops
  - inhalants
  - antihistamines
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to client needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common allergic conditions and symptoms for which allergy relief medicines and products are used
- common lifestyle risk factors that can contribute to allergies and methods of self-care
- key terminology, jargon and common abbreviations for:
  - allergy-related health conditions
  - medicines and products used to relieve symptoms

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- overview of pharmacy range of allergy relief products; Pharmacy Medicines (S2) and unscheduled medicines and products:
  - location
  - which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products, their use, their side effects and interactions that may contraindicate their use:
  - corticosteroids
  - decongestants
  - eye drops
  - inhalants
  - antihistamines – sedating and non-sedating
  - products in different forms:
    - capsules and tablets
    - sprays
    - drops
    - liquids, creams and lotions
- common side effects of using allergy relief medicines and products
- features and uses of aids and equipment used with allergy relief medicines and products to include product applicators
- recognised and credible sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- organisational procedures for supplying allergy relief medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software

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- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of allergy relief unscheduled products and Pharmacy Medicines (S2):
  - corticosteroids
  - decongestants
  - eye drops
  - inhalants
  - antihistamines
  - products in different forms
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for the supply of allergy relief medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA010 Assist customers with analgesic and anti-inflammatory products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled analgesic and anti-inflammatory products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed

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outcomes.	to demonstrate achievement of the element.
1. Collect information about customer analgesic and anti-inflammatory needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of analgesic and anti-inflammatory products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA010 Assist customers with analgesic and anti-inflammatory products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom-based requests for analgesic and anti-inflammatory products that require referral
- suggest suitable products for six customers presenting with different needs that individually or cumulatively include the need for:
  - combination products
  - Non-Steroidal Anti-Inflammatory Drugs (NSAIDs)
  - paracetamol
  - rectal medication
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common pain related conditions and symptoms for which analgesic and anti-inflammatory medicines and products are used
- common lifestyle risk factors that can contribute to pain related conditions and methods of self-care
- common pain related conditions for older people
- key terminology, jargon and common abbreviations for:
  - pain-related health conditions

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    - medicines and products used to relieve symptoms
- overview of pharmacy range of analgesic and anti-inflammatory products both Pharmacy Medicines (S2) and unscheduled medicines and products:
    - location
    - which products in the range are Pharmacist Only Medicines (S3)
- different types of commonly requested products, their use, their side effects and interactions that may contraindicate their use:
    - combination products to include hay fever products with analgesics, anti-inflammatory and anti-allergy medicine
    - hot and cold packs
    - Non-Steroidal Anti-Inflammatory Drugs (NSAIDs)
    - paracetamol
    - rectal medication
    - products in these forms:
        - gels, creams and ointments
        - liquid or soluble
        - liquid-filled soft capsules and gel caps
        - tablets: caplets, capsules and coated tablets
        - transdermal patches
- features and uses of aids and equipment used with analgesic and anti-inflammatory medicines and products
- recognised and credible sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations
- organisational procedures for supplying analgesic and anti-inflammatory medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of analgesic and anti-inflammatory unscheduled products and Pharmacy Medicines (S2):
  - combination products
  - Non-Steroidal Anti-Inflammatory Drugs (NSAIDs)
  - paracetamol
  - rectal medication
  - products in different forms
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and self-care practices
- organisational procedures for supplying analgesic and anti-inflammatory medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA011 Assist customers with baby and infant care products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, provide suggestions and information on baby and infant care Pharmacy Medicines (S2) and unscheduled products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice and supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about baby and infant care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices.
4. Maintain and develop knowledge of baby and infant care products.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

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criteria are listed here, along with a brief context statement.

Numeracy skills to:
- calculate dosage and quantity requirements.

Technology skills to:
- use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA011 Assist customers with baby and infant care products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- recognise and respond appropriately to three product or symptom- based requests for baby and infant products that require referral
- suggest suitable baby and infant products for six customers presenting with different needs that individually or cumulatively include the need for:
  - durable products
  - formula, feeding products and steriliser kits
  - nappies and related products
  - rash and other skin treatments
  - teething products
  - products in different forms
- provide directions for product use and other information on lifestyle and self-care for each of the above customers
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of a variety of baby and infant ages from 0 to 2 years.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common conditions and symptoms for which baby and infant care medicines and products are used
- common lifestyle risk factors that can contribute to baby and infant conditions and methods of care
- key terminology, jargon and common abbreviations for:
  - baby and infant health conditions
  - medicines and products used to relieve symptoms
  - formula and feeding products
- benefits of breastfeeding

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- contents of the Marketing in Australia of Infant Formula (MAIF) Agreement and its guidelines for providing advice on the use of infant formula
- content of Infant Feeding Guidelines for Health Workers
- overview of pharmacy range of baby and infant care products; Pharmacy Medicines (S2) and unscheduled medicines and products:
  - location
  - application
- which products in the range are Pharmacist Only Medicines (S3)
- features and benefits of baby and infant care products, aids and equipment, when they are used and common side effects:
  - durable products
  - formula
  - feeding products and steriliser kits
  - nappies and related products
  - rash and other skin treatments
  - teething products
  - products in different forms
    - liquids, sprays and drops
    - ointments, creams, oils and lotions
    - powders
- recognised and credible sources and format of product, lifestyle and care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - industry and professional publications
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- sources of information on these types of support services:
  - baby clubs, including in-pharmacy baby care clubs
  - breastfeeding groups
  - infant health-care services
- organisational procedures for supplying baby and infant care medicines and products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

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- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for unscheduled products and Pharmacy Medicines (S2)
- a diverse commercial range of baby and infant care unscheduled products and Pharmacy Medicines (S2):
  - durable products
  - formula, feeding products and steriliser kits
  - nappies and related products
  - rash and other skin treatments
  - teething products
  - products in different forms
- customer brochures and leaflets providing information on:
  - directions for product use
  - lifestyle and care practices
  - baby care services
- Marketing in Australia of Infant Formula (MAIF) Agreement
- organisational procedures for supplying baby and infant care medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA012 Assist customers with asthma-care aids and equipment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on asthma-care aids and equipment. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice or supply of scheduled asthma medicines.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Collect information about customer needs.	1.1. Approach and question customer according to pharmacy protocol.

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	1.2. Use questions and actively listen to determine who will be using the product and relevant asthma triggers, symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Check if customer is using an asthma action plan. 1.5. Identify any other health conditions and prescribed medications. 1.6. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Provide clear summary of customer information to pharmacist when referral is required. 2.3. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest asthma-care aids and equipment suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Explain and demonstrate use, care and maintenance of aids and equipment. 3.4. Offer current and accurate information on related lifestyle and self-care practices and specialist support services.
4. Maintain and develop knowledge of asthma management, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Technology skills to:
- use online information systems to search for information.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA012 Assist customers with asthma-care aids and equipment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about asthma and specialist support services from two different sources
- recognise and respond to three different asthma-related situations that require referral to a pharmacist
- suggest suitable asthma-care aids and equipment for six customers presenting with different needs that individually or cumulatively include the need for:
  - spacer devices
  - nebulisers
  - masks for adults and children
  - peak flow meters
- provide directions for product use and other information on lifestyle, self-care practices and specialist support services for each of the above customers
- respond to the needs of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- groups at risk of asthma
- common symptoms of asthma and related conditions
- physiological effects of asthma on the body, at a basic level of understanding
- common triggers that can contribute to or exacerbate asthma and methods of self-care
- content and use of asthma management plans
- key terminology, jargon and common abbreviations relevant to asthma management, for:
  - health conditions
  - products used to assist
- overview of pharmacy product range of asthma-care aids and equipment:

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    - location
    - different types and their features, uses care and maintenance
        - spacer devices
        - nebulisers
        - masks for adults and children
        - peak flow meters
- recognised sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - industry and professional publications
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations:
        - Asthma Council of Australia
        - Asthma Foundation
- organisational procedures for supplying asthma related products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for asthma-care aids and equipment
- a diverse, comprehensive and commercial range of asthma-care aids and equipment:
    - spacer devices
    - nebulisers
    - masks for adults and children
    - peak flow meters
- customer brochures and leaflets providing information on:
    - directions for use, care and maintenance of aids and equipment
    - lifestyle and self-care practices
    - specialist services that support asthma management

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- organisational procedures for supplying asthma related products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA013 Assist customers with smoking cessation products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on smoking cessation, products and specialist services. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice.

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Collect information about customer smoking cessation needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine extent

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	of nicotine dependence. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest nicotine replacement products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest companion products, aids and equipment relevant to desired outcomes. 3.3. Provide customer with clear directions for product use and use questioning to confirm understanding. 3.4. Offer current and accurate information on related lifestyle and self-care practices and specialist support services.
4. Maintain and develop knowledge of smoking cessation, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• calculate dosage and quantity requirements.

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Technology skills to:

- use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA013 Assist customers with smoking cessation products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about nicotine dependence, smoking cessation and specialist support services from two different sources
- recognise and respond to three different nicotine or smoking cessation-related situations that require referral to a pharmacist
- suggest suitable smoking cessation products for three different customers
- provide directions for product use and other information on lifestyle, self-care practices and specialist support services for the above three customers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common symptoms of smoking-related illness
- short and long-term health effects of active and passive smoking
- characteristics of nicotine dependence and physiological effects, at a basic level of understanding
- common behavioural triggers that contribute to smoking
- common barriers to quitting smoking
- key terminology, jargon and common abbreviations relevant to smoking cessation, for:
  - smoking-related health conditions
  - nicotine replacement products
- the potential relationship between smoking cessation and weight management, and the basic features of a healthy diet within the boundaries of the Australian Dietary Guidelines
- different types of smoking cessation products, their use, their side effects and interactions that may contraindicate their use:
  - different forms - gums, patches, lozenges, inhalers, sprays
  - modes of action, at a basic level of understanding
  - application
- aids and equipment used for smoking cessation:
  - features and uses
  - care and maintenance

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- components of smoking cessation kits
- recognised and credible sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - industry and professional publications
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations:
    - Quit
    - National Tobacco Strategy
- role boundaries and responsibilities of pharmacy assistants, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for supplying nicotine replacement products and smoking cessation aids:
  - questions that must be asked to collect information about customer needs
  - collecting and supplying information to an agent acting on behalf of a customer
  - identifying and acting on triggers for referral to a pharmacist
- maintaining privacy and confidentiality of customer information.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for nicotine replacement products
- a diverse, commercial range of nicotine replacement products
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
  - lifestyle and self-care practices
  - specialist services that support smoking cessation

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- organisational procedures for supplying nicotine replacement products and smoking cessation aids
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA014 Assist customers with continence management products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled products for continence management. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice or supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

Nil

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about customer continence management needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest additional products relevant to customer needs. 3.3. Explain and demonstrate use, care and maintenance of re-usable incontinence products, aids and equipment. 3.4. Advise customers on environmentally sound waste disposal methods. 3.5. Provide clear and accurate information on the Continence Aids Payment Scheme (CAPS). 3.6. Offer current and accurate information from recognised sources on related lifestyle and self-care practices and specialist support services.
4. Maintain and develop knowledge of continence management, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA014 Assist customers with continence management products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about continence management and specialist support services from two different sources
- suggest suitable continence management products for three customers presenting with different needs
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

key features of the Continence Aids Payment Scheme (CAPS)

- groups at risk of incontinence
- common types of incontinence
- causes, at a basic level of understanding, and triggers that can contribute to incontinence and methods of self-care
- hygiene issues associated with incontinence and methods of self-care
- key terminology, jargon and common abbreviations relevant to continence management, for:
  - health conditions
  - medicines and products used to assist
- overview of pharmacy product range for continence management and common side effects:
  - location
  - disposable products
  - male and female:

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    - washable
    - bed and chair protective pads
    - skincare products:
- environmentally sound disposal methods for disposable incontinence products
- sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - industry and professional publications
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations:
        - Australian government Bladder and Bowel website
        - National Continence Helpline
        - Continence Foundation of Australia
- role boundaries and responsibilities of pharmacy assistants, and circumstances which require and trigger referral to a pharmacist
- organisational procedures for supplying incontinence products:
    - questions that must be asked to collect information about customer needs
    - collecting and supplying information to an agent acting on behalf of a customer
    - identifying and acting on triggers for referral to a pharmacist
    - maintaining privacy and confidentiality of customer information.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for incontinence products
- a diverse, commercial range of incontinence products:
    - disposable products

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  - male and female
  - washable
  - bed and chair protective pads
  - skincare products
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
  - lifestyle and self-care practices
  - Continence Aids Payment Scheme (CAPS)
  - specialist services that support continence management
- organisational procedures for supplying incontinence products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

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SIRCPPA015 Assist customers with wound care products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled wound care products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice or supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

SIRCINF001 Use pharmacy practices for infection control

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about customer wound care needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant asthma triggers, symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest companion products, aids and equipment relevant to desired health outcomes. 3.3. Interpret and clearly explain manufacturer's product information and use questioning to confirm customer understanding of directions for product use. 3.4. Offer current and accurate information from recognised sources on related lifestyle and self-care practices and specialist support services.
4. Maintain and develop knowledge of wound care, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA015 Assist customers with wound care products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about wounds, wound care, and specialist support services from two different sources
- respond to product and symptom-based requests for wound care products from six customers presenting with different needs
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- provide information on:
  - analgesics
  - anti-inflammatory medicines
  - antiseptic and saline washes
  - cold and hot packs
  - skincare products
  - surgical sundries
  - wound dressings
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2)
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common wound types, causes and associated care requirements:
  - acute wounds caused by:
    - abrasions
    - cuts

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    - grazes
    - lacerations
    - sprains
    - strains
  - chronic wounds including ulcers caused by poor circulation or medical conditions
  - contusion, bruising and soft tissue injury caused by:
    - blunt blow
    - knock or fall
    - punching
  - penetrating wounds (puncture) caused by sharp objects
  - surgical wounds
  - bites and stings
  - burns and scalds
- basic understanding of anatomical structure of skin and its healing stages and indicators:
  - inflammatory or defensive stage
  - reconstruction stage
  - maturation or remodelling stage
- common lifestyle factors that can cause or exacerbate infection and methods of self-care
- groups at particular risk of sustaining wounds
- groups at risk of infection
- signs of infection in wounds
- key terminology, jargon and common abbreviations for:
  - wound types and infectious conditions
  - medicines and products used to assist
- overview of pharmacy product range for wound care:
  - location
  - which products in the range are Pharmacist Only Medicines (S3)
- different types of wound care products, their use, their side effects and interactions that may contraindicate their use:
  - analgesics
  - anti-inflammatory medicines
  - antiseptic and saline washes
  - cold and hot packs
  - skincare products:
    - skin cleansers
    - moisturisers
    - sealants
    - adhesive removers
  - surgical sundries
  - wound dressings:

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    - spray on dressings
    - gels, granules, pastes and beads
    - dry dressings
    - adhesive dressings
    - low adherent absorbent dressings
    - medicated bandages
    - non-stick pads
    - strapping, bandaging and sports tape
- aids and equipment used for wound care:
  - features and uses
  - care and maintenance
- sources and format of product, lifestyle and self-care information:
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - industry and professional publications
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- organisational procedures for supplying wound care medicines and products and providing advice on wound care.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for wound care products
- a diverse, commercial product range of Pharmacy Medicines (S2) and unscheduled products for wound care:
  - analgesics

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  - anti-inflammatory medicines
  - antiseptic and saline washes
  - cold and hot packs
  - skincare products
  - surgical sundries
  - wound dressings
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
  - lifestyle and self-care practices
  - specialist services that support wound care
- organisational procedures for supplying wound care medicines and products and providing advice on wound care
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA016 Assist customers with diet, nutrition and weight-management products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled products. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice or supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

This unit incorporates the requirement for pharmacy assistants to comply with federal, state and territory law and Pharmacy Board of Australia Guidelines for supplying scheduled Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). At the time of publication, they are not, however, required to hold an occupational licence or to be certified as competent in this unit to supply scheduled medicines.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to

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outcomes.	demonstrate achievement of the element.
1. Collect information about customer needs.	1.1. Approach and question customer according to pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest Pharmacy Medicines (S2) or unscheduled medicines and products suited to customer needs within scope of own knowledge. 3.2. Identify and use opportunities to suggest companion products, aids and equipment relevant to desired health outcomes. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Offer current and accurate information on related lifestyle and self-care practices and specialist support services.
4. Maintain and develop knowledge of diet related conditions, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA016 Assist customers with diet, nutrition and weight-management products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about diet-related conditions and specialist support services from two different sources
- respond to product and symptom-based requests for diet, nutrition and weight-management products and services from six customers presenting with different needs
- provide directions for product use and other information on lifestyle, self-care practices and support services for each of the above customers
- provide information on:
  - meal replacement programs
  - nutritional supplements
  - vitamins and supplements
- recommend as appropriate to customer needs, across the product suite, a mix of:
  - unscheduled medicines and products
  - Pharmacy Medicines (S2).

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common diet, nutrition and weight-related conditions and common symptoms
- common lifestyle factors that can contribute to nutrition and weight-related conditions and methods of self-care
- indicators of weight-related conditions including body mass index and waist circumference measurements
- basic principles of the following within the limits of the Australian Dietary Guidelines:
  - Australian Guide to Healthy Eating produced by the NHMRC and Australian Department of Health consistent with evidence based approach.
  - nutritional composition of the five food groups
  - a balanced diet
  - good hydration

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- impact of diet on health within the limits of the Australian Dietary Guidelines :
  - relationship between diet-related disease and the excessive consumption of saturated fat, sodium and sugar
  - role of food, nutrients and other important food substances in healthy body function and maintaining a healthy weight
- key terminology, jargon and common abbreviations for:
  - nutrition and weigh-related health conditions
  - products used to assist
- overview of pharmacy product range for nutrition and weight-management:
  - location
  - which products in the range are Pharmacist Only Medicines (S3)
- features of different types of nutrition and weight-management products:
  - meal replacement programs
  - nutritional supplements
  - vitamins and supplements
- aids and equipment used for nutrition and weight-management:
  - features and uses
  - care and maintenance
- recognised and credible sources and format of product, lifestyle and self-care information:
  - Australian Dietary Guidelines
  - manufacturer product support materials:
    - Consumer Medicines Information (CMI)
    - product leaflets, brochures, booklets
    - internet sites
  - health-care fact sheets
  - industry and professional publications
  - medicines databases
  - pharmacy manuals
  - reputable health education internet sites
  - government and not-for profit organisations
- organisational procedures for supplying diet, nutrition and weight-management products.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

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- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for nutrition and weight-management products
- a diverse, commercial range of Pharmacy Medicines (S2) and unscheduled products for nutrition and weight-management:
  - meal replacement programs
  - nutritional supplements
  - vitamins and supplements
- customer brochures and leaflets providing information on:
  - directions for product use
  - care and maintenance of aids and equipment
  - lifestyle and self-care practices
  - specialist services that support nutrition and weight-management
- organisational procedures for supplying diet, nutrition and weight-management products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the community pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRCPPA017 Assist customers with complementary medicines

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to gather information about customer needs, and provide suggestions and information on Pharmacy Medicines (S2) and unscheduled complementary medicines for a range of common minor health conditions. It requires the ability to identify and act on triggers for referral to a pharmacist for therapeutic advice or supply of Pharmacist Only Medicines (S3).

This unit applies to pharmacy assistants working in community pharmacies. They work with some independence, under general supervision and guidance from others, but ultimately under the supervising pharmacist.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

SIRCPPA001 Assist customers with vitamins, minerals and supplements

Competency Field

Pharmacy Product Advice

Unit Sector

Community Pharmacy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Collect information about	1.1.Approach and question customer according to

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customer needs.	pharmacy protocol. 1.2. Use questions and actively listen to determine who will be using the product and relevant symptoms, duration and severity of the condition. 1.3. Determine customer satisfaction with products previously used. 1.4. Identify any other health conditions and prescribed medications. 1.5. Follow pharmacy procedures to respect and protect customer privacy.
2. Assess customer information and determine need for referral.	2.1. Recognise and act on information that requires referral to the pharmacist. 2.2. Recognise and act on information that indicates the potential for better customer outcomes with Pharmacist Only Medicines (S3). 2.3. Provide clear summary of customer information to pharmacist when referral is required. 2.4. Monitor pharmacist consultation and finalise interaction with customer according to pharmacy procedures.
3. Provide product, self-care and lifestyle information.	3.1. Select and suggest complementary medicines and products appropriate to customer needs, within scope of own knowledge. 3.2. Check contraindications on manufacturer's information and refer to pharmacist where potential interactions with other medicines are indicated. 3.3. Interpret and clearly explain manufacturer product information and confirm customer understanding of directions for product use. 3.4. Identify and use opportunities to suggest companion products relevant to desired health outcomes. 3.5. Offer current and accurate information from recognised sources on related lifestyle and self-care practices.
4. Maintain and develop knowledge of diet related conditions, products and services.	4.1. Identify and use opportunities to maintain and develop product and health condition knowledge using recognised sources of information. 4.2. Check regularly for new additions or changes to range. 4.3. Use product information to update knowledge of product application and directions for use.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Numeracy skills to:	• calculate dosage and quantity requirements.
Technology skills to:	• use online information systems to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRCPPA017 Assist customers with complementary medicines

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about complementary medicines from two different credible sources
- respond to product and symptom based requests for complementary medicines from six customers presenting with different minor health condition needs
- provide directions for product use and other information on lifestyle and self-care practices for each of the above customers
- respond to the needs of each of the following customer types:
  - adults of both genders
  - the elderly
  - children.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common minor health conditions and symptoms that may benefit from the use of complementary medicines at a basic level of understanding, for each of the following body systems:
  - cardiovascular
  - gastrointestinal
  - musculoskeletal
  - nervous
  - reproductive
  - respiratory
- key terminology, jargon and common abbreviations relevant to complementary medicines, for:
  - common minor health conditions
  - medicines and products used to assist
- overview of pharmacy complementary medicine and product range:
  - location

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    - which products in the range are Pharmacy Medicines (S2)
    - types of complementary medicines and how they are named and formulated:
        - herbal
        - essential oils
        - homeopathics
- different types of commonly-requested complementary medicine products for minor health conditions, their use, their side effects and interactions that may contraindicate their use:
    - products in different forms - tablets, gels, drops, sprays, creams, oils
    - key ingredients
    - modes of action, at a basic level of understanding
    - application
- sources and format of product, lifestyle and self-care information:
    - manufacturer product support materials:
        - Consumer Medicines Information (CMI)
        - product leaflets, brochures, booklets
        - internet sites
    - health-care fact sheets
    - industry and professional publications
    - medicines databases
    - pharmacy manuals
    - reputable health education internet sites
    - government and not-for profit organisations.

Assessment Conditions

Skills must be demonstrated in a pharmacy with designated front of pharmacy and dispensary areas. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- pharmacy display and storage locations, shelf facings and signage for complementary medicines and products
- a diverse, commercial range of complementary medicines and products
- customer brochures and leaflets providing information on:
    - directions for product use
    - lifestyle and self-care practices

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- organisational procedures for supplying complementary medicines and products
- customers with whom the individual can interact; these can be:
  - customers in an industry workplace who are served by the individual during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- have worked in the pharmacy sector for at least two years.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRFSA001 Handle food safely in a retail environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to handle food safely in the retail environment following organisational food safety procedures and relevant legislation and standard procedures.

It applies to individuals working in roles that involve the handling of food. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures and relevant legislative requirements.

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code).

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differ between State and Territory Governments. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

In some states and territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Pre-requisite Unit

Nil

Competency Field

Food Safety

Unit Sector

Retail

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow food safety program.	1.1. Access information from food safety program to ensure food handling is completed safely. 1.2. Monitor food safety according to organisational processes and document as required. 1.3. Control identified food safety hazards relevant to operations. 1.4. Take corrective action within scope of job responsibility when non-compliance and food safety hazards are identified and report to relevant personnel as required. 1.5. Record food safety information, including equipment breakdowns, according to food safety program.
2. Store and handle food safely.	2.1. Receive and transport food supplies to appropriate storage areas promptly, safely and without damage. 2.2. Store and display food in environmental conditions that protect against contamination and maximise freshness, quality and appearance. 2.3. Store food at controlled temperatures and ensure that food items remain at correct temperature during storage and display. 2.4. Use cooling and heating processes that support microbiological safety of food. 2.5. Identify and take action to remove potentially unsafe food safety processes or situations. 2.6. Change or sanitise food-handling implements between handling different food products to avoid cross-contamination. 2.7. Mark and keep separate from other foodstuffs any food identified for disposal until disposal is complete. 2.8. Dispose of food promptly to avoid cross-contamination.
3. Maintain personal hygiene standards.	3.1. Follow hand washing procedures to minimise risk of contamination. 3.2. Wear appropriate clothing and footwear and maintain uniform cleanliness standards. 3.3. Secure hair and cover all open wounds to minimise risk to food safety. 3.4. Report any health issues or illness to appropriate personnel.
4. Maintain equipment and work area.	4.1. Clean and sanitise equipment, surfaces and utensils following organisational procedures. 4.2. Identify and report cleaning, sanitising and maintenance requirements.

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4.3. Dispose of or report chipped, broken or cracked food handling utensils.

4.4. Take measures within scope of responsibility to ensure food-handling areas are free from insects, pests and vermin and report incidents of animal or pest infestation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret plain English documents that outline organisational policies and procedures for food safety and hygiene and sanitation practices.
Numeracy skills to:	• calibrate and use a temperature probe and calculate timing appropriate to the preparation of food products • follow simple dilution requirements for chemicals and cleaning products, and calculate ratios in order to make them up.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRFSA001 Handle food safely in a retail environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- demonstrate safe handling of food, following organisational policies and procedures and food safety program during three work shifts, by:
  - using appropriate control measures to control food hazards at each of the following points:
    - receiving
    - storing
    - preparing
    - displaying
    - disposing
  - completing food safety documentation, recording and reporting
  - maintaining personal hygiene standards
  - maintaining food work area and equipment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of Commonwealth, state or territory and local food safety compliance requirements as relevant to job role:
  - personal hygiene
  - contents of national codes and standards that underpin regulatory requirements
  - reasons for food safety programs and what they must contain
  - local government food safety regulations and inspection regimes
  - consequences of failure to observe food safety policies and procedures
  - meaning of contaminant, contamination and potentially hazardous foods as defined by the Australia New Zealand Food Standards (ANZFS) Code (the Code)
- food handling and hygiene principles:
  - organisational food safety program, its purpose and implications for own work
  - own roles and responsibilities, and those of food safety personnel for food handling requirements from raw material to finished product

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- techniques for minimising contamination and spoilage
- common sources and types of contamination and food safety hazards, including:
  - conditions conducive to microbial growth
  - known allergens associated with food handling and processing
- common types of physical, chemical and microbiological agents that can contaminate food
- conditions that can cause physical, chemical and microbiological contamination
- correct storage of food, including hot, cold, raw and cooked, and appropriate control measures
- causes of deterioration of food, contamination, cross-contamination
- procedures for identifying and reporting potential or actual sources of contamination
- food handling implements
- need for change of implements between products
- correct storage medium for serving implements
- shelf life of food products
- control measures for food hazards
- procedures for recording failures in the food safety program, including equipment breakdowns
- temperature control and the temperature danger zone

- correct temperature of storage and display units and how to maintain:
  - load limits and effects of overloading
  - effects of breaking temperature chain
  - effects of blocking coils and air vents
- food storage requirements for:
  - refrigeration
  - freezers
  - dry stores
- cleaning work areas:
  - cleaning procedures and schedules for work areas and equipment (internal and external)
  - purpose and importance of cleaning and sanitation procedures
  - safe use and storage of cleaning tools, equipment and chemicals, and insecticides and pesticides
  - routine maintenance for work areas and equipment
  - waste collection and disposal, recycling and handling procedures
  - pest control procedures
- food handling practices for:
  - food segregation
  - food packaging for storage
  - labelling of food
  - stock rotation

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- optimal maintenance of storage areas:
  - cleanliness and sanitation
  - ventilation
  - lighting
  - required temperature
  - free from vermin or infestation
  - free from defects
- correct disposal of damaged or spoiled supplies
- known allergens associated with food ingredients, food processing and handling
- application of workplace documentation for food handling:
  - organisational food safety program
  - organisational policies and procedures on hygiene and sanitation practices
  - food safety incident reports
  - safety data sheets for cleaning and sterilising products.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - current plain English regulatory documents distributed by government regulators outlining key aspects Commonwealth, state or territory and local food safety compliance requirements as relevant to job role
  - organisational food safety program
  - organisational policies and procedures for food safety and hygiene and sanitation practices
  - hazard control measures
  - food safety incident report
  - cleaning and maintenance schedules and safety data sheets for cleaning and sterilising products
- personal protective clothing and equipment:
  - aprons and outerwear
  - food handling gloves
  - correct head and footwear
- cleaning and sanitation materials and chemicals
- a range a food products
- food handling implements

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- food storage and display equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRRFSA002 Supervise a food safety program

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to monitor implementation of, and adherence to, a food safety program by coordinating corrective action to ensure compliance with food safety standards; providing support and guidance to team members; and making contributions to the improvement of the food safety program.

It applies to individuals working in roles responsible for the supervision of food handling practices and adherence to food safety programs. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures and relevant legislative requirements.

Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards (ANZFS) Code (the Code).

The legislative requirement for a business to comply with the national standard for food safety practices, along with training and certification requirements, differ between State and Territory Governments. Those developing training to support this unit must consult the relevant state or territory food safety authority to determine any accreditation arrangements for courses, trainers and assessors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRRFSA001 Handle food safely in a retail environment

Competency Field

Food Safety

Unit Sector

Retail

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Monitor food safety program.	1.1. Communicate food safety requirements, procedures and individual responsibilities and impact of non-compliance to team members that handle food. 1.2. Monitor individual and team performance to ensure compliance with legislative requirements and organisational procedures for food safety. 1.3. Develop and maintain regular schedules for cleaning tasks and inspections. 1.4. Implement procedures for prompt waste removal. 1.5. Implement procedures for prompt eradication of insects, pests and vermin. 1.6. Coordinate safe storage of cleaning chemicals, insecticides and pesticides. 1.7. Monitor food receipt, storage, preparation and handling to ensure compliance with legislative requirements and organisational procedures for food safety. 1.8. Monitor food handler hygiene and use of personal protective equipment to ensure compliance with legislative requirements and organisational procedures for food safety. 1.9. Monitor use and cleanliness of food handling equipment and areas to prevent cross contamination.
2. Respond to food safety non-compliance and hazards.	2.1. Identify food safety hazards and promptly take corrective action to prevent occurrence of contamination and spoilage. 2.2. Implement product recall identification processes, and promptly withdraw products from public sale as required. 2.3. Implement procedures for dealing with non-compliance according to food safety program. 2.4. Report non-compliance as required.
3. Contribute to continuous improvement of food safety program.	3.1. Identify causes of non-compliance and implement control measures to prevent recurrence. 3.2. Identify opportunities to minimise food safety hazards and communicate opportunities to relevant personnel. 3.3. Coach individuals or teams to improve food safety awareness and compliance. 3.4. Record food safety information and report on performance.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRFSA002 Supervise a food safety program

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- supervise a food safety program during three work shifts by:
  - monitoring team performance and ensuring adherence to organisational policies and procedures, and legislative requirements
  - modelling hygiene and sanitation practices for food safety
  - conducting inspections of the following to monitor compliance with food safety programs:
    - food receipt, storage, handling and preparation
    - food handling equipment and areas
    - use of personal protection equipment
    - storage and use of chemicals
    - food safety record keeping and reporting
    - cleaning and maintenance of equipment and work area
  - reporting on food safety compliance issues
  - responding to occurrences of non compliance, promptly identifying and rectifying problems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques for:
  - identifying actual and potential contamination and cross-contamination hazards
  - minimising contamination and spoilage
- organisation food safety policies, plans and responsibilities, including relationship between the quality system, the food safety program and audit requirements
- methods for the elimination, prevention and solution of contamination problems
- roles and responsibilities of food safety personnel for food handling requirements, from raw material to finished product
- storage requirements for cleaning chemicals, insecticides and pesticides
- techniques for coaching individuals and teams

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- product recall procedures.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated retail work environment.

Assessment must ensure access to:

- relevant documentation:
  - food safety program
  - organisational policies and procedures on hygiene and sanitation practices
  - hazard control measures
  - food safety incident report
  - cleaning and maintenance schedules and safety data sheets for cleaning and sterilising products
- personal protective clothing and equipment:
  - aprons and outerwear
  - food handling gloves
  - correct head and footwear
- cleaning and sanitation materials and chemicals
- food products
- food handling implements
- food handling equipment
- food storage and display equipment
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRINV001 Receive and handle retail stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to receive and store retail stock. It requires the ability to check stock quality and quantity against order requirements; store or present stock correctly; and maintain cleanliness of stock-handling areas.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However; in smaller retail businesses, senior personnel also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Inventory

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain stock handling and storage	1.1.Maintain cleanliness of stock handling and storage areas. 1.2.Ensure correct environmental conditions for storage of

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areas.	perishable and other stock to prevent loss or damage as required. 1.3. Remove and dispose of waste to minimise safety risks and environmental impacts. 1.4. Report hazards and potential hazards to relevant personnel to minimise safety risks.
2. Accept stock delivery.	2.1. Check incoming stock quantities against order documentation. 2.2. Inspect incoming stock quality, and accurately report quality issues or damage to relevant personnel. 2.3. Record stock delivery, and report discrepancies with orders as required. 2.4. Unpack and handle stock according to manufacturer instructions and safe manual handing techniques to avoid personal health risk and stock damage. 2.5. Store or display stock promptly in designated location.
3. Replenish stock levels.	3.1. Rotate, replenish and present stock according to organisational requirements for stock levels. 3.2. Record stock waste or shrinkage according to organisational procedures. 3.3. Maintain optimal stock levels on retail shop floor.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret:
	  • plain English documents that outline organisational policies and procedures for stock control
	  • basic order and delivery documentation and stock labels.

Numeracy skills to:	• calculate stock levels.
Planning and organising skills to:	• complete stock control activities in a logical and time efficient sequence.
Technology skills to:	• use stock control technology to aid stock control processes.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRRINV001 Receive and handle retail stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures, safe work practices and manufacturer instructions to perform each of the following stock control procedures:
  - receive and process incoming stock
  - store retail stock
  - maintain retail stock levels
  - maintain stock delivery records
- follow organisational stock control policies and procedures to process stock in each of the following situations:
  - stock quality is poor
  - stock quantity errors
  - incorrect stock is delivered
- maintain stock handling and storage areas, according to organisational policies and procedures, when completing the above stock control activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- principles of stock control procedures:
  - rotation and replenishment
  - product life cycle
- organisational stock control policies and procedures for:
  - receiving stock from suppliers
  - recording incoming stock
  - recording and reporting stock discrepancies and quality issues
  - recording stock waste and shrinkage
  - stock quality standards
  - unpacking, storage and display of stock
  - damaged or missing stock

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- key features of retail products that relate to handling and storage:
  - handling techniques to minimise damage
  - general care
  - optimum storage conditions
  - features of damaged or spoiled stock
  - correct disposal methods
- safe manual handing techniques for moving and storing retail stock
- relevant legislation and standards relevant to receiving and storing retail stock.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- manufacturer instructions for stock handling and storage
- organisational policies and procedures for stock handling and control
- retail stock display areas
- range of retail stock
- stock control documentation
  - delivery dockets
  - orders
  - reporting documentation
- stock receiving bay or area
- stock storage areas
- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRINV002 Control stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.

This unit applies to individuals responsible for stock control. They work within organisational systems and procedures, but make decisions about stock administration and may have responsibility for others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Inventory

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Monitor stock receipt and dispatch.	1.1. Implement organisational policies and procedures for receipt, dispatch and secure storage of stock. 1.2. Allocate tasks and monitor staff to ensure organisational procedures are followed, and documentation is completed

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	correctly. 1.3. Confirm that stock quantity and quality inspections on receipt meet organisational standards. 1.4. Act on variations to quantity and quality of delivered stock. 1.5. Supervise safe stock handling and storage.
2. Maintain stock records.	2.1. Monitor stock and maintain stock at required levels. 2.2. Maintain, monitor and adjust stock reorder cycles as required. 2.3. Provide clear information to team members about individual stock recording responsibilities. 2.4. Maintain stock storage and movement records. 2.5. Record and report stock discrepancies. 2.6. Monitor stock performance and identify and report fast and slow-selling items.
3. Process and follow up orders.	3.1. Process and raise stock orders according to organisational procedures. 3.2. Monitor delivery of stock to ensure agreed deadlines and inventory requirements are met. 3.3. Liaise with suppliers to ensure continuity of supply. 3.4. Resolve routine supply problems or refer to appropriate personnel for action. 3.5. Distribute stock within the organisation according to required allocations. 3.6. Handle routine supply problems or refer to management as required by store policy.
4. Minimise stock losses.	4.1. Regularly check storage of stock and ensure its protection. 4.2. Identify, record and report stock losses. 4.3. Identify avoidable losses and establish reasons for them. 4.4. Recommend solutions and implement procedures to prevent future losses.
5. Coordinate stocktake or cyclical count.	5.1. Explain procedures for stocktake and cyclical counts to team members. 5.2. Allocate stocktaking tasks to individual team members ensuring effective use of staff resources to complete task. 5.3. Provide team members with clear directions for performance of each task. 5.4. Produce accurate reports for management on stocktake data, including discrepancies.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational policies and procedures for stock control.

Numeracy skills to:	• calculate:
	  • supplier costs and complex order costs
	  • complex details of stock on hand and stock losses and produce complex numerically-based reports
	• reconcile incoming stock and invoices against purchase orders.

Technology skills to:	• use business technology for inventory management.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRINV002 Control stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain and order stock across one stock cycle according to organisational procedures using all of the following stock processes:
  - receipt
  - dispatch
  - ordering
  - stock level monitoring
  - records maintenance
- produce three different stock control reports
- organise and coordinate one stocktake or cyclical count
- provide clear and correct information to team members involved in stock control processes.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - receipt and dispatch of goods, including inspection for quantity and quality
  - stock ordering and reordering
  - stock replenishment
  - stock rotation
  - reporting of stock discrepancies, damage and loss
  - safe transport, handling and storage of goods
  - stock control
  - stocktaking and cyclical counts
  - pricing, labelling and packaging
  - stock security
- key aspects of legislation and codes of practice relevant to stock control:
  - Australian Consumer Law
  - Work Health and Safety (WHS)

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  - manual handling
  - licensing for mechanical movement of stock
- principles of stock control:
  - rotation and replenishment
  - product life cycle
- impact of business planning and sales forecasts on stock control
- types of stock control systems used in the sector
- reasons for stock loss and damage and methods to control these and protect stock.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation and codes of practice relevant to stock control as listed in Knowledge Evidence
- a computerised stock control system
- stock for use in stock control activities
- organisational policies and procedures for stock control
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER001 Produce visual merchandise displays

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to display retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements.

This unit applies to all businesses that sell retail merchandise. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles. However; in smaller businesses, senior personnel might also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to produce visual merchandise display.	1.1. Review visual merchandising display guidelines, and seek clarification as required. 1.2. Obtain merchandise, materials and equipment required for

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	the display. 1.3. Prepare product labels and price tickets from in-house documents and according to organisational requirements. 1.4. Unpack merchandise according to manufacturer instructions.
2. Display merchandise.	2.1. Produce display following visual merchandising display guidelines. 2.2. Ensure merchandise is displayed according to manufacturer instructors where specific requirements for display and storage exist. 2.3. Display merchandise labels and price tickets according to organisational requirements. 2.4. Handle and move stock and equipment according to safe manual handling guidelines to prevent injury to self. 2.5. Promptly return excess stock to storage area, and store according to organisational requirements. 2.6. Check and ensure area around the display remains clear of debris.
3. Maintain display.	3.1. Review displays against visual merchandising display guidelines, and refine as required. 3.2. Maintain clear and correct product and pricing information for merchandise. 3.3. Identify damaged or out of date stock, and remove from display as required. 3.4. Rotate and replenish merchandise to maintain optimum stock levels. 3.5. Monitor the display regularly to maintain appearance and cleanliness of display and display area.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret plain English documents that outline organisational policies and procedures related to display of merchandise.
Numeracy skills to:	• estimate dimensions of display areas and appropriate size of displays from display documentation.
Planning and organising skills to:	• prepare for display and complete display activities in a logical and time-efficient sequence.
Technology skills to:	• prepare product labels and price tickets.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER001 Produce visual merchandise displays

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines and organisational procedures to prepare and produce three merchandise displays, from the following list, of varying sizes and complexities:
  - an existing merchandise range
  - a new merchandise range
  - a seasonal merchandise range
  - a promotional event
  - discounted merchandise
- maintain each of the above displays and display area, adequate stock level and appearance of display.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic principles of visual merchandising as they relate to producing retail visual merchandise displays
- visual merchandise display guidelines and how they are used in creating a retail displays
- organisational procedures for:
  - correct manual handling techniques for protection of self and merchandise
  - correct storage of merchandise and equipment
  - damaged or out of date stock
  - maintenance of display areas
  - merchandise rotation and replenishment
  - product labelling and pricing
  - unpacking merchandise.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

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- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a range of retail merchandise
- display areas
- retail display equipment and props
- product labels and price tickets
- ticketing and pricing equipment
- organisational visual merchandise display guidelines
- organisational procedures for:
  - manual handling techniques for protection of self and merchandise
  - storage of merchandise and equipment
  - damaged or out of date stock
  - maintenance of display areas
  - merchandise rotation and replenishment
  - product labelling and pricing
  - unpacking merchandise
- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRRMER002 Merchandise food products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare and maintain the display of food products.

It applies to individuals working in frontline operational roles in a diverse range of retail industry sectors and business contexts that sell food products. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to produce food display.	1.1. Review organisational food display guidelines for display of food products, and seek clarification as required. 1.2. Clean and sanitise food display equipment, and check for defects including irregularities in temperature as required.

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	1.3.Use personal protective equipment and correct equipment for handling food products as required. 1.4.Follow manufacturer instructions to ensure correct handling and display of food. 1.5.Follow food safety requirements to ensure food safety at all times of handling and display. 1.6. Unpack food and check it is fit for purchase according to organisational policies and procedures. 1.7.Prepare product labels and price tickets for food display according to organisational policies and procedures. 1.8.Wrap, package or plate food items as required.
2. Display food products.	2.1.Produce food display following organisational display guidelines for the display of food products. 2.2.Identify and use correct handling and display techniques according to food characteristics and organisational policies and procedures. 2.3.Ensure correct pricing and labelling of food displays. 2.4.Promptly return excess stock to storage area, and store in accordance with organisational policies and procedures.
3. Maintain food display.	3.1.Maintain cleanliness of display areas ensuring products are displayed neatly and excess packaging is removed. 3.2.Maintain optimum stock levels and replenish stock as required. 3.3.Identify damaged, deteriorated, spoiled or out of date food and reset or remove as required. 3.4.Monitor correct temperatures for food display as required and report temperature irregularities to appropriate personnel without delay.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret plain English documents that outline organisational procedures relevant to merchandising food.
Numeracy skills to:	• interpret temperature readings against requirements for food display.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRRMER002 Merchandise food products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational food display guidelines to prepare and produce four different food displays of varying sizes and complexities
- prepare and display two of the following food types for the above four displays:
  - fresh food produce
  - baked food items
  - general grocery items
  - food items requiring packaging
  - food items requiring specific temperature control.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - food safety
  - hygiene and sanitation
  - food display labelling and pricing
  - correct storage of stock
  - location of display areas
  - principles of display
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - damaged and out of date stock
  - scheduling, building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - maintenance and cleaning of equipment and working areas
- food safety monitoring:
  - storing food in appropriate timeframes

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  - monitoring and recording food temperatures
  - monitoring and recording temperature of storage equipment
  - visually examining food for quality review
- food safety requirements as specific to food products displayed
- food product characteristics and required preparation and handling
- techniques for creating visually appealing food displays that attract customers and maximise sales.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- food products for display as selected in the Performance Evidence
- display areas
- display equipment and props for:
  - cleaning equipment and materials
  - food preparation and handling
- personal protective equipment and clothing
- product labels and price tickets
- ticketing and pricing equipment
- organisational food display guidelines
- relevant documentation:
  - organisational policies and procedures as listed in the Knowledge Evidence
  - food safety guidelines as applicable to specific food products.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRRMER003 Coordinate visual merchandising activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coordinate store visual merchandising activities and ensure adherence to organisational standards, policies and procedures for the display of merchandise.

It applies to individuals working in frontline roles in a diverse range of retail industry sectors and business contexts that display retail products for sale. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Coordinate visual merchandise requirements.	1.1. Access and interpret organisational visual merchandising guidelines, and policies and procedures. 1.2. Communicate visual merchandising standards and display

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	requirements to team members. 1.3. Plan appropriate timing for producing and dismantling visual merchandise displays. 1.4. Communicate roles and responsibilities for visual merchandising to team members. 1.5. Plan and coordinate promotional and special event displays as directed by management.
2. Supervise visual merchandise activities.	2.1. Supervise construction and maintenance of displays to achieve balance and visual impact. 2.2. Ensure display information accurately depicts product or service being promoted. 2.3. Ensure displays are completed with minimum disruption to customer service and traffic flow. 2.4. Ensure displays meet organisational standards and visual merchandise guidelines. 2.5. Regularly monitor replenishment of merchandise and rotation of stock and take action to ensure optimal stock levels as required.
3. Review impact of visual merchandise activities.	3.1. Evaluate promotions or special event displays and determine impact on sales results. 3.2. Report on visual merchandising activities to relevant personnel and make suggestions for improvements as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Problem solving skills to:	• overcome difficulties relevant to the display of merchandise.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRRMER003 Coordinate visual merchandising activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow merchandising display guidelines, and organisational policies and procedures to coordinate visual merchandise activities for two of the following:
  - an existing merchandise range
  - a new merchandise range
  - a seasonal merchandise range
  - a promotional event
  - discounted merchandise
- for each of the above visual merchandising activities:
  - communicate requirements with team members
  - monitor visual merchandising displays and standards
- report on the effectiveness of the above merchandising activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - merchandise labelling and pricing
  - required stock levels
  - merchandise rotation and replenishment
- organisational visual merchandise standards and guidelines and their application to visual merchandising activities
- key aspects of relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
  - Australian Consumer Law
  - Work Health and Safety (WHS)
- objectives and use of visual merchandise displays
- interpretation of scaled versions of store design, layout and fixture placements
- techniques for creating effective visual merchandise displays:
  - types of displays and their impact

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    - display location
    - display lighting
    - display signage
- fundamental elements and principles of visual design and their use in the display and merchandise of products
- commercial impact of incorrect pricing both favourable and unfavourable:
    - customer complaints
    - profitability
- safe work practices for displaying merchandise with particular emphasis on:
    - safe use of equipment
    - safe manual handling techniques for bending, lifting and shifting heavy items
- product knowledge relevant to visual merchandise activities:
    - price
    - features
    - benefits.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- retail merchandise
- display areas
- retail display equipment and props
- product labels and price tickets
- ticketing and pricing equipment
- relevant documentation:
    - organisational visual merchandise display guidelines
    - organisational policies and procedures for:
        - merchandise labelling and pricing
        - required stock levels
        - merchandise rotation and replenishment
    - relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
        - Australian Consumer Law
        - Work Health and Safety (WHS)
- team members; these can be:
    - individuals in an industry workplace, or

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- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRRMRM001 Plan merchandise buying strategy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan stock levels and purchase retail merchandise.

This unit applies to senior personnel working in a diverse range of retail sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and for the buying and planning of retail merchandise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1.Undertake post trade analysis.	1.1.Complete a post trade analysis to review past performance against planned performance, identifying missed opportunities. 1.2.Analyse customer buying patterns, and predict future trends. 1.3. Review competitor activity within the local and global marketplace.

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	1.4.Consult relevant stakeholders for input on post trade analysis and future range strategy.
2. Determine strategy.	2.1 Determine range strategy for relevant future trading period based on post trade analysis.
	2.2 Determine price strategy, marketing strategy and product mix for the next trading period.
	2.3Communicate strategy to relevant personnel and seek input and approval as required.
3.Develop merchandise plan.	3.1.Review marketing calendar and new store openings and closures as required.
	3.2.Establish base line sales and gross margin requirements.
	3.3.Plan buying margin, markdowns, shrinkage and other reductions.
	3.4.Determine open to buy, weeks cover or other stock measures.
	3.5.Determine width and depth of range.
	3.6.Quantify products to be ordered.
4.Respond to trade.	4.1.Evaluate sales against plans and performance benchmarks and interpret impact to the forward plan.
	4.2.Manage merchandise plan in response to sales and account for variances in sales trends.
	4.3.Adjust purchases within the merchandise plan, and manage slow moving surplus stock or aged stock to minimise impact on overall margin.
	4.4.Consolidate stock as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• use mathematical formulas for the planning of merchandise.
Learning skills to:	• research the market place.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRRMRM001 Plan merchandise buying strategy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct a post trade analysis for one merchandise range or department
- determine and document the following details of the merchandise strategy based on the above post trade analysis, for the next trading period:
  - price strategy
  - marketing strategy
  - product mix
- develop a merchandise plan, for a specified trading period, based on the above post trade analysis and strategy that includes the following:
  - base line sales and gross margin requirements
  - buying margin, markdowns, shrinkage and other reductions
  - open to buy, weeks cover or other stock measures
  - width and depth of range
- take the appropriate action to respond to sales across the specified trading period.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational:
  - post trade results:
    - sales
    - Gross Profit
    - Gross Margin Return on Investment
    - sell through (or relevant measure)
    - rate of sale
    - average sale price
    - unit sales
    - purchase margin
    - markdown percentage

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    - sales plan
  - previous trading period data
  - sales and gross margin requirements
  - marketing calendar
- for the particular industry sector:
  - consumer buying patterns
  - competitor activity
  - customer needs
  - sales trends
  - trading periods
- merchandise strategy:
  - gross margin
  - production opportunities:
    - speed to market
    - purchase margin
  - markdown reduction
- management of stock in response to sales
  - forward cover
  - markdowns
  - purchases
  - aged stock.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- past performance data
- organisational marketing calendar
- store opening and closing information
- sales data
- stakeholders and suppliers with whom the individual can interact; these can be:
  - stakeholders and suppliers in an industry workplace, or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRRRTF001 Balance and secure point-of-sale terminal

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment, clear registers, count money, calculate non cash transactions, and reconcile and record takings.

It applies to individuals working in frontline operational roles in a diverse range retail industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Retail Financials

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Balance and secure takings.	1.1. Perform register or terminal balance at designated times. 1.2. Separate cash float from takings prior to balancing and secure takings.

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	1.3.Supply change to register or terminal and accurately record. 1.4.Obtain and interpret register or terminal reading or print-out. 1.5.Secure cash and non cash documents according to organisational procedures.
2. Reconcile takings.	2.1.Count cash accurately. 2.2.Calculate non cash documents accurately. 2.3.Determine balance between register or terminal reading and sum of cash and non cash transactions. 2.4.Investigate or report discrepancies between register or terminal reading and sum of cash and non cash transactions to relevant personnel. 2.5.Record takings and file records according to organisational procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRRRTF001 Balance and secure point-of-sale terminal

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- consistently apply organisational policies and procedures to:
  - balance a register or terminal on three occasions with complete accuracy
  - reconcile three different sets of takings comprising both cash and non-cash with complete accuracy
  - identify and resolve three different types of balancing discrepancies
  - process three different types of takings according to organisational policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role and importance of the balancing process
- techniques for identifying and resolving discrepancies
- functions and procedures for operating point-of-sale equipment:
  - opening and closing
  - balancing
  - clearance of terminal and transference of tender
  - recording takings
  - consumables required by system
  - security
- cash handling procedures:
  - counting cash
  - handling cash floats
  - change required, denominations of change and tendering change
  - security
- organisational policies and procedures for non-cash transactions:
  - credit cards
  - EFTPOS

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  - vouchers
- organisational policies and procedures for:
  - exchanges
  - refunds
  - lay-by
  - cash handling
  - cash float
  - operation of point-of-sale equipment
  - register or terminal balance
  - security of cash and non cash transactions.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures related to point-of-sale
- point-of-sale equipment and consumables
- financial transaction documentation for non-cash sales
- cash
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRRTF002 Monitor retail store financials

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage retail store financials by controlling costs, managing rosters and stock levels, and reviewing financial performance.

It applies to individuals working in frontline management roles in a diverse range of retail industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Retail Financials

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Control cost of labour.	1.1. Develop rosters according to relevant industrial agreements and wage budgets and organisational policies and procedures. 1.2. Maximise operational and customer service efficiency while minimising wage costs.

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	1.3. Combine duties where appropriate to ensure effective use of team members. 1.4. Roster teams with most effective skills mix to meet operational requirements. 1.5. Use roster systems and equipment to administer rosters to team members. 1.6. Amend rosters and labour spend as required.
2. Control stock levels.	2.1. Manage stock levels to meet customer demand, maximise sales and minimise shrinkage. 2.2. Identify shrinkage costs and trends and take preventative action to minimise future shrinkage.
3. Review and address financial performance.	3.1. Analyse and report on budget and sales revenue and expenditure figures according to budget targets. 3.2. Interpret financial data to identify variations from budget, and take appropriate corrective action where deviations from budget occur. 3.3. Take action to minimise budget overspend and control costs. 3.4. Communicate to the team cost control measures within their area of responsibility.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• complete roster planning activities involving dates, times and staff ratios.
Problem-solving skills to:	• adjust rosters to account for changes to staffing requirements.
Technology skills to:	• use organisational software and equipment to monitor and plan retail financials.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRRRTF002 Monitor retail store financials

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement and monitor a store budget over a store budgeting period by:
  - preparing and monitoring a staff roster
  - controlling stock levels
  - interpreting financial information and reporting on store performance
  - responding to three of the following situations:
    - significant deviations from budget occurs
    - scheduled labour is too high due to sales achievement below forecast
    - scheduled labour is too low due to sales achievement above forecast
    - shrinkage is high due to theft of goods
    - cost of goods is high due to markdowns
    - cost of goods is high due to damaged stock
    - sales targets consistently not achieved.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- relevant aspects of employment-related laws, as relevant to job role, covering rights and responsibilities of employees and employers:
  - Fair Work Act 2009: minimum workplace entitlements provided by the National Employment Standards (NES)
  - anti-discrimination and equal employment opportunity (EEO) law
- organisational policies and procedures for:
  - rosters
  - labour spend allowance
  - schedule amendment procedures
  - shrinkage concerns
  - human resource policies and procedures relevant to staff work hours and leave entitlements

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    - operational requirements of the business activity, department or event subject to rosters
    - wage budget for the business activity, department or event subject to rosters
- principles and techniques in:
    - interpreting store budgets
    - monitoring store budgets
    - controlling store costs
    - minimising shrinkage
- commercial impact of retail financials, both favourable and unfavourable:
    - customer service levels
    - stock levels to meet customer demand
    - shrinkage
    - labour spend to sales ratio
    - markdowns
    - theft
- sources of information on award and other industrial provisions
- key elements of applicable awards:
    - leave provisions
    - mandated breaks between shifts
    - maximum allowed shift hours
    - standard, overtime and penalty pay rates
- for the specific industry sector:
    - role of rosters in controlling labour costs
    - system capabilities and functions of roster software
    - formats for and inclusions of staff rosters
    - methods used to communicate rosters.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - store budgets
    - store financial reports
    - template store financial reporting documents
    - template store roster documents
    - current plain English guidelines issued by regulatory bodies covering:

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    - minimum workplace entitlements provided by the National Employment Standards (NES)
    - industrial awards for retail employees
- organisational policies and procedures for:
    - rosters
    - labour spend allowance
    - schedule amendment procedures
    - shrinkage concerns
    - human resource policies and procedures relevant to staff work hours and leave entitlements
    - operational requirements of the business activity, department or event subject to rosters
    - wage budget for the business activity, department or event subject to rosters.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRRTF003 Drive retail profitability

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interpret financial information for a retail business, and to identify, promote and implement strategies to positively impact the business financials.

This unit applies to senior personnel working in a diverse range of retail industry sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and financial planning and monitoring.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Retail Financials

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Evaluate and plan retail financials.	1.1. Access and accurately interpret budgetary and financial plans of the business. 1.2. Measure financial results, identifying patterns and trends, including variances from budget and financial plans.

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	1.3. Identify factors that could improve financial performance and limit variances from budget and financial plan. 1.4. Identify contingency actions to be adopted if financial circumstances change. 1.5. Clarify and negotiate, with relevant personnel, changes required to the budget and financial plans.
2. Monitor and control financials.	2.1. Monitor financials regularly to accurately identify actual results against budget and financial plans. 2.2. Identify trends and patterns including variances from budget and financial plans, and take prompt corrective action within work role where significant deviations occur. 2.3. Review variable and semi-variable costs to highlight opportunities. 2.4. Complete workplace documentation and other records of budget performance and expenditure, and report to relevant personnel. 2.5. Recommend, and implement within work role, activities that improve business financial performance and limit variances from budget and financial plan.
3. Positively impact the financials.	3.1. Consult relevant internal personnel, including work team, on ways to increase productivity and reduce labour spend. 3.2. Identify and document strategies to increase productivity and reduce labour spend. 3.3. Promote the strategies adopted to improve productivity and financial profitability, including advising the work team on their roles in improving business financials. 3.4. Monitor implementation of strategies, and support team to improve sales results. 3.5. Identify changes to strategies to improve uptake and outcomes. 3.6. Delegate responsibilities and accountabilities relevant to budget and financial achievement in accordance with organisational policies.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret numerical information and perform financial calculations relevant to store budgets and financial plans.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRRTF003 Drive retail profitability

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- evaluate financial performance of a retail business over a specific organisational financial period
- develop and document a financial plan for the same retail business detailing:
  - strategies to drive sales
  - strategies to reduce labour spend
  - strategies to reduce cost of goods
  - contingency planning
- implement the above financial plan demonstrating the following financial monitoring and control activities:
  - communicating and delegating responsibilities:
    - team or individual sales targets
    - roster to labour spend
    - shrinkage targets
  - measuring financial results to identify trends
  - reviewing variable and semi variable costs
  - consulting the team on financial management and performance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- retail financial planning and reporting
- for the specific industry sector:
  - external factors impacting on financial results
  - competitor activity
  - market performance
- for the particular retail organisation:
  - budgets and financial plans
  - internal factors impacting on results

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- individual store circumstances impacting on financials
- process to amend stock allocation
- promotional calendar
- recruitment process
- shrinkage targets
- financial results including:
  - sales
  - variable costs
  - semi variable costs
- financial contingencies and contingency planning:
  - amending stock allocation
  - sales promotions
  - recruitment strategies
- strategies to monitor retail financials:
  - measuring results to identify trends:
    - team or individual performance
    - trading days or times with peak or low performance
    - external market factors
  - reviewing variable and semi variable costs:
    - labour
    - utilities
    - consumables
- financial management strategies:
  - management of variances
  - driving sales by:
    - increasing average spend
    - increasing customer loyalty
    - increasing traffic
  - reducing labour spend:
    - increasing productivity
    - reducing non-contact hours
    - reducing overtime if applicable
  - reducing cost of goods:
    - reducing aged stock and markdowns
    - reducing internal theft and fraud
    - reducing external theft
    - managing administrative errors.

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Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational budgets and financial plans
- organisational financial results including:
  - sales
  - variable costs
  - semi variable costs
- stakeholders and team members with whom the individual can interact; these can be:
  - relevant personnel and team members in a retail workplace, or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRRSTR001 Undertake strategic planning in retail

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to analyse the operating environment and use results to develop, implement and review a retail strategy.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and strategic planning.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Strategy

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse the operating environment.	1.1. Review organisational vision, mission, values and current strategy as available. 1.2. Consult with key stakeholders on current and future direction of the organisation. 1.3. Research and identify trends in consumer behaviour to

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	inform strategy development. 1.4. Conduct competitor analysis to inform strategy development. 1.5. Conduct environmental analysis of the retail market place. 1.6. Use information gained to determine strengths, weaknesses, opportunities and threats of the organisation.
2. Develop the strategic plan.	2.1. Establish objectives that meet the desired future strategic position of the organisation. 2.2. Develop action plans outlining steps required to achieve strategic objectives. 2.3. Develop quantitative and qualitative evaluation criteria to be used in reviewing the strategic plan. 2.4. Ensure strategic plan aligns with organisational vision, mission, and values. 2.5. Circulate strategic plan to relevant stakeholders for comment, support and endorsement.
3. Implement, monitor and evaluate the strategic plan.	3.1. Communicate strategic plan to all relevant stakeholders. 3.2. Implement plan, ensuring shared understanding of and commitment to strategic objectives addressing any barriers as they arise. 3.3. Monitor and refine the strategic plan as required. 3.4. Evaluate and review performance against strategic objectives and evaluation criteria.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communications skills to:	• influence and gain the support of others in implementing the strategic plan.
Planning and organising skills to:	• plan for and implement realistic and achievable timeframes and milestones within the strategic plan.
Technology skills to:	• conduct research on the internal and external operating environment to inform strategy development.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRSTR001 Undertake strategic planning in retail

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, implement and monitor a strategic plan aligned to organisational vision, mission and values, addressing one of the following strategy directions:
  - market development
  - profitability
  - customer engagement
  - diversification
- document the above strategic plan including the following details:
  - review of internal and external operating environments
  - SWOT analysis
  - objectives
  - deliverables, scheduling and milestones
  - allocation of roles and responsibilities
- liaise with and seek input from a wide range of stakeholders while developing the strategic plan.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- SWOT analysis and its use in strategic planning
- strategic planning:
  - key components of a strategic plan:
    - objectives
    - deliverables, scheduling and milestones
    - allocation of roles and responsibilities
  - strategies for communicating strategic plan and gaining stakeholder support
  - documentation
  - role of technology
  - monitoring and control systems

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- evaluation criteria, both quantitative and qualitative
- methods for measuring the success of project objectives
- for the particular industry sector and organisation:
  - role of various stakeholders in the strategic planning process
  - ethical principles
  - environmental challenges:
    - economy
    - social
    - technological
    - competition.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational mission, vision and values statement
- sources of information on internal and external operating environments
- stakeholders with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRRSTY001 Style the customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to style a customer in trends and product ranges by making product recommendations suited to the customer and their needs.

This unit applies to fashion retailers, from small independents and boutiques to larger department stores. This includes apparel, jewellery and footwear retailers. It applies to frontline personnel who have some autonomy coupled with close supervision and guidance from others. This includes front line sales assistants, retail stylists and customer service representatives. However; in smaller retail businesses, senior personnel also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Styling

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop product	1.1.Develop and maintain current product knowledge by accessing

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knowledge.	relevant sources of information. 1.2.Conduct research to develop and maintain knowledge of current industry trends.
2. Select style options.	2.1.Determine and clarify customer preferences, needs and expectations and make product recommendations accordingly. 2.2.Make recommendations suited to the customer's physical features as required. 2.3.Promote the features and benefits of products. 2.4.Promote complementary products that will enhance the overall style and lead to increased sales.
3. Style the customer.	3.1.Collaborate with the customer to determine product option best suited to their needs, and provide alternative options as required. 3.2.Advise customers of sizing and fit product as required. 3.3.Provide expertise and feedback regarding product style and fit. 3.4.Provide additional information to answer customer questions as required. 3.5.Check customer satisfaction and take action to improve satisfaction levels as required.
4. Advise on after sales services.	4.1.Communicate product care requirements to customers. 4.2.Advise on and arrange after sales service as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret in-house and supplier product information documents.
Oral communications skills to:	• ask open and closed questions and actively listen to determine and meet customer preferences.
Technology skills to:	• use the internet to research current trends and competitor product offerings.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRRSTY001 Style the customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use product knowledge and current industry trends to provide personalised styling advice for four different customers with various styling requirements
- for the above styling sessions:
  - determine customer needs and preferences
  - make product recommendations and style the customer according to their needs and physical features
  - provide customer with product information and care requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures relating to the sale of products and services
- current industry styling trends
- detailed product knowledge:
  - product range and range options
  - product sizing
  - product care
  - product materials and characteristics
  - complementary products
  - supplier information
- techniques for:
  - customer styling
  - product fitting
  - maximising sales when styling a customer
  - customer service when styling a customer
- physical characteristics of customers and their relationship to styling
- relationships between visual balance, colour and fashion
- Australian standard sizes and their international equivalents.

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Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of product information:
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
- range of merchandise including a complementary product range
- organisational policies and procedures relating to the sale of products and services.
- customers with varying styling requirements; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRWFIN001 Complete debtor processes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use business technology, systems and reporting mechanisms to confirm customer trading information, complete debt processing, and implement debt recovery processes.

It applies to individuals involved in routine financial administration in wholesale businesses. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Finance

Unit Sector

Wholesale

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Confirm trading terms and process payments.	1.1. Source and confirm trading terms for purchasers of products or services based on organisational or other records. 1.2. Review trading history of purchaser of products or

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	services. 1.3. Process routine direct purchases payments according to organisational procedures. 1.4. Inform customers of payment requirements using clear and direct communication and verify authority to purchase.
2. Establish customer debt and credit levels.	2.1. Determine individual and business customer credit levels, or refer to relevant personnel. 2.2. Identify individual and business customer bad debts using business technology or records. 2.3. Confirm credit level of customers purchasing specific products or services. 2.4. Maintain updated credit status of account customers in organisational database. 2.5. Determine acceptable debt levels for individual and business customers and report variances to relevant personnel.
3. Implement debt recovery processes.	3.1. Confirm debt payment terms for businesses purchasing products or services. 3.2. Confirm payment terms for individual debtors. 3.3. Confirm debt repayments procedures. 3.4. Process debtors, including debt recovery processes, within set timeframes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed her, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• read and understand routine financial information.
Technology skills to:	• use business technology to access, process and enter information into organisational systems.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRWFIN001 Complete debtor processes

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use business technology and systems to:
  - check and confirm current credit level and trading terms and complete routine debt recovery processing for four different customers
  - process customer payments in three different forms
  - follow correct procedure for reporting breaches of customer credit limits and trading terms for three different situations
- provide clear and accurate payment information to four different customers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - debtor processes:
    - use and storage of customer account information
    - establishing customer needs and trading terms
    - identifying credit levels, trading terms and payment status
    - checking debit history for a customer
    - administering and processing debtor accounts
    - different forms of payment
    - processing and debt recovery
    - identifying bad debts
    - confirming debt payment terms and procedures
    - debt recovery and financial governance
  - use of technology:
    - privacy, confidentiality and security provisions affecting data storage, communication of information and access to technology
  - internal communication:
    - management structure and communication relationships

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    - approval processes
    - referring enquiries to more senior colleagues
  - external communication:
    - standards for customer interaction
- key aspects of legislation that impact routine debt collection tasks, including:
  - application of Goods and Services Tax (GST)
  - Australian Competition and Consumer Commission (ACCC) provisions
  - Australian Consumer Law
  - privacy legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely.

Assessment Conditions

Skills must be demonstrated in a wholesale environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a computerised business financial system, associated documentation and customer records
- organisational policies and procedures for financial administration
- customers these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRWSLS001 Process product and service data

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use business technology to maintain and process business to business sales, customer service and related product data.

This unit applies to sales and administrative staff who work under supervision and within established administration policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Wholesale

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow data processing procedures.	1.1. Source and report product and service data using features of business technology and systems. 1.2. Store, retrieve and relay data according to business technology and information management systems. 1.3. Process product and service data according to organisational

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	policies and procedures for confidentiality, security and systems access.
2. Monitor customer sales.	2.1. Monitor product mix for each customer and identify potential add-on sales. 2.2. Access and interpret customer sales figures and identify success of current sales and supply targets. 2.3. Obtain and enter information affecting future forecasts into database in an accurate and timely manner. 2.4. Use organisational technologies to gather data from the field to expedite sales and provide real time feedback to customers.
3. Maintain product database.	3.1. Maintain accurate and current details of products and services in product database. 3.2. Collect and correctly process latest data. 3.3. Follow security procedures for access to database. 3.4. Build and maintain data records. 3.5. Identify and resolve data discrepancies and refer complex issues to relevant personnel. 3.6. Collect product or service information for reporting purposes, using appropriate technology. 3.7. Generate accurate and complete reports in line with business requirements.
4. Determine customer needs from data.	4.1. Establish volume of products purchased by individual customers and use data to anticipate future requirements and preferences. 4.2. Provide timely and accurate reports to customers that can enhance decision-making on provision of products and services.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRWSLS001 Process product and service data

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use business technology and systems according to organisational policies and procedures to:
  - establish and report on the sales activity and potential future needs of three different business customers
  - accurately update three different types of information in the business system or product database
  - generate three different types of reports from the business system.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - data processing – input and retrieval
  - data security, storage and privacy
  - databased maintenance
  - sales monitoring
  - system reporting
  - evaluation of product and service performance
  - reporting mechanisms
  - supply and distribution of products or services
  - use and maintenance of customer and sales data
- work health and safety (WHS) requirements for use of office equipment
- different types of product and service data
- different types of customers, and product and services offered
- factors determining customer preferences
- purpose, range and use of sales system reports.

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Assessment Conditions

Skills must be demonstrated in a wholesale environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a computerised business sales system and associated documentation, product information and customer records
- organisational policies and procedures for sales system administration.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRWSLS002 Analyse and achieve sales targets

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to set, analyse and achieve personal sales targets to guide performance and monitor the progress of sales against business objectives.

It applies to frontline sales personnel who are responsible for identifying factors affecting sales performance; reviewing and analysing personal sales outcomes against agreed sales targets; and implementing strategies to attain sales targets.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Wholesale

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse sales targets.	1.1.Confirm team sales targets with relevant personnel. 1.2.Analyse personal sales targets in relation to agreed parameters. 1.3.Regularly monitor progress towards sales targets. 1.4.Analyse customers and performance and determine common

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	factors supporting or deterring sales.
2. Determine factors affecting attainment of sales targets.	2.1. Evaluate factors affecting sales performance against the agreed sales targets. 2.2. Identify and anticipate changing business circumstances and other factors that may influence capacity to meet or exceed sales targets and determine a course of action to address the challenge. 2.3. Amend or create new sales targets based on evaluation according to agreed organisational processes.
3. Attain sales targets.	3.1. Plan and initiate actions to address sales under-performance with specific customers, and report progress to relevant personnel. 3.2. Identify customers with strong sales performance and initiate actions to extend sales opportunities and sustain customer loyalty. 3.3. Report sales progress to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• read and understand numerical sales data.
Technology skills to:	• use business technology to obtain sales data.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRWSLS002 Analyse and achieve sales targets

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- analyse at least one set of organisational and personal sales targets
- monitor and review sales targets over specified workplace sales period
- develop strategies to address under performance with two different customers or two different products
- complete one sales report according to organisational requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - sales planning and evaluation
  - approval processes
  - internal and external communication
  - sales processes
- aspects of legislation that impact sales work:
  - Australian Consumer Law
  - commercial law
  - work health and safety (WHS)
- business plans and targets that affect personal sales targets
- types of parameters for personal sales targets
- sales territory characteristics and features
- different types of business customers and their needs
- internal and external factors affecting attainment of business and personal sales targets
- strategies to address sales under-performance
- features of products and services being sold.

Assessment Conditions

Skills must be demonstrated in a wholesale environment. This can be:

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- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for sales activities
- a business sales system
- organisational business plans and objectives.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRWSLS003 Build sales of branded products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, implement and report on sales and promotional activities in a territory.

It applies to individuals working in sales roles who take responsibility for building sales in a territory within established organisation policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Wholesale

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop plan to maximise sales.	1.1. Determine characteristics and market position of product or service sales in a territory. 1.2. Report major competitor activity in a sales territory, product or service area to relevant personnel. 1.3. Develop sales objectives and plan for a specific territory based on information gathered and business targets.

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	1.4. Identify and include opportunities to value add to existing businesses. 1.5. Identify, integrate and report special events or opportunities for one-off sales and promotional programs. 1.6. Seek approval for plan from relevant personnel.
2. Implement sales plan.	2.1. Confirm availability of products or services to support activities. 2.2. Organise and conduct activities according to agreed plan. 2.3. Use strategies to optimise activities. 2.4. Work cooperatively with business customers to maximise product or service sales according to business agreements.
3. Report on product sales within a territory.	3.1. Complete timely and accurate sales reports. 3.2. Report key activities by product, brand or service type for specific customers or other variables according to organisational procedures. 3.3. Identify success of specific sales strategies. 3.4. Submit recommendations for improving sales to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• source and interpret market information.
Technology skills to:	• use business technology to prepare sales reports.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRWSLS003 Build sales of branded products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, implement and report on at least one plan to build product sales in a geographic territory or for a specific group of business customers
- engage in each of the following:
  - cooperative activities with other businesses
  - ‘one off’ promotional activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for sales planning, implementation and approval
- key aspects of legislation that impact sales work:
  - Australian Consumer Law
  - commercial law
  - Work Health and Safety (WHS)
- characteristics, features and benefits of products being sold
- key components of sales planning cycles and inclusions for sales plans
- methods for collection and analysis of:
  - current market position
  - success of sales strategies
  - positioning of major competitors
  - anticipated customer demands
  - progress towards sales targets
  - customer/territory demographics, features and services characteristics
- factors that may affect sales activities
- types of promotional activities and how they may be used:
  - advertising
  - events
  - promotional materials

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  - sales discounts
  - seasonal campaigns
  - merchandising and display
- strategies that foster cooperative planning
- types of cooperative activities:
  - co-branding
  - collaborative planning
  - improved trading terms
  - joint promotions
  - pricing
  - special events support.

Assessment Conditions

Skills must be demonstrated in a wholesale environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for sales activities
- a business sales system
- organisational business plans and objectives
- sources of market information relevant to the product and customers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRWSLS004 Optimise customer and territory coverage

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to efficiently plan for and service business customers within a defined territory, and seek opportunities to improve territory coverage and service efficiency.

It applies to individuals working in frontline sales roles who work according to defined sales and service standards and objectives.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Wholesale

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish coverage plan.	1.1. Identify and source information required for development of coverage plan 1.2. Create and document coverage plan that meets business performance objectives and service standards. 1.3. Integrate strategies that ensure individual customer coverage

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	in a timely and effective manner. 1.4. Implement procedures for field team to collect and report customer information and feedback.
2. Report on customer interactions.	2.1. Organise and make customer contact according to territory coverage plan. 2.2. Analyse and action customer feedback from a territory, or provide to relevant personnel for action. 2.3. Prepare required documentation following each customer interaction. 2.4. Collate documentation from interactions and store in a secure location. 2.5. Prepare and submit documentation according to agreed timeframe, format and level of detail.
3. Improve coverage.	3.1. Determine needs and expectations of business customers from feedback, sales data and ongoing customer contact. 3.2. Assess current satisfaction levels with service and product. 3.3. Initiate actions to improve business customer satisfaction levels. 3.4. Identify and take opportunities to optimise coverage and promotional activity based on information gathered.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRWSLS004 Optimise customer and territory coverage

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, implement and monitor one coverage plan
- conduct six different customer interactions according to the plan and document outcomes
- develop and report on strategies to improve coverage and outcomes for the nominated territory
- communicate effectively with business customers to capture accurate and relevant feedback for an assigned territory
- arrange one joint promotional activity to enhance business customer and end consumer satisfaction levels and attain sales targets.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for servicing customers and reporting requirements
- business performance objectives and how these relate to own sales role
- types of information for inclusion in a coverage plan
- factors for consideration in developing a coverage plan, including:
  - competitor activity
  - types of customers and their varying needs
  - customer demographics
  - sales strategies within territory
  - range of products and services for each customer within a territory
  - size and features of territory
  - geography
  - account customers
- types of customer feedback and how feedback can be used to improve performance.

Assessment Conditions

Skills must be demonstrated in a wholesale environment. This can be:

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- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for sales activities
- a business sale system
- organisational business plans and objectives
- customers with different requirements.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXCEG001 Engage the customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interact and communicate with a diverse range of customers to assist with basic enquiries and contribute to a service culture.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Engage customers.	1.1. Greet customers in a polite and friendly manner within designated response times and make them a priority over other workplace duties.

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	1.2. Clearly communicate with customers using appropriate verbal and non-verbal communication.
	1.3. Adapt communication style to appropriately communicate with customers from diverse backgrounds.
2. Assist customers.	2.1. Identify and act on opportunities to assist customers and be available to assist customers when needed.
	2.2. Question and actively listen to customers to determine their needs.
	2.3. Resolve routine customer problems according to individual responsibility level and organisational policies and procedures.
	2.4. Address general customer enquiries and provide accurate information in a clear and courteous manner.
3. Contribute to a service culture.	3.1. Act in line with organisational service standards to ensure quality customer service.
	3.2. Show interest in customer's needs and maintain a welcoming customer environment free of complacency.
	3.3. Seek assistance from relevant personnel when customer's needs are beyond scope of own responsibility.
	3.4. Identify and take opportunities to improve customer service standards.
	3.5. Refer customer service issues and feedback to relevant personnel for action.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXCEG001 Engage the customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to a customer service culture by providing customer service, in line with organisational service standards, across four different customer interactions
- for the above four customer interactions, individually or cumulatively involve:
  - customers from diverse backgrounds
  - resolution of two routine customer problems
  - provision of accurate information to address two general customer enquiries
  - referral of unresolved customer enquiry
  - use of effective communication techniques and positive body language.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational service standards and procedures for:
  - designated customer service response times
  - interacting with customers
  - solving routine customer problems
  - providing information to customers
- basic principles for achieving positive customer service
- verbal and non-verbal communication
- techniques for effective communication:
  - open and closed questioning
  - paraphrasing
  - effective listening
  - voice tonality and volume
- body language and its role in customer service
- effective communication strategies for interacting with customers of diverse backgrounds
- commercial impact of:
  - positive customer service
  - poor customer service

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- organisational information and sources of information to assist customer with customer enquiries.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational service standards and procedures for:
    - designated customer service response times
    - interacting with customers
    - solving routine customer problems
    - providing information to customers
- customers from a diverse range of backgrounds; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCEG002 Assist with customer difficulties

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to solve customer problems and use techniques to deal with customer difficulties.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Deal with customer complaints.	1.1. Recognise customer dissatisfaction and take action to avoid escalation. 1.2. Follow organisational policies and procedures to respond to customer complaints according to own level of responsibility and

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	seek solutions in consultation with the customer. 1.3. Refer complex and escalated customer complaints to relevant personnel. 1.4. Maintain a positive and cooperative manner during all customer interactions. 1.5. Report on customer complaints following organisational procedures.
2. Process refunds and exchanges.	2.1. Identify reasons for refunds and exchanges, and offer a replacement or alternative product to maximise sales opportunities. 2.2. Process refunds and exchanges and record details according to organisational policies and procedures.
3. Deal with difficult customers.	3.1. Identify difficult or abusive customers and take swift and tactful action to prevent escalation of problem. 3.2. Identify situations where personal safety of self, customers or team members may be threatened, and seek appropriate assistance.
4. Provide feedback on customer service.	4.1. Identify consistent and potential customer difficulties and report to relevant personnel for action to prevent future customer dissatisfaction. 4.2. Offer suggestions and solutions to relevant personnel for improved customer experiences.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• ask open and closed questions and actively listen to determine and meet customer preferences.
Self-management skills to:	• manage personal emotions in difficult situations.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXCEG002 Assist with customer difficulties

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures to appropriately respond to four customer difficulties that individually or cumulatively involve:
  - customer complaint
  - dissatisfied customer
  - product or service issue
  - product or service refunds
- demonstrate the appropriate steps for responding to two of the following difficult customers:
  - customers that are unable to be pacified
  - customer displaying verbal aggression
  - customer displaying threatening behaviour
  - drug or alcohol affected customer.
  -

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - processing refunds and exchanges
  - resolving customer complaints
  - recording customer complaints
  - dealing with difficult customers:
    - customers that are unable to be pacified
    - customer displaying verbal aggression
    - customer displaying threatening behaviour
    - drug or alcohol affected customer
  - escalated customer complaints
- techniques for:

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    - identifying customer dissatisfaction
    - preventing escalation of customer complaints
    - resolving complaints to maintain brand integrity
    - communicating with dissatisfied customers
- commercial impacts of:
    - cost of refunds and exchanges
    - loss to business resulting from customer dissatisfaction
    - negative word of mouth
- value and role of customer feedback in improving service delivery
- key aspects of consumer protection laws relevant to the selling of products and services:
    - organisational responsibilities and rights
    - customer rights
    - refunds and exchanges
- common causes of customer difficulties.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - organisational policies and procedures for:
        - processing refunds and exchanges
        - resolving customer complaints
        - recording customer complaints
        - dealing with difficult customers:
            - customers that are unable to be pacified
            - customer displaying verbal aggression
            - customer displaying threatening behaviour
            - drug or alcohol affected customer
    - escalated customer complaints
    - current plain English regulatory documents distributed by government regulators outlining key aspects of consumer protection laws
- customers with whom the individual can interact; these can be:
    - individuals in an industry workplace, or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment

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- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCEG003 Build customer relationships and loyalty

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to build customer relationships and foster customer loyalty.

It applies to individuals working in frontline customer service roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop relationships with customers.	1.1. Provide personalised service to customers in a professional manner that promotes repeat business. 1.2. Identify repeat business and acknowledge customer return. 1.3. Provide tailored recommendations for products and services

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	based on known individual customer needs.
2. Generate customer loyalty.	2.1. Convert customers to brand advocates through exemplary customer service. 2.2. Inform customers of benefits associated with promotions and loyalty programs as required. 2.3. Identify trends in customer demands for products and services and communicate with relevant personnel to ensure availability.
3. Deal with escalated customer complaints.	3.1. Clarify information regarding escalated customer complaints referred from team members. 3.2. Take action to pacify customer maintaining a calm and professional manner. 3.3. Identify source of customer dissatisfaction and seek appropriate solutions in consultation with the customer. 3.4. Ensure the customer is satisfied with solutions and offer compensation in line with level of responsibility.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret plain English documents that outline organisational policies and procedures relevant to customer service.
Initiative and enterprise skills to:	• identify and act on opportunities to enhance a customer's experience.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXCEG003 Build customer relationships and loyalty

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide current, accurate and relevant information and assistance to four different customers regarding the following to build customer brand loyalty:
  - promotional activities
  - products and services
  - brand or business customer benefits
- identify trends in customer purchasing patterns and make recommendations that enhance customer service and loyalty
- take appropriate action to resolve two escalated customer complaints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques for:
  - providing personalised extemporary customer service
  - anticipating customer preferences, needs and expectations throughout the service experience
  - building customer loyalty
  - resolving escalated customer complaints
  - pacifying dissatisfied customers
- commercial benefits of building customer relationships and loyalty
- industry and organisational:
  - professional service standards
  - attitudes and attributes expected when engaging with customers
  - different customer service needs and expectations
  - types of customer benefits
  - essential features and use of customer databases
- key aspects of Australian consumer and privacy law as relevant to customer interactions.

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Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - industry and organisational:
    - professional service standards
    - attitudes and attributes expected when engaging with customers
    - different customer service needs and expectations
    - types of customer benefits
- current plain English regulatory documents distributed by government regulators for:
  - Australian Consumer Law
  - privacy law
- customers; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXCEG004 Create a customer-centric culture

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage and ensure the delivery of customer service standards and work with team members to improve customer experiences.

It applies to individuals working in customer service management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Promote a customer focused culture.	1.1. Ensure team understanding of and commitment to providing quality customer service and enhancing the customer's experience. 1.2. Promote customer service standards within the team and

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	encourage ownership over delivery of service standards. 1.3. Act as a positive role model displaying customer centric behaviours and consistently delivering on customer service standards.
2. Foster the customer culture.	2.1. Ensure adequate team resourcing to ensure delivery on customer service standards. 2.2. Monitor customer service and take action when standards are not met. 2.3. Provide feedback to team on their ability to meet customer service standards. 2.4. Provide coaching to team members to enhance customer service delivery.
3. Monitor and adjust customer service.	3.1. Seek feedback from team and customers on customer service standards. 3.2. Review customer trends and demands and seek opportunities to enhance customer experience based on findings. 3.3. Develop and document customer service improvement plans in consultation with the team.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXCEG004 Create a customer-centric culture

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor and review customer service standards, on three different occasions, and document a plan to improve customer service standards based on observations
- demonstrate the following approaches to promoting a customer-centric culture:
  - role-modelling customer service standards
  - observing standard of customer service delivery
  - coaching team members towards improvement
  - identifying and rectifying customer service delivery issues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service:
  - customer expectations
  - enhancing customer experience
- techniques for:
  - coaching others
  - providing performance feedback
  - seeking feedback
  - monitoring and reviewing customer services standards
  - improving customer service standards
- organisational customer services standards:
  - professional service standards
  - designated response times
  - customer service procedures
  - resources required to deliver on customer service standards
- commercial impact of:
  - quality customer service
  - poor customer service

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  - positive and negative customer reviews
- value and role of customer feedback in improving service delivery.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational customer service standards:
  - professional service standards
  - designated response times
  - customer service procedures
  - resources required to deliver on customer service standards
- team members and customers; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCEG005 Maintain business to business relationships

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and maintain relationships with business customers by identifying customer needs and improving outcomes.

It applies to individuals working in customer service roles in a diverse range of wholesale businesses. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain contact with business customers.	1.1. Confirm relevant contact personnel for each business or account customer. 1.2. Document and maintain currency of contact details. 1.3. Participate in, and contribute to, team activities to

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	provide services to business customers. 1.4. Identify and build external relationships to improve supply chain efficiency. 1.5. Maintain business customer contact according to organisational policies and procedures.
2. Identify business customer needs.	2.1. Confirm the mechanisms to identify business customer needs. 2.2. Consult relevant customer contacts to review their business needs. 2.3. Review current business and promotional activities, and determine future needs for individual customers. 2.4. Outline and confirm trading terms for specific business customers. 2.5. Confirm and apply organisational pricing policies and procedures. 2.6. Process information about business using the latest forecasts of current and future trends.
3. Improve business customer outcomes and business relationships.	3.1. Report, promote and advocate for the needs of business customers and end consumers within the organisation. 3.2. Identify and use quality assurance and compliance procedures to qualify and quantify business customer needs. 3.3. Identify and discuss ideas about improving sales service and performance with colleagues and customers 3.4. Ensure the standards of quality required to meet business customer service needs and expectations are met. 3.5. Recognise deficiencies in service provided to business customers and rectify to customer satisfaction in line with own level of responsibility. 3.6. Anticipate future needs of business customers and plan and document activities accordingly. 3.7. Provide regular, effective and targeted feedback to business customers regarding services and the value that is provided.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

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Technology skills to:

- source information about current and future trends.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXCEG005 Maintain business to business relationships

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- build sustainable relationships with two business customers, and for each customer:
  - identify specific needs
  - determine options to meet needs
  - select and use communication strategies suited to the customer
  - confirm trading terms according to organisational policies and procedures.
  - develop and document activities for improved customer outcomes and relationship.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - building relationships with business customers
  - pricing
- factors that impact business to business relationships
- interpersonal communication techniques that facilitate:
  - building sustainable relationships with business customers
  - consultation on needs
  - negotiation
  - presentation
- sources of information on:
  - product and supply arrangements for customers
  - current and future trends
- different types of promotional activities and their features in a business to business context
- factors that impact trading terms:
  - continuous improvement
  - due diligence requirements
  - infrastructure and capital outlay requirements
  - intellectual property and technology rights

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  - market position
  - organisational systems integration and compatibility
  - planning cycles and timing
  - risk sharing
  - supply chain management
  - agreed terms and conditions
- key aspects of legislation that impact sales work in a business-to-business context including Australian Consumer Law.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of product information
- organisational policies and procedures for:
  - building relationships with business customers
  - pricing
- forecasts for current and future market trends
- business customers with different requirements; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCHA001 Facilitate the change process

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow a change plan to implement a change and ensure the change is successfully accepted and embedded within the work environment.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Change Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for change.	1.1. Access and interpret change plans and organisational policies and procedures related to change. 1.2. Involve team members in planning for change and integrate

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	their perspectives. 1.3. Identify potential barriers to change and determine strategies to limit impacts.
2. Implement change.	2.1. Communicate change purpose, benefits and impacts to team members. 2.2. Address team member's questions and objections to gain their support. 2.3. Implement the change plan and use resources effectively to meet change requirements. 2.4. Act as a positive role model during the change process to maintain positive team morale and acceptance. 2.5. Manage barriers to change to meet change implementation plan deliverables. 2.6. Monitor change implementation and adjust operations as required to ensure change plan is met.
3. Embed change.	3.1. Obtain feedback on change process from team members impacted by the change process. 3.2. Recognise and reward appropriate change behaviours. 3.3. Consult with stakeholders on modifications required to enhance the change. 3.4. Ensure ongoing incorporation of change into daily operations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex documentation relevant to organisational change requirements.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXCHA001 Facilitate the change process

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures to implement and monitor a change plan for the duration of the change plan by:
  - engaging team members in change
  - managing change resourcing
  - managing resistance and barriers to change
  - implementing strategies to embed change in the workplace.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures relevant to change
- change management principles and strategies for:
  - successful implementation
  - communicating change
  - engaging team members in change
  - removing barriers to change
  - managing resistance to change
  - creating short term wins
  - embedding change
- key features of change plans and their implementation
- for the particular industry:
  - role of various stakeholders in the change process
  - impacts of change on operations.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace

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- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to change
- team members with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCHA002 Lead the change process

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify, plan for and evaluate organisational change.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and leading change processes.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Change Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan for change.	1.1. Identify need for, or likelihood of change by reviewing internal and external drivers of change. 1.2. Assess options to drive change in line with delegated authority and organisational policies and procedures. 1.3. Identify and analyse potential risks and barriers to change.

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	1.4.Consult with relevant stakeholders and review feedback on change requirements. 1.5.Develop a change plan that outlines key metrics for evaluation and ensures risks are mitigated and processes and timelines are achievable.
2. Implement and embed the change.	2.1.Communicate purpose and benefits of change to relevant team members and prepare them for change. 2.2.Communicate roles, responsibilities and requirements to team members and stakeholders to facilitate implementation. 2.3.Provide and promote opportunities for team member and stakeholder input and seek feedback to refine processes. 2.4.Support team members as required to ensure successful implementation of change. 2.5.Monitor and maintain adequate resources required for change implementation. 2.6.Monitor the change to ensure new practices are adopted on a consistent basis.
3. Evaluate outcomes of change.	3.1.Evaluate outcomes of the change against key metrics. 3.2.Critically evaluate management of change process identifying areas for future improvements. 3.3.Seek input from stakeholders and team members on the management of the change process. 3.4.Document outcomes of change and lessons learnt.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret information from a variety of texts relevant to successful management of change.
Planning and organising skills to:	• manage interrelated aspects of change implementation and use of resources.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXCHA002 Lead the change process

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- analyse an organisational operating environment to identify a change that impacts one of the following areas:
  - customer service
  - financials
  - operational process
  - people
- develop and document a change plan for the above identified change that details:
  - internal and external change drivers
  - key metrics
  - action plan
  - resource allocation
  - timeframes
  - roles and responsibilities
  - barriers and risk to change
  - risk and barrier management
  - stakeholder communication
  - strategies to embed the change
- monitor the implementation of the above plan demonstrating evidence of:
  - communication and consultation with stakeholders throughout the change process
  - evaluation of change against key metrics.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- concepts and models of:
  - change and change management
  - change leadership and management
  - organisational culture and change

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- change management process and principles:
  - stakeholder communication during change
  - characteristics of change plans:
    - key metrics
    - action plans
    - resource allocation
  - barriers and risks associated with change
  - management of barriers and risks in chance
  - monitoring and evaluating change metrics
  - strategies for successful implementation
- internal and external change drivers:
  - organisational operations
  - organisational objectives
  - organisational procedures
  - trends in the external environment
  - trends in consumer behaviour
  - political, economic, social, technological, environmental and legal factors.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures relevant to change management
  - internal and external data on change drivers
- stakeholders with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCOM001 Communicate in the workplace to support team and customer outcomes

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to use effective communication techniques with colleagues and customers from diverse backgrounds, and to complete work as part of a team.

It applies to individuals working in frontline roles in a diverse range of industry sectors and business contexts. They operate under the supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Communication and Teamwork

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Use effective communication techniques.	1.1. Greet others in a polite and friendly manner. 1.2. Use questioning and active listening to determine the other person's needs.

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	1.3.Use tact and discretion when interacting with others. 1.4.Provide clear and concise information according to the person's needs and take follow up action as required. 1.5.Use features of communications technology according to organisational procedures.
2. Respond to diversity in communication.	2.1.Treat people from diverse backgrounds equally and with respect and sensitivity. 2.2.Consider cultural differences in verbal and non-verbal communication. 2.3.Use gestures or simple words to communicate where language barriers exist. 2.4.Obtain assistance from colleagues or supervisors when required to facilitate communication.
3. Confirm and respond to workplace requirements.	3.1.Identify lines of workplace communication and seek information about work requirements. 3.2.Listen to, clarify and agree nature of work instructions and timelines. 3.3.Seek assistance from others to complete work as required. 3.4.Identify signs of potential workplace conflict and take appropriate action to resolve the situation using open and respectful communication. 3.5.Encourage, acknowledge and act upon constructive feedback provided by other team members.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXCOM001 Communicate in the workplace to support team and customer outcomes

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- engage in four different interactions that individually or cumulatively involve communication with people who are:
  - customers
  - peer team members
  - supervisors
  - from diverse backgrounds
- communicate with others:
  - face-to-face
  - by telephone
- communicate with others to confirm the requirements of three different work tasks.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - allocated duties and responsibilities
  - internal and external customer and colleague interactions
  - use of communication media
- communication techniques:
  - active listening
  - open and closed questioning
  - use of verbal and non-verbal cues
- communication methods which convey information clearly and concisely
- basic communication expectations in relation to:
  - tact
  - sensitivity
  - discretion
- nature of diversity and the impact of diversity on communication.

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Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure use of:

- organisational policies and procedures for:
  - allocated duties and responsibilities
  - internal and external customer and colleague interactions
  - use of communication media.
- a telephone
- a range of people with different requirements; this can be:
  - customers or team members in a retail industry workplace with whom the individual works during the assessment process
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

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SIRXCOM002 Work effectively in a team

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate and work cooperatively with both peer and senior team members to contribute to the achievement of team goals.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Communication and Teamwork

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with team members.	1.1. Communicate effectively with team members giving consideration to cultural and other differences. 1.2. Check understanding of work requirements and seek

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	clarification to prevent misunderstandings as required. 1.3. Display respect to team members and adherence to workplace expectations when interacting with others. 1.4. Maintain open communication with team members to ensure transfer of information. 1.5. Share information and ideas with team members to enhance work outcomes.
2. Actively participate in retail teams.	2.1. Identify individual tasks for completion and responsibilities for contributing to the achievement of team goals. 2.2. Carry out tasks and responsibilities to achieve workplace goals and organisational expectations. 2.3. Work cooperatively with team members to maximise efficiency and quality of daily work outcomes. 2.4. Seek, acknowledge and act upon constructive feedback from others. 2.5. Participate in team problem-solving to improve team outcomes. 2.6. Interact with team members to foster a positive team and work environment reflective of the organisational culture.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use open questions and paraphrasing to confirm correct understanding of work requirements • use gestures or simple words to communicate where language or communication barriers exist.
Self-management skills to:	• recognise when assistance is required of self or others and engage the appropriate support.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXCOM002 Work effectively in a team

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- actively participate in three different workplace activities individually or cumulatively demonstrating:
  - effective communication with team members
  - consultation with others to determine team goals and individual responsibilities
  - contribution to achievement of team outcomes
  - following direction from others
  - working with others to resolve one basic team problems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- conventions and use of a range of communication methods:
  - verbal communication
  - non-verbal communication
- communication techniques and use in a team context:
  - open and closed questioning
  - paraphrasing
  - effective listening
  - voice tonality and volume
- effective communication techniques with team members of diverse backgrounds:
  - cultural diversity
  - special needs
- teamwork principles and the role of teamwork in the achievement of workplace goals
- role of feedback in the achievement of team goals
- problem-solving strategies for use in the achievement of team goals
- techniques for supporting team members in the achievement of workplace outcomes
- organisational policies and procedures for:
  - team interactions

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- industry standards and expectations relevant to:
  - teamwork attitudes
  - teamwork ethics.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for team interactions
- workplace tasks for completion
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXCOM003 Promote team cohesion

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to create a team and workplace culture that supports the achievement of organisational goals and objectives.

It applies to individuals working in frontline roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Communication and Teamwork

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan goal attainment.	1.1. Identify and communicate relevant workplace goals and responsibilities to team members. 1.2. Plan goal attainment in consultation with team members. 1.3. Identify potential barriers to goal attainment and plan required action to reduce impacts.

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2. Facilitate teamwork and goal attainment.	2.1. Provide workplace support and direction to team members to ensure achievement of individual and team goals. 2.2. Ensure adequate resourcing for achievement of individual and team goals. 2.3. Identify and minimise factors preventing or limiting individual and team goal attainment. 2.4. Follow up with team members to check goals are met and provide constructive feedback.
3. Demonstrate responsibility for achievement of team goals.	3.1. Role model high standards of personal performance and commitment to the achievement of team goals. 3.2. Role model efficiency and effectiveness when completing workplace tasks. 3.3. Demonstrate commitment to organisational vision and values.
4. Report on goal attainment.	4.1. Report on goal attainment to relevant personnel. 4.2. Communicate concerns related to team and general operations to relevant personnel and seek advice to minimise impacts on goal attainment.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXCOM003 Promote team cohesion

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and document a goal attainment plan that details:
  - team goals and responsibilities
  - barriers to goal attainment
  - strategies for goal attainment and reduction of barriers
- promote a team culture within one work team by:
  - communicating individual and team goals and responsibilities
  - monitoring team performance against goals
  - providing constructive feedback to team members
  - acting as a role model
- review and report on a team's performance against team goals.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic strategies for achieving efficiencies in completing workplace tasks
- internal and external barriers to workplace goal attainment and appropriate action to reduce impacts
- resourcing required to aid goal attainment
- techniques for:
  - planning goal attainment
  - increasing individual and team goal attainment
  - monitoring effectiveness of team members relevant to goal attainment
  - providing constructive feedback to team members
  - role modelling in the workplace
- commercial impact of:
  - productive and efficient workplace teams
  - goal attainment
- organisational:

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- vision and values
- expectations of team members relevant to performance and goal attainment.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational:
    - vision and values
    - expectations of team members relevant to performance and goal attainment
  - workplace goals
  - team performance data
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXDLV001 Deliver food products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan for and deliver food products to the homes of customers.

It applies to individuals working in frontline roles in a diverse range of industry sectors and business contexts. They operate under the supervision and guidance from others, and within established organisational policies and procedures.

Individuals operating a vehicle must hold a current and valid driver's licence issued by the relevant state or territory.

Pre-requisite Unit

Nil

Competency Field

Delivery

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for delivery.	1.1. Access customer orders for delivery to determine delivery requirements and seek clarification as required. 1.2. Determine travel times and distance and plan deliveries in a logical sequence for efficient and optimum customer service. 1.3. Assemble orders and confirm all orders are correctly fulfilled as

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	required.
	1.4. Follow organisational policies and procedures when handling food products to minimise food safety risks and product damage.
	1.5. Ensure all items are packaged appropriately and secured within delivery vehicle according to organisational requirements for food safety and delivery.
	1.6. Display company signage on delivery vehicle as required.
2. Deliver food items.	2.1. Deliver items with in specified delivery times taking into consideration any known delays.
	2.2. Comply with all road rules and organisational policies and procedures when completing deliveries.
	2.3. Use navigation aids to assist in following delivery route particularly in unfamiliar areas.
	2.4. Deliver food to customer in a professional and courteous manner that reflects the brand image and encourages repeat business.
	2.5. Display respect to customer's personal circumstance and property.
	2.6. Receive payment from customer and ensure correct payment is made including the issuing of change as required.
	2.7. Maintain personal security at all times during delivery by remaining vigilant and alert to potential risks.
	2.8. Ensure food items remain secure to minimise the risk of damage, theft and loss.
3. Finalise delivery.	3.1. Process undelivered food items as required.
	3.2. Process cash on return according to organisational policies and procedures for cash handling.
	3.3. Accurately complete delivery documentation and records.
	3.4. Report on delivery incidents, identified hazards and delivery failures according to organisational reporting procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for SIRXDLV001 Deliver food products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures to deliver food products to four different customers
- store, transport and package products for delivery as per organisational requirements during the above deliveries
- complete food delivery reporting and documentation for the above listed deliveries.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role boundaries and responsibilities of team members when delivering food items
- techniques for:
  - planning delivery routes
  - effectively communicating with customer from a diverse range of backgrounds
- key aspects of food safety legislation as relevant to the delivery of food products
- navigation aids for route planning and their features
- risk management strategies for the management of risks associated with delivery
- organisational policies and procedures as relevant to delivery of food products:
  - food safety
  - cash handing
  - customer service standards
  - delivery
  - Work Health and Safety (WHS)
  - personal, product and cash security
  - responding to theft, loss or accident

Assessment Conditions

Skills must be demonstrated in a retail work environment. This can be:

- an industry workplace

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- a simulated industry environment.

Assessment must ensure use of:

- relevant documentation:
  - organisational policies and procedures as relevant to delivery of food products:
    - food safety
    - cash handing
    - customer service standards
    - delivery
    - work health and safety (WHS)
    - personal, product and cash security
    - responding to theft, loss or accident
    - customer orders
    - delivery documents
    - reporting documents
  - current plain English regulatory documents distributed by government regulators outlining key aspects of food safety legislation as relevant to the delivery of food products
- a registered delivery vehicle
- food products for delivery
- food storage and packaging equipment
- customers; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

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SIRXHRM001 Recruit, select and induct team members

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify workplace recruitment needs and follow organisational recruitment processes to hire and induct new team members.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

The recruitment of staff is subject to the provisions of Equal Employment Opportunity (EEO) law.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Human Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify recruitment	1.1.Identify recruitment needs based on analysis of current and

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needs.	future workforce requirements. 1.2. Consult relevant personnel and obtain approval for recruitment as required. 1.3. Access or develop position description for the vacant role. 1.4. Develop selection criteria for vacant role based on position description. 1.5. Advertise vacant position through appropriate channels as required.
2. Select retail talent.	2.1. Review applications against selection criteria and short-list candidates. 2.2. Conduct interviews with short-listed candidates in accordance with organisational policies and procedures. 2.3. Adapt interview techniques to meet diversity needs of candidate as required. 2.4. Check references, security clearances and personal documentation as required. 2.5. Select new team member using selection criteria as the basis for selection, ensuring merit-based selection and adherence to EEO principles and law. 2.6. Inform unsuccessful applicants of decision according to organisational policies and procedures. 2.7. Make employment offers according to organisational policies and procedures. 2.8. Develop accurate, clear and complete records of the selection process and its outcomes.
3. Induct new talent.	3.1. Follow organisational induction process as required. 3.2. Provide new team member with information and resources relevant to the role. 3.3. Share organisational vision, mission and values with new team member. 3.4. Arrange workplace specific and safety training prior to commencement of work. 3.5. Provide ongoing opportunities for learning and development to ensure continuing competence in workplace requirements. 3.6. Conduct review meetings at regular intervals during probationary period to provide feedback on performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

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SKILLS	DESCRIPTION

Reading skills to:	• interpret:
	  • documents that outline organisational policies and procedures relevant to recruitment and induction of team members
	  • unfamiliar plain English documents that describe workplace laws, rights and responsibilities relevant to the recruitment and induction of team members.

Oral communication skills to:	• effectively communicate workplace information during induction processes and check understanding of new team members.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXHRM001 Recruit, select and induct team members

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational recruitment, selection and induction policies and procedures to address two organisational recruitment needs
- for the above recruitment needs:
  - develop selection criteria based on job descriptions
  - conduct fair and equitable interviews with at least one interview undertaken:
    - face-to-face
    - non face-to-face
  - make selections based on agreed criteria and organisational need
  - induct new team member into workplace
  - complete relevant recruitment documentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - developing selection criteria
  - advertising vacant positions
  - interview and selection processes
  - induction process
  - recruitment documentation
  - roles and responsibilities of personnel involved in the recruitment and induction process
  - procedures for employment and referee checks
  - approval processes for recruitment of new personnel
- key aspects of equal employment opportunity employment (EEO) laws that impact recruitment and selection processes
- determining recruitment needs:
  - team member levels to deliver organisational needs
  - future skills and knowledge requirements

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    - forecasting team member turnover
- relevant industry job roles and associated:
    - employment status
    - work hours
    - qualifications and training requirements
    - salary rates
    - awards and industrial agreements
- key components of selection criteria:
    - qualifications
    - experience
    - fit with organisational culture
    - personal attributes
- commercial value in retaining retail talent:
    - cost of recruitment to replace
    - impact on team morale of turnover
    - avoid disruption to service delivery
- techniques for conducting interviews:
    - linking interview questions to selection criteria
    - interview styles
    - determining suitability to job role
- consideration of applicants with special needs relevant to recruitment and selection:
    - reasonable adjustments for interviews
    - provision of appropriate documentation
- techniques to improve retention of new team members.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - organisational policies and procedures for:
        - developing selection criteria
        - advertising vacant positions
        - interview and selection processes
        - induction process
        - recruitment documentation

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    - roles and responsibilities of personnel involved in the recruitment and induction process
    - procedures for employment and referee checks
    - approval processes for recruitment of new personnel
  - equal opportunity and EEO legislation
  - awards and agreements
  - job descriptions
  - recruitment, selection and induction materials
- job applicants with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXHRM002 Maintain employee relations

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain employee relations in the workplace and implement dispute and grievance procedures when employment related issues occur.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Human Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Apply relevant industrial awards, agreements and legislation to the workplace.	1.1. Identify and accurately interpret relevant industrial awards, agreements and legislation. 1.2. Apply relevant awards and agreements accurately and consistently to all team members.

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	1.3. Inform team members of changes in awards and agreements. 1.4. Provide information on relevant awards and agreements to team members as requested.
2. Minimise potential industrial problems.	2.1. Provide regular opportunities for team members to discuss problems that directly or indirectly affect their work. 2.2. Counsel team members on workplace issues as required, in a positive and constructive manner or refer to appropriate personnel when necessary. 2.3. Identify potential and actual conflicts between team members and take remedial action. 2.4. Accurately maintain records of team member counselling and conflict, including outcomes.
3. Implement dispute settlement procedures.	3.1. Follow organisational dispute and grievance policies and procedures accurately and promptly in the instance of workplace disputes. 3.2. Inform team members of current organisational dispute and grievance policies and procedures. 3.3. Apply all policies and procedures in an impartial manner. 3.4. Record details of all disputes or grievances accurately and completely, and make available to authorised personnel. 3.5. Refer unsettled disputes or grievances to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret sometimes complex legislative documentation relevant to employee relations.
Self-management skills to:	• demonstrate tact, sensitivity and neutral stance when dealing with employee relations issues.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXHRM002 Maintain employee relations

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and correctly interpret current information on relevant industry employment legislation, awards and agreements
- use appropriate communication styles and follow organisational policies and procedures and relevant legislation to:
  - communicate employment legislation, awards and agreements to one team member as relevant to their job role
  - counsel one team member on an employment related issue
  - resolve one employment related dispute and one employment related grievance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures and key aspects of relevant legislative requirements for:
  - workplace ethics
  - unfair dismissal
  - shift availability or non-attendance
  - shift rosters
  - interpersonal conflict
  - conflict management
  - grievances, counselling and discipline
  - personal animosity
  - discriminatory behaviour
  - harassment
  - equal opportunity issues
  - non-compliance with policies and procedures
  - part time, casual, full time work, contract employment
  - traineeships

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- key aspects of employee and employer rights and responsibilities in regards to awards and agreements in retail workplace
- key aspects of relevant legislation and industry codes of practice:
  - Equal Employment Opportunity (EEO)
  - anti-discrimination
  - unfair dismissal
  - workplace relations
  - Work Health and Safety (WHS)
- responsibilities of employers and employees under an Australian Apprenticeship contract of training (as applicable to the workplace)
- communication techniques for dealing with employment related issues
- current industrial awards and agreements.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated retail work environment.

Assessment must ensure access to:

- relevant documentation:
  - current industrial awards and agreements
  - organisational policies and procedures as outlined in the Knowledge Evidence
  - relevant legislation and industry codes of practice as outlined in the Knowledge Evidence
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXHWB001 Maintain personal health and wellbeing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain personal health and wellbeing by implementing techniques that facilitate improved workplace health and wellbeing, and work-life balance.

It applies to individuals at all levels working in frontline roles in a diverse range of industry sectors and business contexts. It particularly applies to work environments where customer contact is high and work pressures vary.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Health and Wellbeing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain personal stamina and resilience.	1.1. Identify sources of workplace fatigue that impact stamina and resilience. 1.2. Adopt work routines and process that limit fatigue particularly in peak periods of trade.

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	1.3. Implement techniques to build workplace stamina and resilience.
2. Minimise workplace stressors.	2.1. Identify causes of stress in the workplace. 2.2. Implement strategies to effectively respond to and minimise personal stressors.
3. Maintain work-life balance.	3.1. Identify work-life balance priorities. 3.2. Implement techniques to support desired work-life balance. 3.3. Adopt techniques to effectively transition from work to personal life at end of shift. 3.4. Prioritise personal health and wellbeing to ensure personal health is maintained.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXHWB001 Maintain personal health and wellbeing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake assessment of self and workplace to determine:
  - workplace stressors
  - causes of fatigue
  - work-life balance priorities
- develop and document a personal health and wellbeing plan that outlines techniques for:
  - achieving work-life balance
  - reducing fatigue
  - building resilience
  - maintaining stamina
- implement the above plan demonstrating techniques for improved health and wellbeing as listed in the plan.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- workplace causes and impacts to self of:
  - stress
  - fatigue
  - reduced resilience
- techniques for:
  - identifying personal stressors
  - responding to personal stressors
  - maintaining stamina
  - building resilience
  - achieving work-life balance
  - monitoring personal health and wellbeing
- health and wellbeing and its role in contributing to overall personal health
- role of work-life balance in maintaining personal health and wellbeing

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- internal and external sources of support and assistance relevant to workplace health and wellbeing.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of information on workplace health and wellbeing
- personal health and wellbeing plans.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXHWB002 Promote workplace health and wellbeing

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to promote improved health and wellbeing amongst team members.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Health and Wellbeing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Review team health and wellbeing.	1.1. Research strategies for improved health and wellbeing in the workplace. 1.2. Analyse factors impacting on health and wellbeing in the workplace. 1.3. Determine techniques that support achievement of improved

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	health and wellbeing in the workplace. 1.4. Develop a plan for improved health and wellbeing in line with relevant organisational policies and procedures.
2. Facilitate health and wellbeing in the workplace.	2.1. Develop awareness of health and wellbeing among team members including factors contributing to, and risks impacting health and wellbeing. 2.2. Maintain personal health and wellbeing to foster a healthy and safe workplace. 2.3. Encourage team members to support each other in developing personal health and wellbeing. 2.4. Adopt work routines and procedural strategies to manage health and wellbeing.
3. Monitor workplace health and wellbeing.	3.1. Monitor individual performance of team members against their health and wellbeing needs. 3.2. Conduct regular reviews of individual and team workplace health and wellbeing to identify variations and difficulties. 3.3. Respond appropriately to behavioural signs of reduced health and wellbeing among team members.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• communicate with team members to develop awareness of workplace health and wellbeing.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXHWB002 Promote workplace health and wellbeing

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a health and wellbeing plan for one work team that addresses one of the following health and wellbeing needs:
  - resilience
  - workplace stress management
  - workplace fatigue
  - work-life balance
- detail in the plan:
  - techniques to support achievement of health and wellbeing
  - work routine and procedural strategies required
  - communication strategies
- review impacts of health and wellbeing plan and identify areas for further improvement.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of a workplace health and wellbeing plan
- strategies for successful implementation of a workplace health and wellbeing plan
- factors that contribute to achievement of optimal health and wellbeing
- factors that impact on health and wellbeing:
  - fatigue and stress
  - work demands
  - working hours
- techniques to support achievement of health and wellbeing:
  - manageable work demands
  - allowing individuals control
  - regular encouragement
  - cohesive working relationships
  - communicating and managing change

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- work routine and procedural strategies to manage health and wellbeing:
  - review of work demands
  - flexible working
  - high level of autonomy
  - team member reviews
  - regular work breaks
  - manageable working hours
  - realistic, documented role expectations
- behavioural signs of reduced health and wellbeing:
  - fatigue
  - headaches
  - depression
  - anxiety
  - irritability
  - pessimism
  - feeling overwhelmed
  - difficult in making decisions
  - absenteeism
  - reduced productivity
  - mood swings
  - disinterest.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of information on workplace health and wellbeing
- team members with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXIND001 Work effectively in a service environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work effectively in the retail environment by integrating knowledge of workplace rights and responsibilities, organisational policies and procedures into daily work activities.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Source and use information on employment rights and responsibilities.	1.1. Access current sources of information on employee and employer rights and responsibilities. 1.2. Obtain and interpret key information on laws for

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	anti-discrimination, harassment and equal employment opportunity. 1.3. Source and interpret information on national employment standards and specific employment arrangements for current role. 1.4. Comply with all employment requirements.
2. Work within organisational requirements.	2.1. Interpret and comply with key employment policies and procedures. 2.2. Seek advice from supervisors and managers to clarify organisational requirements as required. 2.3. Interpret staff rosters and provide notice of availability according to organisational policies and procedures. 2.4. Apply dress or uniform standards and maintain personal grooming standards according to organisational policies and procedures. 2.5. Use designated lines of communication and reporting.
3. Use effective work habits.	3.1. Act promptly on instructions and information, and follow procedures relevant to workplace activities. 3.2. Display appropriate behaviours in line with the organisations code of conduct. 3.3. Use initiative to contribute to an effective and efficient workplace environment.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret:
	  • plain English documents that outline organisational policies and procedures relevant to employment and work practices
	  • unfamiliar plain English documents that describe workplace laws, rights and responsibilities.

Oral communication skills to:	• ask open and closed probe questions, and actively listen to clarify workplace instruction and procedures.
Technology skills to:	• use a computer or devices equipped with internet access to search for information.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXIND001 Work effectively in a service environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret organisational policies and procedures for all of the following relevant to general work practices and own role:
  - rosters – accepting, declining and amending
  - personal and carer leave
  - counselling
  - discipline
  - grievances or complaints
  - equal employment opportunity – rights and obligations
  - standards for uniform, dress and personal presentation
  - rights and obligations in relation to workplace discrimination, bullying and harassment
  - terms and conditions of employment
- accurately describe own employment rights and responsibilities
- apply the required uniform, dress and personal presentation standards
- communicate effectively, clarifying workplace instruction and procedures as required.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures that relate to general work practices:
  - accepting, declining and amending roster hours
  - personal and carer’s leave
  - personal work requirements
  - counselling and discipline
  - grievances
  - equal employment opportunity
  - uniform and personal presentation standards
  - discrimination and harassment
  - dress or uniform standards

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    - code of conduct
- sources of information on employment rights and responsibilities:
    - employer associations
    - Fair Work Commission
    - Fair Work Ombudsman
    - state and territory government boards and commissions for anti-discrimination and equal employment opportunity
    - staff handbooks
    - trade unions
- aspects of employment related laws covering rights and responsibilities of employees and employers as relevant to job role:
    - Fair Work Act 2009: minimum workplace entitlements provided by the National Employment Standards (NES)
    - relevant provisions of Commonwealth and state or territory anti-discrimination and equal employment opportunity (EEO) laws, and how these relate to own work role, including:
        - harassment and bullying
        - types of discrimination
        - rights and responsibilities of employees and employers
        - consequences of non-compliance
        - role of relevant national, state or territory bodies in managing complaints
- industry awards or relevant enterprise agreements for retail employees as relevant to job role
- primary functions of trade unions for retail employees
- typical terms and conditions of employment for retail businesses
- general role boundaries and responsibilities for key retail industry staff:
    - retail assistants
    - supervisors and managers
- principles for effective work practices and work environments
- principles of workplace etiquette
- commercial impact of inappropriate behaviours to a retail business:
    - loss of customers and sales
    - poor reputation.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

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- relevant business technology with internet capability
- relevant documentation:
  - current plain English guidelines issued by regulatory bodies covering:
    - minimum workplace entitlements provided by the National Employment Standards (NES)
    - relevant provisions of Commonwealth, state or territory anti-discrimination and equal employment opportunity (EEO) law
    - industrial awards for retail employees, issued by regulatory bodies or unions
  - organisational policies and procedures that relate to general work practices as detailed in the Knowledge Evidence.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXIND002 Organise and maintain the store environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to organise, clean and maintain the work environment to ensure optimal workplace appearance and safety.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Clean the store environment.	1.1. Clean work areas according to work health and safety requirements and organisational procedures. 1.2. Use and store cleaning products and equipment according to manufacturer instructions.

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	1.3. Complete cleaning tasks safely and efficiently with minimum inconvenience to customers and team members.
2. Maintain the store environment.	2.1. Store products and equipment in designated storage areas to minimise hazards and maintain the store appearance. 2.2. Sort, recycle, and dispose of waste according to organisational procedures. 2.3. Ensure customer services and point of sale areas are adequately stocked to minimise disruption when serving customers. 2.4. Identify and remove potential workplace hazards within scope of responsibility, and report any unresolved hazards to relevant personal.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret manufacturers' instructions, warning labels and instructions for the use of chemicals and hazardous substances.
Numeracy skills to:	• follow simple dilution ratios for cleaning products.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXIND002 Organise and maintain the store environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- organise and maintain a designated work area, within a store environment, during three shifts
- correctly use cleaning products and equipment to perform two cleaning tasks within the store environment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common cleaning product labels that identify chemicals and hazardous substances and their meaning
- organisational policies and procedures relevant to the organisation and maintenance of the store environment:
  - work health and safety (WHS)
  - general housekeeping
  - personal hygiene
  - reporting problems and faults
  - point of sale stock requirements
  - use, maintenance and storage of cleaning products and equipment
  - use of hazardous cleaning substances
  - waste disposal, recycling and environmental protection.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for:

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  - work health and safety
  - general housekeeping
  - personal hygiene
  - reporting problems and faults
  - point of sale stock requirements
  - use, maintenance and storage of cleaning products and equipment
  - use of hazardous cleaning substances
  - waste disposal, recycling and environmental protection
- cleaning products and equipment
- manufacturer instructions for use of cleaning equipment, cleaning materials and hazardous substances
- workplace waste for disposal
- work areas to be maintained
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXIND003 Organise personal work requirements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to organise and prioritise individual work requirements. It requires the ability to identify tasks for completion, complete tasks according to workplace requirements and respond to changes in personal work requirements.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to frontline personnel who have limited autonomy and work under close supervision and guidance of others in frontline operational roles.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify personal work requirements.	1.1. Identify allocated tasks for completion and seek advice to clarify workplace instructions as required. 1.2. Plan and organise daily work activities within scope of

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	responsibility. 1.3. Access and follow organisational procedures relating to tasks. 1.4. Break down tasks into manageable components for completion.
2. Complete personal work requirements.	2.1. Prioritise tasks according to organisational procedures. 2.2. Complete tasks within specified timelines and to required quality standard.
3. Respond to changes in personal work requirements.	3.1. Identify changes to personal work requirements and reprioritise tasks. 3.2. Seek assistance from relevant personnel to confirm change in priorities. 3.3. Communicate changes impacting current task completion to relevant personal.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret plain English documents that outline procedures relating to personal work requirements.
Numeracy skills to:	• calculate estimated time to complete tasks.
Self-management skills to:	• manage own speed, timing and productivity.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXIND003 Organise personal work requirements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan and organise daily work activities to prioritise and complete two workplace tasks:
  - following direction and organisational policies and procedures
  - to required quality standards
  - within required timeframes
- adjust personal work requirements in response to the following changes:
  - allocation of additional tasks
  - change in quality requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational procedures relating to personal work requirements:
  - quality standards
  - timeframes for completion
- techniques for:
  - sequencing daily work activities
  - prioritisation of workplace tasks
  - task break down
  - managing changes to task completion
- importance of effective task completion and its contribution to the overall work environment efficiencies.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure access to:

- workplace tasks for completion
- organisational procedures relating to personal work requirements:
  - quality standards
  - timeframes for completion
- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXIND004 Plan a career in the retail industry

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and interests, explore retail career options and plan for career progression in the retail industry.

The unit applies to any individual exploring career options in the retail industry.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Explore career opportunities and preferences.	1.1. Identify, source and review information about retail career options. 1.2. Explore education and training requirements for current and emerging retail career options. 1.3. Evaluate levels of personal aptitude and interest for retail career options, tasks and responsibilities.

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	1.4. Reflect on and evaluate levels of personal interest in different retail career options. 1.5. Document career preferences and relevant education and training requirements.
2. Identify skill development requirements.	2.1. Identify opportunities for skill development for selected retail career preferences. 2.2. Evaluate, record and discuss current skills and knowledge against competencies relevant to career preferences. 2.3. Document skill development options for selected career preferences.
3. Plan retail career progression.	3.1. Review and select options for immediate and future skill development. 3.2. Plan timelines for skill development progression. 3.3. Collate skills assessment and career planning documentation and update regularly with evidence of skill development.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Technology skills to:	• conduct online research.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXIND004 Plan a career in the retail industry

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research information about retail career options from three different sources
- explore three different retail career pathways
- develop and document a personal retail career based on identified preferences outlining skill development options and timeline for progression.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of credible information on the retail industry
- retail industry structure and job roles at different and in different sectors:
  - sales
  - buying
  - visual merchandising
  - marketing
  - management
- changing and emerging job roles in the retail industry
- sources of advice on career planning
- role of skill development in career planning and sources of advice
- methods and tools for self-evaluation of skills and aptitude
- internet research methods.

Assessment Conditions

Skills must be demonstrated in a services industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to the internet.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXIND005 Develop personal productivity

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to improve personal productivity in the workplace by assessing current skill level and engaging in personal development to address identified skill gaps.

It applies to individuals at all levels working in frontline roles in a diverse range of industry sectors and business contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Assess personal skill level.	1.1. Identify skill and knowledge requirements of job role and desired personal skill and knowledge levels. 1.2. Seek feedback from others and reflect on own capabilities and skill level. 1.3. Evaluate personal skill and knowledge level against desired

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	skills and knowledge. 1.4. Define gap between current and desired skill level.
2. Undertake personal development activities.	2.1. Identify relevant formal and informal sources of personal development. 2.2. Create a personal development plan to address identified skill and knowledge gaps. 2.3. Gain required approval to engage in formalised personal development activities. 2.4. Participate in formal and information professional development activities and seek further opportunities to enhance development. 2.5. Develop professional networks to assist in ongoing personal development.
3. Apply skills and knowledge to the workplace.	3.1. Apply newly developed skills and knowledge to current role to improve overall productivity and workplace outcomes. 3.2. Share newly developed skills and knowledge with team members to enhance overall team performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret information from organisational and industry skills and knowledge standards to inform personal development planning.
Learning skills to:	• investigate and apply strategies to develop personal competence.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXIND005 Develop personal productivity

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- document a self-assessment that covers:
  - current skill and knowledge level
  - required skill and knowledge level
  - skills and knowledge gaps
- document a personal development plan for addressing the above identified skills and knowledge gap that details:
  - action plan
  - formal and informal sources of personal development
  - professional networking opportunities
  - key performance indicators
- engage in the following activities:
  - one personal development activity
  - one professional network
- reflect on the above activities to determine improvements in skills and knowledge as relevant to job role.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational and industry required skill and knowledge level relevant to job role
- role of ongoing skill and knowledge development in contributing to workplace outcomes and personal development
- key features of a personal development plan
- techniques for:
  - assessing current skill and knowledge level
  - obtaining feedback on current skill and knowledge level
  - completing skill and knowledge gap analysis
- types and sources of personal development:
  - formal learning

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- informal learning
- coaching
- mentoring
- networking
- job rotation
- action learning projects.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of information on organisational and industry skill and knowledge requirements
- template for personal development plans
- individuals who can provide feedback on skill and knowledge level; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXMGT001 Supervise and support frontline team members

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to monitor the work activities and performance standards of team members to ensure organisational and team goals are achieved to an expected standard.

It applies to individuals working in frontline roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with the team.	1.1. Communicate organisational vision and individual responsibilities clearly to team members. 1.2. Inform team members of expected standards of work and behaviours.

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	1.3. Provide team members with relevant information regarding sales targets and team goals.
2. Monitor team performance.	2.1. Follow up allocated tasks and check that standards of performance are met. 2.2. Provide feedback to team members on their performance when required standards are not met. 2.3. Recognise team member's efforts when high, or improved, standards of performance are displayed. 2.4. Determine factors contributing to poor performance and implement solutions for improved performance. 2.5. Recognise training needs of team members and notify relevant personnel as required.
3. Promote team morale.	3.1. Determine team motivators and seek opportunities to improve motivation. 3.2. Create a supportive team environment where all members feel valued. 3.3. Encourage team members to share their views and feedback regarding the workplace and value their input. 3.4. Treat all team members equally and with respect.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXMGT001 Supervise and support frontline team members

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- supervise a work team, across the duration of two different work shifts, to ensure organisational and team goals are achieved
- demonstrate the following skills during supervision of the above work shifts:
  - communicating responsibilities and expected standards of work to team members
  - implementing techniques to motivate team members and improve team morale
  - providing feedback on team members performance
  - monitoring team members for:
    - adherence to policies and procedures
    - customer service standards
    - productivity
    - team interactions.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- primary role of team supervisors
- organisational performance standards for frontline tasks
- strategies and techniques for:
  - effective communication with team members
  - improving team and individual morale
  - increasing team and individual productivity
  - creating a team environment in the workplace
  - motivation others
  - providing feedback regarding performance
    - constructive feedback
    - recognition of positive performance
- importance of providing team members with an understanding of the commercial impacts of their behaviours and goal attainment.

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Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant organisational documentation:
  - performance standards for frontline tasks
  - organisational vision
  - key elements and steps of frontline tasks
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXMGT002 Lead a frontline team

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead and manage a frontline team by delegating work, monitoring performance and taking action to improve standards of performance.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Lead the team.	1.1. Lead by example demonstrating high standards of personal performance and behaviours reflective of organisational values. 1.2. Promote an environment in which team members are motivated to achieve high standards of performance.

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	1.3. Communicate openly and honestly with team members to create a positive team culture.
	1.4. Consult with team members when making decisions that impact them.
2. Delegate work.	2.1. Delegate tasks and responsibilities to team members, clearly defining team and individual responsibilities and limits of responsibilities.
	2.2. Consult with and inform team members about expected standards of performance using appropriate communication methods.
3. Monitor performance standards.	3.1. Provide team members with feedback on their performance against expected standards.
	3.2. Recognise coaching needs and provide on the job coaching to team members for improved performance.
	3.3. Determine factors contributing to poor performance and implement solutions for improved performance.
	3.4. Address ongoing poor performance according to organisational procedures.
	3.5. Encourage team members to offer ideas, views or suggestions for improved operation.
4. Take action on performance issues.	4.1. Deal with team and individual workplace issues fairly, openly and promptly according to organisational policies and procedures.
	4.2. Manage difficult conversations with team members and reach timely solutions.
	4.3. Complete accurate and neutral reporting on team member performance where performance issues exist.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Planning and organising skills to:	• address poor performance in timely and sensitive manner to limit repeat or escalation of poor performance.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXMGT002 Lead a frontline team

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead and manage a work team, across the duration of two different work shifts, by:
  - delegating workplace tasks and responsibilities to a team
  - evaluating team performance
  - coaching for improvement in performance on two occasions
  - implementing a strategy for improve team performance
- follow organisational policies and procedures to effectively manage the following difficult situations:
  - consistent poor performance
  - workplace conflict.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - monitoring standards of performance
  - addressing poor performance
  - dealing with workplace conflict
- role and importance of monitoring team members performance and providing feedback
- role of leadership in managing frontline teams
- strategies for:
  - identifying causes of poor performance
  - improving team performance outcomes
- organisational standards of performance
- principles and techniques in interpersonal communication skills:
  - conflict resolution
  - team building
  - delegation

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- key principles of coaching and how they are used to assist others in completion of job tasks:
  - explanation
  - questioning
  - listening to trainee
  - observing and evaluating trainee competency
  - providing feedback.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - standards of performance
    - addressing poor performance
    - dealing with workplace conflict
  - organisational standards of performance
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXMGT003 Provide leadership to others

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead others to deliver the organisational vision through the development of performance plans and demonstration of leadership behaviours.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and the management of others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Deliver the vision.	1.1. Share organisational vision and relevant plans with team members. 1.2. Facilitate individual and team input into achievement of organisational vision and relevant plans.

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	1.3. Establish key performance indicators to measure success against organisational vision and plans. 1.4. Guide and coach team on delivering organisational vision and plans.
2. Demonstrate leadership.	2.1. Select and demonstrate leadership styles appropriate to team and organisational needs. 2.2. Act as a positive role model ensuring personal performance reflects organisational values and integrity. 2.3. Foster a high performance culture that supports innovation and active participation.
3. Act on difficult issues.	3.1. Consult with team and individual team members on difficult issues and reach a timely solution. 3.2. Demonstrate willingness to confront difficult situations and problems. 3.3. Deal with difficult situations fairly and promptly according to organisational policies and procedures. 3.4. Communicate openly and honestly with individuals and team members on difficult issues demonstrating sensitivity.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• interpret:
	  • plans relating to organisational direction, vision and strategy
	  • organisational procedures and guidelines.

Planning and organising skills to:	• plan objectives and responsibilities relevant to organisational goals and individual capacity and capability.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMGT003 Provide leadership to others

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- assess personal leadership style and identify strategies to enhance own leadership style
- develop a performance plan, in consultation with team members, to deliver the organisations vision detailing:
  - objectives
  - key performance indicators
  - action plan
  - roles and responsibilities
- implement the above performance plan and provide leadership to team members by:
  - communicating strategies to achieve objectives
  - implementing strategies to motivate and empower team members
  - implementing strategies to achieve high performance standards
  - providing feedback and coaching to team members for improvement in performance
- resolve a complex and non-routine workplace issues or dispute.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- performance plans and their application
- development of key performance indicators
- strategies to motivate and empower others in the workplace
- complex and non-routine workplace issues and disputes common to workplace teams
- conflict and dispute resolution techniques:
  - assertiveness
  - negotiation
  - use of appropriate communication
- leadership:
  - role in leading others
  - styles and traits

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- development of personal leadership skills
- organisational:
  - vision
  - policies and procedures for conflict and dispute resolution.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational vision and plans
  - organisational policies and procedures:
    - conflict and dispute resolution
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXMGT004 Plan and manage retail projects

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop project plans, implement project activities, monitor progress to ensure objectives are achieved, and evaluate all aspects of projects.

This unit applies to senior personnel working in a diverse range of industry sectors and business contexts. They operate independently and are responsible for making a range of operational and project management decisions in a retail work context.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Define project scope.	1.1. Identify project objectives, budget, scope of activities and deliverables. 1.2. Clarify relationship of project to others and to overall organisational objectives.

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	1.3. Identify stakeholders and their requirements for consultation and involvement in project activities.
	1.4. Confirm administrative structure for project management, individual responsibility and reporting hierarchy.
	1.5. Determine required resources for the project.
2. Prepare the project plan.	2.1. Consult with stakeholders to facilitate input and to achieve approval for project plan.
	2.2. Determine risk, and regulatory and sustainability issues and incorporate them into plan.
	2.3. Integrate quality, financial, human and physical resource specifications for project activities.
	2.4. Develop and integrate project evaluation methods.
	2.5. Plan internal and external communications, public relations and marketing approaches.
	2.6. Document integrated project management plan and gain required approvals.
	2.7. Communicate plan and roles and responsibilities to all involved.
3. Administer and monitor the project.	3.1. Implement project activities according to plan and in conjunction with stakeholders and project team members, providing support and assistance as required.
	3.2. Implement financial and quality control systems according to project plan.
	3.3. Monitor progress to ensure objectives, deliverables, timelines, cost and quality of project are achieved.
	3.4. Identify deviations from plan, assess and take action to realign project activities to meet objectives.
	3.5. Determine and act on the need for project variations, including additional project resources.
	3.6. Provide progress and final reports according to project requirements.
	3.7. Complete project within agreed timelines.
	3.8. Provide effective and documented handover instructions and advice to staff responsible for the ongoing implementation or maintenance of project products or services.
4. Evaluate the project.	4.1. Assess project effectiveness at specified stages, using agreed evaluation methods.
	4.2. Evaluate completed project for administrative efficiency, quality and achievement of objectives.
	4.3. Debrief project team members and relevant stakeholders about project implementation and outcomes.
	4.4. Report outcomes to stakeholders and use information to enhance future project planning and management activities.

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Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXMGT004 Plan and manage retail projects

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop, document and implement a plan for a retail-related project that comprises at least two of the following:
  - project management committee or advisory/reference group
  - consultants, contractors and suppliers
  - internal and external stakeholders
- lead a project team through project planning and implementation phases comprising:
  - multiple meetings and briefings
  - timeline or resource variations
- evaluate project outcomes against nominated criteria and objectives.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- project management processes and the project life cycle:
  - planning and the requirements of project plans:
    - objectives
    - deliverables, scheduling and milestones
    - allocation of roles and responsibilities
  - documentation and role of technology
  - monitoring and control systems
  - evaluation criteria, both quantitative and qualitative and methods for measuring the success of project objectives
- project management plan inclusions:
  - budget
  - consultation strategies
  - internal and external communication processes and channels
  - key milestones
  - marketing strategies

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  - objectives and outcomes
  - personnel
  - priorities and key milestones
  - quality assurance process
  - reporting requirements
  - responsibilities of project personnel and stakeholders
  - risk management and contingency plans
  - safety initiatives
  - selection or tendering process
  - sponsors
  - stages
  - sustainability considerations
  - timeframes
- for the retail sector and organisation:
  - role of various project management personnel and stakeholders in the management of projects
  - reporting hierarchy
  - administrative structures
  - risk, regulatory and sustainability issues for project management and particularly those related to:
    - financial management
    - human resource management
    - physical resource management
- range of potential stakeholders in a retail project:
  - community agencies
  - customers
  - funding bodies
  - government departments or statutory authorities
  - industry associations
  - internal personnel
  - media
  - regulatory authorities
  - sponsors
  - suppliers
- budgets and financial planning and monitoring.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace

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- a simulated retail work environment.

Assessment must ensure access to:

- information and communications technology currently used to manage projects
- physical and financial resources to support the project
- a project team for whom the individual is a leader
- project stakeholders with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXMGT005 Lead the development of business opportunities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify, analyse and implement programs that will provide opportunities for business growth.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and strategic planning.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management and Leadership

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify new business opportunities.	1.1. Review existing operations to identify and analyse new business opportunities. 1.2. Research business trends relevant to the organisation to identify new business opportunities. 1.3. Identify and evaluate opportunities and threats from internal

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	and external environments. 1.4.Consult with stakeholders and customers to seek input into business opportunities. 1.5.Determine organisational capacity to respond to identified opportunities and select opportunities to peruse.
2. Develop a business development plan.	2.1.Prepare feasibility studies and reports that assess viability, profitability and sustainability of development opportunities. 2.2.Analyse risks associated with initiatives and ensure compliance with legislative and regulatory requirements. 2.3.Develop and document a business development plan outlining priorities, responsibilities, performance indicators, timelines and budgets. 2.4.Communicate plans to relevant personnel and seek required approval. 2.5.Test business development initiatives for acceptance in the market place. 2.6.Prioritise potential business development opportunities for action.
3. Implement business development plan.	3.1.Communicate the business develop plan to relevant stakeholders and personnel. 3.2.Allocate resources to support the delivery of business development opportunities. 3.3.Oversee the roll-out of marketing and communication processes to target markets launching new business initiatives.
4. Evaluate impact of business development plans.	4.1.Monitor and evaluate new business initiatives against desired outcomes and performance indicators. 4.2.Review business development plans in line with changing organisational and business requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• prepare complex business documents.
Numeracy skills to:	• analyse financial viability of new opportunities.
Problem solving skills	• exercise judgement and decision making when selecting opportunities for business development.

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to:

Initiative and enterprise skills to:	• apply lateral and creative thinking to the development of new opportunities.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMGT005 Lead the development of business opportunities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify business opportunities and develop a business development plan for the implementation of one identified opportunity by:
  - researching and analysing internal and external business environments to determine opportunities for business development
  - determining feasibility of and risks associated with business development opportunities
  - developing business plan that details:
    - priorities
    - responsibilities
    - performance indicators
    - timelines
    - budgets
  - evaluating the above plan against performance indicators and report on impact and effectiveness.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- techniques for:
  - identifying and analysing business opportunities
  - determining feasibility of business development opportunities
  - evaluating business development plans
- formats of business development plans
- internal and external environments and their role in determining business opportunities
- risks associated with business development opportunities and strategies to minimise risks
- budgeting and financial planning procedures
- business development opportunities and trends in the relevant industry.

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Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- sources of information on internal and external operating environments
- stakeholders with whom the individual can interact; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXMKT001 Support marketing and promotional activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to support the implementation of marking and promotional activities.

It applies to individuals working in frontline sales roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Confirm promotional and marketing activities.	1.1. Access information regarding upcoming marketing and promotional activities including objectives, resourcing and timing. 1.2. Confirm own role and responsibilities in supporting marketing and promotional activities and seek clarification

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	as required.
2. Communicate promotional and marketing activities.	2.1. Communicate details of marketing and promotional programs to team members and customers as required. 2.2. Promote marketing and promotional activities to customers providing accurate information and details. 2.3. Respond to customer enquiries regarding marketing and promotional activities and refer complex enquiries to relevant personnel.
3. Support marketing and promotional programs.	3.1. Access and display marketing and promotional signage and materials as required. 3.2. Maintain marketing and promotional signage and materials. 3.3. Act on opportunities to enhance outcomes of marketing and promotional activities. 3.4. Ensure adequate resourcing to achieve marketing and promotional objectives. 3.5. Refer marketing and promotional issues to relevant personnel as required.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMKT001 Support marketing and promotional activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- support the implementation of one marketing or promotional activity by:
  - accessing organisational marketing plan and determining activity requirements and own responsibilities
  - displaying and maintaining activity resourcing and materials
  - communicating activities to customers.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for the implementation of marketing and promotional activities as relevant to own role
- promotional and marketing resourcing
- techniques for supporting the achievement of marketing and promotional objectives
- techniques for communicating and promoting marketing and promotional activities to customers.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for the implementation of marketing and promotional activities as relevant to own role
- marketing or promotional plans.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXMKT002 Use social media to engage customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage the use of social media platforms to interact with customers and promote products and services.

It applies to individuals working in customer service management roles in a diverse range of industry sectors and business contexts that have a social media presence. They operate independently with some responsibility for decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare to use social media.	1.1. Review organisational social media requirements and policies and procedures. 1.2. Research various social media platforms, and identify and compare their audience, functionality and reach.

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	1.3.Research emerging trends in social media platform use. 1.4.Select social media platforms that meet brand needs and reach target customer. 1.5.Source information and content from internal and external sources for use on social media platforms 1.6.Develop content in line with target audience, brand cultures and social media requirements as required. 1.7.Source or create a social media calendar.
2. Use social media to enhance customer engagement.	2.1.Create opportunities to attract and promote user-generated content. 2.2.Respond to customers in a timely manner, directing them to relevant information as required. 2.3.Identify potential brand damage, and take action to prevent escalation. 2.4.Promptly respond to customer complaints and issues according to social media policies and procedures. 2.5.Adhere to legal and ethical practices for social media use.
3. Promote products and services.	3.1.Identify social media marketing opportunities and curate and post content to promote products and services. 3.2.Use social media to promote special offers, events and promotions as required. 3.3.Post content according to social media policies and procedures.
4. Review social media use.	4.1.Track social media activity using monitoring tools. 4.2.Identify opportunities to improve customer experience, and recommend to relevant personnel. 4.3.Update the look and feel of the social media account to maximise effectiveness. 4.4.Report on social media engagement and reach to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret technical terminology relevant to the use of social media platforms.

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Writing skills to:
- use correct spelling and grammar in social media posts.

Technology skills to:
- upload images, text files, PDF files, audio files, video files and link associated files
- import and export software functions
- conduct online research for appropriate content
- compare social media platform functionality.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMKT002 Use social media to engage customers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research four social media platforms and select two platforms for use, appropriate to business needs and target customer
- use the above two social media platforms to engage the customer by:
  - curating and posting written and visual content appropriate to the target customer
  - promote one organisational marketing activity
  - respond to two of the following types of customer social media posts:
    - customer reviews
    - user generated content
    - questions
    - complaints
    - troll
- review effectiveness of social media platform across a one month period by:
  - reporting on social media activity
  - making at least one recommendation for continuous improvement of social media use.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for social media use
- rules and regulations and terms of use of specific social media platforms:
  - privacy
  - spamming
  - copyright
  - creative commons
- social media trends:
  - trending platforms
  - consumer behaviour
  - trending content

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- various social media platforms:
  - demographic of primary users
  - key features and uses
  - integration into business activity
  - useability
  - privacy and security features
  - costs
- legal and ethical practices for use of social media:
  - responsible use of platforms
  - responsible marketing practices
  - fair competition guidelines
  - duty of care
  - bullying and harassment policy
- types of social media users and their impacts:
  - troll
  - angry customer
  - misguided customer
  - unhappy customer
  - complimentary customers
  - brand advocates
- techniques for:
  - marketing the business using social media platforms:
    - promoting products
    - promoting special events
    - creating brand awareness
  - responding to customer posts on social media:
    - customer reviews
    - user generated content
    - questions
    - complaints
    - troll
- social media tools, and their use, for:
  - monitoring
  - scheduling social media content
  - capturing engagement and reach data
- commercial impact of social media platform both favourable and unfavourable:
  - importance of consumer reviews and user generated content
  - value of building a community of advocates on a social media platform
  - types of crisis issues or conflicts that can arise on social media locally, nationally and internationally

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- sources and types of social media content:
  - product information
  - images and photos
  - links to other websites
  - videos
  - text and graphics
  - current trends
  - Internet.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for social media use
  - legal and ethical use of social media
- social media content calendar that details:
  - key events and promotions
  - milestones and relevant dates
  - content for release
- files for use across social media platforms:
  - image files
  - text files
  - PDF files
  - audio files
  - video files
  - link associated files
- computer or mobile device with Internet access
- social media monitoring tools
- social media platforms
- customer postings on social media platforms
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXMKT003 Manage promotional activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to implement, manage and monitor promotional activities and determine effectiveness of promotional activities.

It applies to individuals working in promotions management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Implement promotional activity.	1.1. Obtain and review promotional brief from relevant personnel and seek clarification as required. 1.2. Identify internal and external factors that may impact on success of promotional activities and take opportunities to limit or

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	enhance impact. 1.3.Develop promotional objectives in consultation with relevant personnel. 1.4.Review organisational promotional guidelines and arrange required resources. 1.5.Review competitor promotional activity as required. 1.6.Share details of the promotion with team members, and assign relevant tasks and responsibilities.
2. Monitor promotional activity.	2.1.Conduct checks to verify promotional guidelines are being followed. 2.2.Check promotional items for correct display of information, pricing and labelling as required. 2.3.Consult with team members and customers to gain feedback on promotional activity and communicate findings to relevant personnel.
3. Review promotional activity.	3.1.Access and assess sales results for the promotional period. 3.2.Report on promotional activity results and document impact of the promotional activity on sales results.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• document promotional activity findings and results.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMKT003 Manage promotional activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access a promotions brief and develop promotion objectives for one of the following promotional activities:
  - launch of new product or service
  - promotion of seasonal event
  - promotion of sales event
- coordinate and monitor the above promotional activity across one promotional period
- review activities against objectives by:
  - assessing impact on sales
  - reporting on promotion activity outcomes and impacts.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for promotional activities
- commercial law and legislation relevant to promotional activities
- organisational promotional guidelines
- promotional briefs and their role in marketing activities
- techniques for managing and coordinating promotional activities
- internal and external factors that impact on success of promotional activities including:
  - economic
  - social
  - technological
  - environmental
  - competition
- strategies for improving success of retail promotions
- promotional planning processes:
  - setting objectives
  - allocation of responsibilities

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- resources
- documentation
- monitoring systems
- methods for measuring the success of promotional activities.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- promotional activities
- relevant documentation:
  - sales results for the specified promotional period
  - promotional brief
  - organisational policies and procedures for promotional activities
  - organisational promotional guidelines
  - relevant commercial law and legislation regarding promotional activities.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXMKT004 Undertake digital marketing activities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow a digital marketing plan to undertake and review online marketing activities.

It applies to individuals working in digital marketing roles in a diverse range of industry sectors and business contexts that undertake digital marketing activities. They operate independently with some responsibility for decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research market information.	1.1. Conduct research using appropriate sources to gather background market information and to determine customer preferences. 1.2. Identify emerging trends in digital marketing and how they can

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	be utilised by the organisation. 1.3.Report research findings in accordance with organisational policies and procedures.
2. Undertake digital marketing activities.	2.1.Source and review organisational digital marketing plan and relevant procedures. 2.2.Implement digital marketing plan and key digital marketing activities. 2.3.Ensure digital marketing activities comply with organisational policies and procedures and legal and ethical practices for digital marketing. 2.4.Use online tools to enhance outcomes of digital marketing activities 2.5.Monitor digital marketing activities, and recommend amendments to digital marketing plan to relevant personnel.
3. Review digital marketing activities.	3.1.Measure and record outcomes of digital marketing activities. 3.2.Review digital marketing activities against expected outcomes. 3.3.Prepare report of digital marketing outcomes and communicate to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• evaluate and interpret digital marketing analytics.
Technology skills to:	• use digital marketing tools • generate digital marketing reports.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMKT004 Undertake digital marketing activities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use the following market testing tools to determine and report on the preferences of a target customer:
  - the trial of products and services online
  - A/B testing or multi variate
- implement a digital marketing plan by:
  - creating search engine optimisation
  - creating cost effective targeted advertising
  - creating cost effective display advertisements that generate sales
  - preparing and distributing marketing emails
  - amending website to influence customer engagement and maximise sales
- monitor and review outcomes of digital marketing activities across for one month and report on results.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for digital marketing
- key aspects of legal and ethical practices related to digital marketing:
  - responsible marketing practices
  - duty of care
- rules and regulations and terms of use of specific digital marketing tools:
  - privacy
  - spamming
  - copyright
- digital marketing:
  - industry trends
  - customer responses
  - types

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    - reach and impacts
- copy and design elements that communicate desired image, features and benefits of products or services, and suit characteristics of chosen media
- strategies for:
    - search engine optimisation
    - targeted digital advertising
    - email marketing
- digital marketing tools and their application in digital marketing activities:
    - generate customer loyalty
    - track path to purchase
    - optimise search engine results
    - influence customer engagement.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- internet
- an editable retail website
- digital marketing testing and monitoring tools
- relevant documentation:
    - organisational digital marketing plan
    - legal and ethical practices for use of digital marketing
    - digital marketing organisational policies and procedures
    - digital marketing analytics.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXMKT005 Develop a marketing strategy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to analyse the operating environment and use results to develop, implement and review a marketing strategy.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and strategic planning.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse internal environment.	1.1. Review existing organisational marketing strategy and current organisational direction and objectives. 1.2. Identify and analyse information on current and past marketing strategies and their outcomes. 1.3. Consult with stakeholders on current and future marketing

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	direction of the organisation and seek their input.
2. Analyse the external environment.	2.1. Research current marketing trends and determine trends relevant to organisational objectives and strategic marketing direction. 2.2. Identify and analyse information on expected market growth or decline, and associated risk factors. 2.3. Identify and analyse legal, ethical and sustainability requirements and potential business impacts.
3. Develop marketing strategy and plan.	3.1. Identify and analyse marketing opportunities based on internal and external analysis. 3.2. Develop marketing strategies that are consistent with direction and objectives of the organisation. 3.3. Develop strategies in consultation with key stakeholders, integrating legal, ethical and sustainability considerations. 3.4. Develop and document a marketing plan outlining priorities, responsibilities, performance indicators, timelines and budgets. 3.5. Communicate marketing strategy and plans to relevant personnel and seek required approval.
4. Implement marketing plan.	4.1. Implement and monitor marketing activities according to marketing plan. 4.2. Produce marketing reports according to organisational policy. 4.3. Share information on marketing activities with relevant personnel to maintain awareness of current organisational focus.
5. Review marketing plan.	5.1. Evaluate marketing activities against performance indicators to determine effectiveness of strategy and plan. 5.2. Make adjustments to marketing strategy and plan based on findings. 5.3. Communicate and implement agreed changes.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• research complex and potentially unfamiliar business and marketing information.
Writing skills to:	• prepare marketing plans and reporting.
Initiative and enterprise	• set strategies that best that achieve desired outcomes within a

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skills to:	given market context and timeframe.
Teamwork skills to:	• foster cooperation between individuals and teams.
Planning and organising skills to:	• coordinate complex planning and implementation processes.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXMKT005 Develop a marketing strategy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine a marketing strategy and develop a marketing plan for a product or service by:
  - researching and analysing internal and external business environments relevant to the product or service
  - developing and implementing a marketing plan that details:
    - priorities
    - responsibilities
    - performance indicators
    - timelines
    - budgets.
- evaluate the above marketing strategy and plan against performance indicators and report on overall effectiveness of marketing strategy.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- aspects of legal issues that impact on marketing activities:
  - Australian Consumer Law
  - copyright and intellectual property considerations
  - the Privacy Act 1988
  - specific issues arising from use of new technologies
- data collection tools and research methodologies as relevant to strategic marketing planning
- marketing planning techniques and formats and key features of a marketing plan
- internal and external issues that impact on market planning relevant to industry
- internal capabilities and resource considerations as relevant to marketing strategy and planning
- comparative market information relevant to marketing strategies:
  - benchmarking
  - best practice information

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    - competitor information
- industry marketing and distribution networks in the relevant context
- new and innovative marketing strategies in the relevant industry
- marketing performance indicators:
    - exposure achieved
    - sales achieved
    - penetration of target market
    - cost-effectiveness
- recommendations for strategic responses based on evaluation.
- ethical considerations for marketing:
    - appropriate use of images and text
    - codes of practice
    - protection of children
    - targeting of particular groups in the community
- sustainability considerations, opportunities and constraints for marketing in the relevant context, and those related to:
    - cultural and social sustainability
    - economic sustainability of marketing initiatives
    - resource conservation and waste minimisation.

Assessment Conditions

Skills must be demonstrated in an operational business operation or activity. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current documentation outlining aspects of legal issues that impact on marketing activities as described in the Knowledge Evidence
- product or service for which market planning can be undertaken
- existing organisational marketing strategy and plans
- sources of information on internal and external operating environments
- stakeholders with whom the individual can interact; these can be:
    - individuals in an industry workplace, or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXPDK001 Advise on products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Product Knowledge

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop product and service knowledge.	1.1. Identify and access sources of information on products and services. 1.2. Interpret information about availability, features and benefits of products and services.

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	1.3. Compare products and services based on product information. 1.4. Identify and use opportunities to update knowledge for the product and service range.
2. Respond to customer requests.	2.1. Answer customer questions about products and services with current and accurate information. 2.2. Use questions to clarify customer information needs. 2.3. Explain product and service details using clear communication. 2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.
3. Enhance information provided.	3.1. Identify situations where additional information may assist the customer. 3.2. Advise on alternative products or services that may meet customer needs when requested item is not available. 3.3. Recommend complementary products, specials, new lines and promotions to customers according to their needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret pricing information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXPDK001 Advise on products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret sources of information on four different products or services
- respond to four different customer inquiries for product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - alternative products or services
  - complementary products or services.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
- basic key aspects of legislation that impact provision of information for the product or service range:
  - Australian Consumer Law
  - product or service specific legislation
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- product and service information for the product or service range:
  - features and benefits
  - price
  - care and handling of products
  - availability
  - storage requirements, shelf life and use by date
  - warranties

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- ingredients or materials contained in product
- origins
- alternative products and services
- complementary products and services.

Assessment Conditions

Skills must be demonstrated in a services industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a product or service range
- sources of product information
- relevant documentation:
  - current plain English regulatory documents distributed by government regulators outlining factors that impact provision of information for the product or service range
  - price lists
  - organisational policies and procedures relevant to product and service advice
- customers; these can be:
  - customers in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXPDK002 Advise on food products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers about fresh food and food products, including convenience foods.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts that sell food products. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Product Knowledge

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop food product and service knowledge.	1.1. Identify and access sources of information on organisational food products and services, and relevant handling and storage requirements.

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	1.2. Interpret information about availability and features of food products and services. 1.3. Share information with team members as required. 1.4. Identify and use opportunities to update knowledge for the food product and service range.
2. Respond to customer requests.	2.1. Answer customer questions about food products and services with current and accurate information. 2.2. Use questions to clarify customer information needs. 2.3. Explain product and service details using clear communication. 2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.
3. Enhance information provided.	3.1. Identify situations where additional information may assist the customer. 3.2. Advise on alternative products or services that may meet customer needs when requested item is not available 3.3. Recommend complementary products, specials, new lines and seasonal promotions to customers.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret pricing information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXPDK002 Advise on food products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information on four different food products or services
- respond to four different customer inquiries for food product or service information that individually or cumulatively require provision of information on all of the following:
  - features and benefits
  - price
  - nutritional value
  - label interpretation
  - handling and storage for perishable items
  - alternative products or services
  - complementary products or services.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
  - product service quality (from suppliers and to customers)
- basic key aspects of legislation that impact provision of information and sale of the food product or service range:
  - Australian Consumer Law
  - food safety legislation
- organisational food safety program as it relates to the provision of information and sale of food products
- interpersonal communication techniques:
  - active listening and questioning
  - communication methods which convey information clearly and concisely
- different types and forms of food products and their features
- different types of food services offered in a retail context, and their features

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- product and service information for the food product and service range:
  - availability
  - characteristics and benefits, including basic nutritional information
  - origins
  - seasonality of fresh produce
  - shelf-life and use-by date
  - food product labelling and how to interpret
  - price
  - handling and storage requirements for perishable items
  - alternative products and services
  - complementary products and services.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated retail work environment.

Assessment must ensure access to:

- food stock or food services
- sources of product information
- documentation:
  - current plain English regulatory documents distributed by government regulators outlining basic aspects of legislation that impact provision of information and sale of the food
  - organisational policies and procedures
  - pricing information
- customer order forms
- customers; these can be:
  - customers in a retail industry workplace who interact with the individual during the assessment process
  - individuals who participate in role plays or simulated activities set up for the purpose of assessment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXPDK003 Advise on health and nutritional products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers about health and nutritional products and services.

This unit applies to individuals working in frontline customer service and sales roles in a diverse range of industry and business contexts that sell food products. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures. These individuals only provide product and service information and are not equipped to provide health care or nutritional advice.

No licensing, legislative or certificate requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Product Knowledge

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop product	1.1.Identify and access sources of information on organisational

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knowledge.	health, and nutritional products and services range. 1.2. Interpret information about availability and features of health and nutritional products and services. 1.3. Identify and use opportunities to update knowledge for the food product and service range.
2. Recommend health and nutritional products.	2.1. Use product knowledge to provide information to customers on available products and services. 2.2. Communicate product information and sources additional information as required. 2.3. Promote specials and new lines to customers according to organisational policies and procedures. 2.4. Recommend complementary products to clients to increase sales.
3. Advise on health and nutritional services.	3.1. Advise customers on health and nutritional services according to organisational policies and procedures. 3.2. Advise customers on store range of products, services and complementary therapy consultant services where applicable. 3.3. Question customers to determine their needs and suggest solutions available from service range.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• ask questions to identify and confirm requirement.
Numeracy skills to:	• interpret pricing information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXPDK003 Advise on health and nutritional products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information on four different health and nutritional products and services
- respond to four different customer inquiries for health and nutritional information that individually or cumulatively require provision of information on all of the following:
  - key features and benefits of health and nutritional product range
  - key features and benefits of health and nutrition services offered
  - product and service pricing
  - storage requirements and shelf life
  - complementary products or services.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit organisational policies and procedures for:

- organisational policies and procedures for:
  - interactions with customers
  - product or service pricing
  - product service quality (from suppliers and to customers)
- basic key aspects of relevant industry codes of practice relevant to the sale of health and nutritional products and services :
  - advertising (Therapeutic Goods Administration)
  - stock procurement and stock dispensing
  - Complementary Healthcare Council of Australia (CHC) guidelines
- organisational health and nutritional product and service ranges:
  - benefits
  - use
  - key features.

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Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated retail work environment.

Assessment must ensure access to:

- a range of health and nutritional products and services
- sources of health and nutritional product and service information
- relevant documentation:
  - organisational policies and procedures relevant to provision of advice on health and nutritional products and services
  - pricing information
- customers; these can be:
  - customers in a retail industry workplace who interact with the individual during the assessment process
  - individuals who participate in role plays, or simulated activities set up for the purpose of assessment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXRSK001 Identify and respond to security risks

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify security risks related to customers, team members, merchandise and money, and take appropriate action, within scope of job role, to eliminate or minimise those risks.

It applies to individuals at all levels working in frontline roles in a diverse range of industry sectors and business contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Risk Management and Security

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify potential security risks.	1.1. Identify potential risks to merchandise, cash and non-cash, and take swift action to prevent escalation of security risk in line with organisational procedures. 1.2. Identify potential risks to safety of customers, self or team members, and take swift action to prevent escalation of security

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	risk in line with organisational procedures. 1.3. Remain vigilant and alert to potential security risks, and follow organisational policies and procedures to minimise security risks. 1.4. Maintain security of merchandise, cash and non-cash according to organisational procedures.
2. Respond to security breaches.	2.1. Identify security breaches and respond in line with organisational policies and procedures. 2.2. Recognise security breaches outside of scope responsibility and promptly refer to relevant personnel. 2.3. Prioritise personal safety when responding to security breaches.
3. Report on security issues.	3.1. Report suspicious behaviour to relevant personnel. 3.2. Report faulty security equipment to relevant personnel. 3.3. Report on security breaches and ongoing security risks in line with organisational policies and procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	• complete basic written reports regarding security breaches.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXRSK001 Identify and respond to security risks

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures to demonstrate the appropriate response, within scope of job role, to four of the following security issues:
  - faulty security equipment
  - suspicious customer behaviour
  - suspicious team member behaviour
  - breaches of cash handling security procedures
  - breaches of merchandise movement security procedures
  - theft of cash
  - theft of merchandise
  - armed robbery
  - individual posing threat to personal safety
- identify potential security risks within the workplace and determine appropriate measures to eliminate the risk.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - use of security equipment
  - suspicious customer behaviour
  - suspicious team member behaviour
  - armed robbery
  - cash and non-cash security
  - merchandise security
  - theft
  - responding to security breaches
  - reporting security risks and breaches
  - surveillance of merchandise

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  - personal security
- common security risks within the retail workplace and techniques to:
  - identify risk
  - minimise risk
- impacts of security breaches on individuals and organisation:
  - emotional distress
  - financial loss
  - commercial loss.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures relevant to security as listed in the Knowledge Evidence
- customers and team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment
- assessment activities that allow the individual to work with commercial speed and timing.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXRSK002 Maintain store security

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to maintain store security in a retail environment.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Risk Management and Security

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Monitor and maintain store security.	1.1. Implement organisational policies and procedures to ensure store security is maintained. 1.2. Monitor and review security procedures continually and act on opportunities to improve store security. 1.3. Maintain security of merchandise, cash, points of sale and

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	keys. 1.4. Ensure store security equipment is used and in correct working order. 1.5. Report matters impacting store security to relevant personnel. 1.6. Document breaches of security as required.
2. Facilitate security awareness.	2.1. Inform team members of organisational policies and procedures for security. 2.2. Provide team members with feedback on their implementation or non-implementation of security procedures. 2.3. Provide team members with ongoing supervision and training to facilitate security awareness.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXRSK002 Maintain store security

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- maintain store security over three different work shifts by:
  - monitoring adherence to organisational security policies and procedures
  - responding to two occurrences of non-adherence to security policies and procedures
  - communicating security policies and procedures to one team member
  - ensuring security equipment is utilised and in correct working order
  - reporting on opportunities for improved store security.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - use of security equipment
  - suspicious customer behaviour
  - suspicious team member behaviour
  - armed robbery
  - cash and non-cash security
  - merchandise security
  - theft
  - responding to security breaches
  - reporting security risks and breeches
  - surveillance of merchandise
  - personal security
  - general store security
  - team members' security training
  - security for opening and closing premises
  - reporting problems and faults
  - security of visitors, sales representatives, contractors and vendors
  - security risks likely to endanger customers or team members

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- legislation as relevant to store security and own level of responsibility:
  - privacy laws
  - Australian Consumer Law
  - reporting procedures
- impacts of security breaches on individuals and organisation:
  - emotional distress
  - financial loss
  - commercial impacts
- common security risks within the retail workplace and techniques to:
  - identify risk
  - minimise risk
- types of store alarms and security systems used in industry.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant equipment:
  - alarm systems
  - surveillance equipment
  - point-of-sale equipment
  - communication equipment
- relevant documentation:
  - current plain English regulatory documents distributed by government regulators legislation as relevant to store security and own level of responsibility as listed in Knowledge Evidence
  - organisational policies and procedures as listed in the Knowledge Evidence
- customers and team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXRSK003 Manage risk in the retail environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage risks across a retail organisation, department or function. This includes establishing the risk context, assessing and treating risks.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and risk management.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Risk Management and Security

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish risk context.	1.1. Review organisational policies and procedures for undertaking risk management activities. 1.2. Review strengths and weaknesses of existing risk management arrangements.

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	1.3.Determine scope for risk management, and document critical success factors in managing risks.
2. Identify risks.	2.1.Consult with relevant internal and external stakeholders to assist in identification of risks. 2.2.Research internal and external risks that may apply to risk scope. 2.3.Systematically analyse information to decide on appropriate risk management treatments. 2.4.Document identified risks according to organisational procedures.
3. Assess risks.	3.1.Assess and document likelihood of identified risks occurring. 3.2.Assess and document impact or consequences if identified risks occur. 3.3.Evaluate, prioritise and document identified risks for management.
4. Treat risks.	4.1.Consult with relevant internal and external stakeholders on risks and risk management. 4.2.Determine and select most appropriate options for managing assessed risks. 4.3.Document a risk management plan according to organisational procedures. 4.4.Implement and monitor the risk management plan, amending plan as required. 4.5.Monitor implementation of risk management activities.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• gather, interpret and analyse textual information from sources to identify information relevant to risk management in retail.
Writing skills to:	• document risk management analysis and assessment priorities and processes.
Oral communication skills to:	• consult multiple stakeholders using questioning and listening to elicit opinions, and to confirm and clarify comprehension.
Initiative and enterprise skills to:	• highlight retail specific risks that exist within the external market place.

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Planning and organising skills to:	• sequence and schedule routine and complex risk treatment activities.
Technology skills to:	• use digital technologies and systems to access information, document plans and communicate with others.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXRSK003 Manage risk in the retail environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify and analyse one internal and one external risk for one of the following:
  - retail organisation
  - retail department
  - retail function
- develop and implement a risk management plan for the management of one of the above identified risks, covering:
  - an assessment of potential impact of the risk
  - action to be taken to mitigate and treat the risk
- review and document outcomes of the risk management plan.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures relevant to:
  - identifying risks
  - assessing risks
  - treating risks
  - risk management plans
- sources of information to establish risks
- regulation and compliance relevant to risk management in the retail industry
- ISO 31000 - Risk management
- risk identification methods:
  - scenario based
  - objective based
  - internal audit
  - environmental scanning
- risk treatment options:
  - avoidance

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    - reduction
    - sharing
    - retention
- commercial impact of risk management both favourable and unfavourable:
    - reputation
    - fines
    - business closure
    - health risk
    - team morale
    - absenteeism
- retail risks:
    - global risks
        - political
        - economic
        - social
        - legal
        - technological
    - consumer markets and behavioural change
    - regulation and compliance
    - cost control
    - brand image
    - supply chain and sourcing
    - commercial real estate
    - competition
    - security
    - safety.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - relevant legislation, regulations, standards and codes
    - organisational policies and procedures relevant to risk management as listed in the Knowledge Evidence
    - existing risk management plan
- internal and external stakeholders with whom to consult; these can be:

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- individuals in an industry workplace, or
- individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXSLS001 Sell to the retail customer

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

This unit applies to all retail sectors and business sizes from large format stores to small independents. It applies to retail personnel at all levels who play a role in engaging with customers with the purpose of selling.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish customer needs.	1.1. Connect with the customer within designated response times and establish rapport. 1.2. Use questioning and active listening to facilitate effective two-way communication.

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	1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues. 1.4. Determine and clarify customer preferences, needs and expectations.
2. Provide advice on products and services.	2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable. 2.2. Clearly explain and promote product and service features and benefits where relevant. 2.3. Advise on promotional events where relevant. 2.4. Provide additional information to address customer questions and objections. 2.5. Offer comparisons to competitor product or service range as required. 2.6. Collaborate with the customer to determine product or service option most suited to their needs. 2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximise profitability of sale.
3. Facilitate the sale of products and services.	3.1. Select and use appropriate techniques to close sale. 3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organisational procedures. 3.3. Farewell customer on leaving, and invite to return. 3.4. Provide any required after sales service according to organisational procedures.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

Reading skills to:	• interpret:
	  • detailed in-house and supplier product information documents
	  • plain English documents that outline organisational customer service policy and procedures.

Numeracy skills to:	• interpret basic fee information from in-house documents and complete basic pricing calculations.
Problem-solving skills to:	• respond to customer objections and provide appropriate solutions to satisfy customer needs.
Technology skills to:	• use technologies equipped with search functionality and information systems to source product and service information.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXSLS001 Sell to the retail customer

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interact with four different retail customers to initiate and close the sale of different retail products or services
- demonstrate the following during the above customer interactions:
  - appropriate communication
  - establishment and clarification of customer needs, wants and expectations
  - product and/or service knowledge
  - appropriate sales approach to sell benefits and features of products and/or services
  - overcome objections and close sales
  - upsell and/or cross sell additional products and/or services that complement the sale
  - promotion of customer loyalty and repeat sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- appropriate body language for customer service
- basic principles of positive customer service and sales
- open and closed questioning techniques related to the sale of product and services
- verbal and non-verbal cues indicating customer understanding of information
- techniques for effective communication with customers of diverse backgrounds:
  - cultural diversity
  - special needs
- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling add-ons and complementary products
  - overcoming customer objections
  - closing techniques

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- primary components of consumer protection laws that relate to selling products and services, especially organisational responsibility for supplying products and services as described or substituting suitable products and services when unable
- primary components of privacy law, and actions that retail business must take to protect privacy of customer information
- for the specific retail sector:
  - professional service standards and protocols for retail industry personnel
  - attitudes and attributes expected by the retail industry to work with customers
  - different customer service needs and expectations
- for the particular retail organisation:
  - product and service knowledge:
    - product and service range offering
    - product specifications, features and benefits
  - designated response times for providing customer service
  - customer service procedures including recording of and storing customer details.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for:
    - customer service
    - sale of products and services
    - resolving customer complaints
    - collection and storage of customer details
  - organisational product information and price lists
  - supplier brochures, information sheets and price lists
  - promotional activity information
  - current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products and services; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

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- assessment activities that allow the individual to:
  - work within commercial speed, timing and productivity
  - manage tasks and contingencies in the context of the job role.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXSLS002 Follow point-of-sale procedures

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow point-of-sale work systems, process transactions and complete sales.

It applies to individuals working in frontline operational roles in a diverse range of industry sectors and business contexts. They operate with some independence under general supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow point of sale work systems.	1.1. Open and close point-of-sale terminal at designated times and according to organisational procedures. 1.2. Clear point-of-sale terminal and transfer cash. 1.3. Handle cash according to organisational policies and

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	procedures. 1.4. Maintain supplies of change at agreed levels in point-of-sale terminal to agreed levels. 1.5. Maintain adequate supplies of consumables.
2. Process point-of-sale transactions.	2.1. Identify transaction type and required procedure to be followed. 2.2. Correctly interpret sale price information. 2.3. Make accurate calculations for pricing and collection of payment. 2.4. Enter accurate sale information into point-of-sale equipment. 2.5. Confirm price to customer and check customer payment against sale value. 2.6. Provide correct change for cash payments. 2.7. Identify transaction errors, follow procedures for resolution and complete accurate records.
3. Complete sales.	3.1. Generate and complete documentation associated with the sale. 3.2. Confirm and process any purchase follow up activities. 3.3. Acknowledge and thank customer in line with organisational policy.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret numerical information from various sources and calculate accurately with or without the use of a calculator. • measure or estimate quantities to calculate costs. • calculate percentage discounts.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXSLS002 Follow point-of-sale procedures

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow procedures for set up, maintenance and close of point-of-sale area/terminal on three different occasions
- perform three point-of-sale transactions for each of the following:
  - cash sales
  - non-cash sales
- perform three point-of-sale transactions for each of the following:
  - refunds
  - exchanges
- make six accurate financial calculations relating to product pricing that individually or cumulatively involve:
  - multiple products
  - products of varying prices
  - products with percentage discounts
- follow procedures to complete four sales that require post purchase activity.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - exchanges
  - refunds
  - lay-by
- basic key aspects of legislation that impact point-of-sale activities:
  - Australian Consumer Law
- features of products sold by the organisation
- functions and procedures for operating point-of-sale equipment:
  - opening and closing
  - clearance of terminal and transference of tender

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  - recording takings
  - consumables required by system
  - security
- cash handling procedures:
  - counting cash
  - handling cash floats
  - change required, denominations of change and tendering change
  - security
- procedures for non-cash transactions:
  - credit cards
  - EFTPOS
  - vouchers
- types of purchase follow up activities and associated organisational policies and procedures:
  - placing of orders
  - delivery
  - issuing of invoices
  - issuing of receipts
  - wrapping and packing.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational policies and procedures for point-of-sale activities
- current plain English regulatory documents distributed by government regulators outlining key aspects of legislation that impact point-of-sale activities as listed in the Knowledge Evidence
- point-of-sale equipment and consumables
- financial transaction documentation for non-cash sales
- cash
- assessment activities that allow the individual to work with commercial speed, timing and productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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SIRXSLS003 Achieve sales results

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to drive the sales of products and services, and create a sales environment, to meet sales targets.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify sales targets.	1.1. Access and review sales targets. 1.2. Ensure sales targets are achievable and allow customer service standards to be maintained. 1.3. Review internal and external factors that may affect sales achievement and take measures to reduce impact.

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	1.4. Review past sales performance to inform achievement of sales targets. 1.5. Determine sales strategies for achieving sales targets.
2. Create a sales environment.	2.1. Set and communicate team and individual sales targets. 2.2. Ensure availability of adequate resources to achieve sales targets. 2.3. Support team to achieve sales targets and provide feedback on performance. 2.4. Resolve or limit operational issues that hinder sales target achievement.
3. Review sales targets.	3.1. Monitor achievement of sales targets, and provide feedback to team for ongoing improvement. 3.2. Take corrective action when sales targets are not met. 3.3. Report on sales target achievement in line with organisational reporting procedures.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXSLS003 Achieve sales results

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor sales performance against sales targets over a designated organisational sales period by:
  - reviewing sales targets and determining strategies for achievement
  - communicating sales targets to team members
  - responding to the following situations:
    - sales targets consistently not achieved
    - sales targets achieved
    - internal factors impacting on sales
    - external factors impacting on sales.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - customer service
  - sales process
- internal factors impacting on sales:
  - lack of resources
  - stock issues
  - team lacking sales skills
- external factors impacting on sales:
  - competitor activity
  - operating environmental impacts
- strategies for:
  - interpreting sales targets
  - achieving sales targets
  - corrective action for response to poor performance
- sales processes and how they are used to achieve sales targets
- required action to improve sales when the following problems occur:

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- operational issues
- lack of resources
- stock issues
- competitor activity.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for sales process and customer service standards
  - sales targets
  - records of previous sales
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXSLS004 Drive sales results

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop and implement a plan to drive sales results in a retail marketplace.

This unit applies to senior personnel working in a diverse range of industry sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions and the achievement of sales results.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Review current operations.	1.1. Analyse external retail market place to determine factors impacting sales. 1.2. Obtain and review organisational sales strategy. 1.3. Review current sales targets and performance and contributing factors that impact sales.

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	1.4. Obtain feedback from existing customers on current product and service offerings. 1.5. Analyse information to inform plans to drive sales.
2. Develop a plan to drive sales.	2.1. Identify potential customer traffic generators to attract new customers. 2.2. Determine how to retain and develop repeat business from existing customers. 2.3. Consult relevant stakeholders for input into sales plan. 2.4. Develop a plan to grow sales from new and existing customers.
3. Implement and monitor sales plan.	3.1. Communicate plan to relevant personnel delegating key responsibilities. 3.2. Schedule activities and resources to drive sales. 3.3. Undertake planned sales activities and support sales teams in creating a selling environment. 3.4. Monitor plan against targets and adjust as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• gather, interpret and analyse textual information from sources to identify information relevant to retail sales management.
Writing skills to:	• prepare effective written communications to multiple stakeholders in line with organisational procedures.
Oral communication skills to:	• consult multiple stakeholders using questioning and listening to elicit opinions, and to confirm and clarify comprehension.
Numeracy skills to:	• assess sales results and use numerical data to inform plans.
Technology skills to:	• use digital technologies and systems to access information, document plans and communicate with others.

Unit Mapping Information

No equivalent unit.

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Assessment Requirements for SIRXSLS004 Drive sales results

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop and implement a plan to retail drive sales that includes:
  - comprehensive overview of current operations:
    - sales process and selling environment
    - average spend and conversion rates
    - stock levels in relation to customer demand
    - customer feedback
    - trends in consumer behaviour
    - competitor activity
    - economic activity
  - organisational sales targets
  - traffic generators for new customers
  - tactics to retain existing customers
  - tactics to increase average spend and conversion rates
- monitor and review sales results against a sales plan for one sales period and identify areas for improved sales performance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key elements and features of a sales plan
- internal factors impacting on sales
- external factors impacting sales in the retail environment:
  - trends in consumer behaviour
  - competitor activity
  - economic activity
- role of customer feedback in growing sales
- customer traffic generators
- techniques for growing sales within the retail environment for:
  - new customers

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  - existing customers
  - increasing average spend and conversion rates
- marketing activities and their role in sales:
  - promotions
  - social media campaigns
  - advertising campaigns.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant business technology with internet capability
- organisational documentation:
  - sales strategy
  - sales performance records
  - sales targets
- sources of customer feedback.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXTAD001 Train others in frontline tasks

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to provide informal on-the-job training to frontline team members.

It applies to individuals working in frontline roles in a diverse range of industry sectors and business contexts. They operate with independence and under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Training and Development

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify training needs.	1.1. Identify training needs of team member based on performance and organisational requirements. 1.2. Determine opportunities for on-the-job training and plan time and resources to conduct training. 1.3. Refer identified training needs outside of own level of

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	responsibility to relevant personnel.
2. Conduct on-the-job training.	2.1. Select appropriate training methods relevant to the training needs. 2.2. Follow organisational training plan and guidelines as required. 2.3. Demonstrate task in sequence providing clear instruction and basic steps for task completion. 2.4. Provide opportunities for team members to ask questions; provide answers and additional information as required. 2.5. Observe team member practise the task under supervision, and provide guidance as required.
3. Review team member performance.	3.1. Question team member during performance to verify capacity to correctly complete task. 3.2. Observe team member carry out task unassisted to determine if further training is required. 3.3. Provide constructive feedback on task performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Problem-solving skills to:	• modify approach to training based on trainee verification of task requirements and ability to undertake task.
Teamwork skills to:	• offer positive encouragement throughout the completion of training.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXTAD001 Train others in frontline tasks

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational policies and procedures for task completion to provide on-the-job training for two different team members involving two different routine frontline tasks
- for the above on-the-job training sessions:
  - identify training requirements of the trainee
  - demonstrate and communicate task requirements
  - observe trainee completing task and offer guidance and encouragement
  - evaluate trainee performance and provide feedback
  - communicate organisation requirements for task completion:
    - expected standards
    - expected timeframes
    - relevant policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for task completion
- basic principles of on-the-job training:
  - listening to trainee
  - observing and evaluating trainee competency
  - providing feedback
- techniques for informal on-the-job training:
  - communication
  - guidance and feedback
  - training methods:
    - demonstration
    - shadowing
    - explanation
    - questioning

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- common learning styles and techniques for catering for various learning styles.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures for task completion
  - organisational expected standards and timeframes for task completion.
- team members in need of on-the-job training; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXTAD002 Develop the retail frontline

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assess and develop the skills level of frontline team members.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Training and Development

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Evaluate skills of team members.	1.1. Identify desired skill level based on organisational and industry standards. 1.2. Obtain feedback from others regarding current skill level of team and individual team members. 1.3. Observe team member capacity to complete required tasks.

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	1.4. Define gap between desired and current skill level of team and individuals.
2. Provide development opportunities.	2.1. Determine appropriate modes of training and training opportunities for addressing skill gaps. 2.2. Create development plan to address identified skills gaps in consultation with relevant team members. 2.3. Facilitate development opportunities for team and individual team members.
3. Review learning effectiveness.	3.1. Obtain feedback from team members on learning outcomes and effectiveness of training. 3.2. Observe developed skills in order to measure improved productivity. 3.3. Facilitate sharing of individual acquired skills with the team.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret information from organisational and industry skills standards to inform development planning.
Learning skills to:	• investigate strategies to develop team members' skill levels.
Teamwork skills to:	• identify, evaluate, select and offer development opportunities suitable to a variety of personal learning styles.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXTAD002 Develop the retail frontline

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- compare current skill level, against organisational performance standards, to identify and confirm the training requirements of:
  - one team member
  - one team
- for the above training requirements create a development plan that covers:
  - training objectives
  - an action plan
  - modes of training and training delivery
- review development of team members to evaluate effectiveness of the above training
- communicate developments with team members.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on industry and organisational skills requirements:
  - position descriptions
  - organisational procedures relevant to job role
  - industry standards and codes of practice relevant to job role
- techniques for:
  - analysing performance and training needs
  - seeking and obtaining feedback on training needs
  - completing a competency gap analysis
  - creating a development plan
- key components of a development plan:
  - training objectives
  - an action plan
- modes of training:
  - direct feedback

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  - on-the-training
  - coaching
  - formal training
  - group sessions
  - individual sessions
- development opportunities:
  - formal learning events
  - incidental learning
  - coaching
  - mentoring
  - networking
  - job rotation
  - action learning projects.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation for:
  - industry and organisational skills requirements:
    - position descriptions
    - organisational procedures relevant to job role
    - industry standards and codes of practice relevant to job role
- team members in need of development; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXTAD003 Coach others for success

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify coaching needs and provide coaching to team members for improved performance.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for development of others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Training and Development

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify coaching needs.	1.1. Identify coaching opportunities to improve team member's skills and knowledge levels. 1.2. Organise suitable time and place for coaching that is supportive and conducive to learning. 1.3. Agree on coaching format and communicate before

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	coaching takes place.
2. Provide coaching to team members.	2.1. Explain the purpose of coaching to team member. 2.2. Explain and demonstrate specific skills or processes to be focus of coaching. 2.3. Communicate required knowledge and check team member's understanding. 2.4. Discuss behaviours associated with the task or processes. 2.5. Provide opportunities for team member to practise new skills and ask questions.
3. Follow up on coaching experience.	3.1. Assess trainee ability to apply newly learnt skills and knowledge. 3.2. Review goals with trainee, provide feedback in a supportive manner, and adjusted as necessary. 3.3. Monitor progress of team members and provide ongoing support. 3.4. Identify performance difficulties and rectify or refer to appropriate personnel for follow up.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• use active listening and open questioning techniques to confirm trainee understanding of information provided during coaching experience.
Initiative and enterprise skills to:	• identify difficulties experienced by the trainee throughout coaching experience and adjust approaches to coaching accordingly.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for SIRXTAD003 Coach others for success

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify the coaching needs of three different team members
- plan for, and conduct one coaching session for the above team members
- demonstrate the following in each of the above coaching sessions:
  - application of key coaching principles
  - evaluation of trainee performance
  - provision of feedback to team member
  - clear communication and demonstration of required tasks.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- communication techniques suitable to a coaching context
- objectives and scope of coaching
- application and benefits of coaching
- key coaching principles:
  - explanation
  - questioning
  - listening to trainee
  - observing and evaluating trainee competency
  - providing feedback
- workplace environments required to support effective coaching sessions
- learning styles and techniques for adapting coaching to suit various learning styles.

Assessment Conditions

Skills must be demonstrated in a services industry environment. This can be:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure access to:

- team members in need of coaching; this can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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SIRXWHS001 Work safely

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow organisational policies and procedures for safe work practice.

This unit applies to individuals working under direct supervision in a diverse range of industry sectors and business contexts.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Follow safety procedures.	1.1. Follow workplace procedures for safe work practice. 1.2. Follow safety instructions from supervisors, managers and workplace safety signage, and observe other risk control measures. 1.3. Promptly report unsafe work practices, incidents and accidents.

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2. Follow emergency procedures.	2.1. Recognise emergency and potential emergency situations, and follow procedures. 2.2. Follow procedures for reporting of emergency incidents.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret workplace safety signs, and emergency evacuation plans.
Oral communication skills to:	• ask questions and actively listen to clarify health and safety information and instructions.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXWHS001 Work safely

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational work health and safety procedures in day-to-day work activities on three different occasions
- demonstrate appropriate response to one emergency situation
- report one workplace health and safety event.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic key aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation as it impacts individual workers:
  - worker responsibilities
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- industry, organisational and job role:
  - workplace hazards and associated risks
  - work health and safety policies and procedures for:
    - working safely with equipment and hazardous substances
    - safe manual handling
    - use of personal protective equipment
    - bullying and harassment
    - communication and reporting
    - responding to emergencies
    - evacuations.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

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Assessment must ensure access to:

- equipment and material requirement by the job role
- organisational work health and safety policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXWHS002 Contribute to workplace health and safety

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow organisational policies and procedures for safe work practice.

This unit applies to individuals working at all levels in a diverse range of industry sectors and business contexts.

The unit incorporates the requirement for all employees under state and territory Work Health and Safety (WHS) legislation, to participate in the management of their own health and safety, that of their colleagues and anyone else in the workplace.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Act safely in the	1.1.Follow workplace procedures for safe work practice.

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workplace.	1.2.Follow safety instructions from supervisors, managers and workplace safety signage, and observe other risk control measures. 1.3.Use personal protective equipment and safe manual handling techniques to protect self as required. 1.4.Work safely around dangerous goods and substances. 1.5.Identify and remove safety hazards, and report all workplace hazards as they arise. 1.6.Promptly report unsafe work practices, incidents and accidents.
2. Follow emergency procedures.	2.1.Recognise emergency and potential emergency situations, and follow procedures. 2.2.Follow procedures for reporting of emergency incidents.
3. Participate in workplace health and safety practices.	3.1.Participate in workplace health and safety consultation processes according to organisation procedures. 3.2.Report work health and safety issues and concerns as they arise. 3.3.Contribute suggestions to improve workplace health and safety.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret workplace safety signs, and emergency evacuation plans.
Oral communication skills to:	• ask open and closed questions and actively listen to clarify health and safety information and instructions.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXWHS002 Contribute to workplace health and safety

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow organisational work health and safety procedures in day-to-day work activities on three different occasions
- demonstrate appropriate response to three of the following situations:
  - emergency
  - evacuation
  - workplace incident
  - bullying or harassment
- follow procedures for reporting of one work health and safety incident
- apply correct manual handling techniques during two workplace activities requiring manual handling
- participate in two work health and safety consultation activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation as it impacts individual workers:
  - responsibilities of persons conducting a business or undertaking or employer
  - worker responsibilities to participate in work health and safety practices
  - worker responsibility to ensure safety of self, other workers and other people in the workplace
  - ramifications of failure to observe OHS or WHS legislation and organisational policies and procedures
- industry and organisational:
  - workplace hazards and associated health and safety risks
  - work health and safety policies and procedures for:
    - communication and consultation
    - responding to emergencies
    - hazard identification, reporting and risk assessment

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    - risk and hazard control measures
    - dangerous incident and injury reporting
    - working safely with equipment and hazardous substances
    - safe manual handling
    - use of personal protective equipment
    - bullying and harassment
    - evacuations
    - reporting incidents and emergencies
- safe work practices for individual job roles
- impact of poor safety compliance including:
    - injury, illness and death
    - pain and suffering
    - psychological impact
    - low workplace morale
    - absenteeism
    - poor productivity
    - poor industry and organisational reputation
    - compensation costs.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational work health and safety policies and procedures
- current plain English regulatory documents distributed by government regulators outlining key aspects of consumer protection laws relevant state or territory occupational health and safety (OHS) or work health and safety (WHS) legislation as it impacts individual workers as listed in Knowledge Evidence
- reporting documentation for:
    - accidents
    - incidents
    - emergencies
    - hazard identification and reporting
- individuals with whom to interact during consultation processes; these can be:
    - individuals in an industry workplace, or
    - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment

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- assessment activities that allow the individual to work with commercial speed and timing productivity.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRXWHS003 Maintain workplace safety

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to ensure organisational policies and procedures and legislative requirements are adhered to in the workplace by monitoring and coordinating workplace health and safety practices.

It applies to individuals working in frontline management roles in a diverse range of industry sectors and business contexts. They operate independently with some responsibility for others and decision making, and within established organisational policies and procedures.

This unit incorporates the requirement, under state and territory Work Health and Safety (WHS) legislation, for businesses to take a systematic approach to managing the safety of their workers and anyone else in the workplace.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SIRXWHS002 Contribute to workplace health and safety

Competency Field

Work Health and Safety

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Facilitate team awareness of work health and safety.	1.1. Communicate relevant work health and safety legislation, and organisational policies and procedures to team members. 1.2. Make all current work health and safety information readily accessible to staff. 1.3. Demonstrate adherence to work health and safety to reinforce information. 1.4. Regularly provide team members with information on identified hazards and risk control procedures
2. Involve team members in work health and safety matters.	2.1. Provide opportunities for team members to consult and contribute to work health and safety issues and practices. 2.2. Resolve issues raised by team members promptly or refer to relevant personnel.
3. Maintain a safe work environment.	3.1. Monitor team adherence to work health and safety requirements, and arrange work health and safety training as required. 3.2. Implement organisational policies and procedures for identifying, preventing and reporting potential hazards. 3.3. Take prompt action to address non-compliance with procedures and safe work practices. 3.4. Investigate unsafe or hazardous events, identify causes, and report inadequacies in risk control measures or resource allocation for risk control to relevant personnel.
4. Maintain work health and safety records.	4.1. Complete and maintain work health and safety records according to organisational policies and procedures and legislative requirements. 4.2. Use information from records to identify hazards and monitor risk control procedures. 4.3. Provide feedback to relevant personnel on workplace health and safety and areas for improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and complex materials describing regulatory requirements for work health and safety management and organisational policies and procedures.
Writing skills to:	• report on work health and safety practices, including recommendations for change and complete accurate records for

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	regulatory compliance.
Oral communication skills to:	• conduct sometimes complex work health and safety consultation activities • explain all work health and safety procedures and information on safe work practices.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXWHS003 Maintain workplace safety

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement and monitor adherence to workplace health and safety requirements across three different work periods by:
  - identifying non-compliance and tasking appropriate action
  - providing feedback to team members relevant to work health and safety
  - coordinating a work health and safety consultative processes
  - monitor the effectiveness of the work health and safety procedures:
    - required adjustments
    - team member training needs
  - demonstrating correct procedure for applying work health and safety to a work activity
- follow organisational policies and procedures to conduct a work health and safety investigation of one unsafe situation or hazardous event
- complete all required documentation and reporting for the above work health and safety situation or event.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for:
  - manual handling and safe lifting
  - emergency procedures including fire, flood and cyclone
  - unsafe or hazardous goods
  - handling and storage
  - waste disposal
  - bomb threat procedures
  - store evacuation
  - accidents, sickness and injury
  - dangerous customers
  - recall and contamination
- relevant Work Health and Safety (WHS) legislation and codes of practice

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- hierarchy of risk control
- use of personal protective equipment
- location of nearest first aid assistant or facility
- manual handling and safe lifting techniques
- possible fire and safety hazards
- communication techniques to clearly communicate work health and safety information
- reporting procedures for incidents and hazards
- use of safety alarms, fire extinguishers and emergency exits.

Assessment Conditions

Skills must be demonstrated in:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant work health and safety equipment
- relevant documentation:
  - Work Health and Safety (WHS) legislation
  - organisational policies and procedures for work health and safety
  - incident reporting forms
  - WHS records
- team members; these can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SITHFAB002 Provide responsible service of alcohol

Modification History

Version	Comments
Release 1.0 updated on 2 March 2023	Minor changes to Knowledge Evidence in Assessment Requirements

Application

This unit describes the performance outcomes, skills and knowledge required to responsibly sell or serve alcohol.

Responsible practices must be undertaken wherever alcohol is sold or served, including where alcohol samples are served during on-site product tastings. This unit, therefore, applies to any workplace where alcohol is sold or served, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries.

The unit applies to all levels of sales personnel involved in the sale, service and promotional service of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; packaged liquor sales persons selling in person, over the phone or online; winery, brewery and distillery cellar door staff; and supplier sales representatives. The unit also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management.

The unit incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol.

Certification requirements differ across states and territories. In some cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

This unit covers the RSA skill and knowledge requirements common to all States and Territories. Some legislative requirements and knowledge will differ across borders. In some cases after completion of this unit, state and territory liquor authorities require candidates to complete a bridging course to address these specific differences.

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Those developing training to support this unit must consult the relevant state or territory liquor licensing authority to determine any accreditation arrangements for courses, trainers and assessors.

Pre-requisite Unit

Nil

Competency Field

Food and Beverage

Unit Sector

Hospitality

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Sell or serve alcohol responsibly.	1.1. Sell or serve alcohol according to provisions of relevant state or territory legislation, licensing requirements and responsible service of alcohol principles. 1.2. Where appropriate, request and obtain acceptable proof of age prior to sale or service. 1.3. Provide accurate information to customers on alcoholic beverages according to organisation or house policy and government legislation. 1.4. Assist customers with information on the range of non-alcoholic beverages available for purchase. 1.5. Identify issues related to the sale or service of alcohol to different types of customers, especially those at risk, and incorporate them into sales or service.
2. Assist customers to drink within appropriate limits.	2.1. Prepare and serve standard drinks or samples according to industry requirements and professional standards. 2.2. Use a professional manner to encourage customers to drink within appropriate limits. 2.3. Recognise erratic drinking patterns as an early sign of possible intoxication and take appropriate action. 2.4. Monitor emotional and physical state of customers for

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	signs of intoxication and effects of illicit or other drug use. 2.5. Where appropriate, offer food and non-alcoholic beverages. 2.6. Decline requests for alcohol to be dispensed in a manner that is irresponsible and advise customers of the reasons for the refusal.
3. Assess alcohol affected customers and identify those to whom sale or service must be refused.	3.1. Assess intoxication levels of customers using appropriate methods. 3.2. When assessing intoxication, take into account factors that may affect individual responses to alcohol. 3.3. Identify customers to whom sale or service must be refused according to state and territory legislation.
4. Refuse to provide alcohol.	4.1. Refuse sale or service in a professional manner, state reasons for the refusal, and where appropriate point out signage. 4.2. Provide appropriate assistance to customers when refusing service. 4.3. Where appropriate, give customers a verbal warning and ask them to leave the premises according to organisational or house requirements, the specific situation, and provisions of state or territory legislation and regulations. 4.4. Use appropriate communication and conflict resolution skills to handle difficult situations. 4.5. Refer difficult situations beyond the scope of own responsibility to the appropriate person. 4.6. Promptly identify situations that pose a threat to the safety or security of colleagues, customers or property, and seek assistance from appropriate colleagues according to organisational policy.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Reading skills to:	• read at times complex information in:
	  • general regulatory and advisory information issued by local, or state and territory liquor licensing authorities
	  • in house policies and procedures
	  • specific provisions of relevant state or territory legislation and

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	licensing requirements • read a range of identification (ID) and proof of age documents, statutory signage, and warning signs and wording within in house policies and procedures.
Oral communication skills to:	• provide complex information on responsible service of alcohol laws in a way that is easily understandable for customers • speak firmly and clearly with intoxicated customers in a manner that de-escalates conflict.
Numeracy skills to:	• measure and calculate standard drinks or samples • determine customer's age from date of birth on ID and proof of age documents.
Learning skills to:	• source relevant information on laws, regulations and codes of practice or conduct relating to responsible service of alcohol and continuously update knowledge of changes in that information.
Teamwork skills to:	• share customer information with team members to ensure proper responsible service of alcohol practices within the organisation.
Self-management skills to:	• deal with hostile and uncooperative customers in a professional manner and in line with organisational procedures.

Unit Mapping Information

SITHFAB201 Provide responsible service of alcohol

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITHFAB002 Provide responsible service of alcohol

Modification History

Version	Comments
Release 1.0 updated on 2 March 2023	Minor changes to Knowledge Evidence in Assessment Requirements

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interpret the legal requirements for responsible sale or service of alcohol for the local state or territory law
- document organisational policies and procedures that must be followed for the responsible sale or service of alcohol
- identify at least three early indicators of intoxication and identify suitable intervention strategies to prevent intoxication
- demonstrate procedure to refuse sale or service of alcohol and assist each of the following groups of intoxicated customers:
  - those in emotional or physical distress
  - those with no food consumption during extended service of alcohol
  - those who appear to be under the effect of illicit substances or other drugs
- demonstrate organisational or house requirements and use effective communication and conflict-resolution skills when asking the following different intoxicated customers to leave the premises:
  - one compliant customer
  - one difficult customer refusing to leave.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- public interest reasons for implementing responsible service of alcohol (RSA) practices:
  - government and community concern with alcohol misuse and abuse
  - alcohol-impaired driving accidents, crime, public violence, family violence and anti social behaviour associated with alcohol abuse
- ways of assessing intoxication:

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    - observing changes in behaviour
    - observing emotional and physical state
    - monitoring noise levels and drink purchases
- customers to whom sale or service must be refused according to state and territory legislation:
    - minors and those purchasing on behalf of minors
    - intoxicated persons
    - persons affected by the consumption of illicit and other drugs
- impact of excessive drinking on:
    - local neighbourhood and community
    - the night-time economy
    - premises and staff
    - customers
    - particular types of customers who are at heightened risk:
        - minors
        - people affected by the consumption of illicit and other drugs
        - women, particularly pregnant women
        - young people
    - physical and mental health of individuals who drink to excess
    - productivity of individuals who drink to excess
    - those around the person drinking to excess:
        - family
        - friends
        - colleagues
    - government agencies:
        - local police
        - health facilities
        - road authorities
        - local councils
- key agencies and how to source relevant information on laws, regulations and codes of practice or conduct
- methods of supplying information on responsible sale or service of alcohol to customers:
    - use of fact sheets and advertising material that comply with legislative requirements
    - use of mandatory signage
    - verbally
    - websites
- current promotional and strategic community education campaigns developed and conducted by agencies and industry groups
- effects of alcohol on:
    - emotional state

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    - health
    - physical alertness
- factors that affect individual responses to alcohol:
    - food consumption
    - gender
    - general health
    - rate of consumption
    - other substances taken
    - weight
- time for effects of alcohol to be registered
- what constitutes a standard drink for different beverage types and acceptable measures of alcohol:
    - types and strengths of standard drinks
    - alcoholic percentages of a range of frequently sold alcoholic beverages
- indicators of erratic drinking patterns:
    - mixing a wide range of drink types
    - drinking quickly and asking for more immediately
    - ordering more than one drink for own consumption
    - mixing alcohol consumption with consumption of prescription or illicit drugs
    - consistently returning to the tasting site to request more samples
    - ordering multiple samples
    - ordering large samples
    - ordering ‘triple shots’ or extra-large drinks
- ways of assessing customers affected by the consumption of illicit and other drugs
- communications methods used when refusing service:
    - using open and non-aggressive body language
    - using a number of strategies to defuse a situation:
        - taking the person away from an audience
        - blaming the refusal on ‘the law’
    - monitoring the reactions of other customers
    - picking early warning signs and intervening before the person is intoxicated
    - not using physical touch or body language
    - remaining calm and using tactful language
- appropriate means of assistance to be offered when refusing service:
    - assisting the customer to connect with their designated driver
    - offering alternatives to alcohol:
        - food
        - non-alcoholic drinks
    - organising transport for customers wishing to leave
    - providing information on taxis

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- principles of responsible delivery of packaged liquor:
  - ensuring adequate instruction to person delivering liquor
  - seeking proof that the delivery is being received by a person over the age of 18
  - procedures for delivering alcohol to an unoccupied premises
- principles of responsible service of alcohol, and their purpose and benefits
- principles of harm minimisation and community safety described in the jurisdiction's liquor legislation
- strategies to minimise the harm associated with liquor abuse:
  - those laid down in legislation and codes of conduct developed by government agencies and industry groups
  - organisational policies that are designed to reduce the harm associated with liquor abuse
- key provisions of liquor laws and regulations at a depth relevant to the scope of job responsibility in licensed premises and the following general requirements of liquor legislation and information that must be customised for each State or Territory:
  - legislative definition of intoxication; intoxicated person and unduly intoxicated
  - role of individual staff members and supervisors or managers in providing responsible service of alcohol, and seller or server duty of care and liability
  - requirement to adopt and use statutory signage on the premises for the entire range of circumstances applicable to the organisation
  - requirements for mandatory content of warning signs and wording in advertising or promotional material of any form
  - requirements relating to the remote sale and delivery of alcohol sales generated via the telephone, fax, email, internet or mail
  - requirements for proof of age and obligations to minors under local legislation
  - provisions for retaining and reporting falsified proof of age documents
  - provisions for requiring someone to leave the premises
  - transportation options for customers who have been removed from the premises
  - procedures for barring customers from premises
  - opening and closing hour provisions
  - requirements for monitoring noise and disturbances in and around licensed premises
  - requirements described by an in house policy, standard or code of practice or conduct for patrons and RSA staff in regard to responsible serving principles adopted by venue management
  - organisational training and training record keeping requirements to maintain currency in RSA certification
  - products that are banned or undesirable when responsibly selling or serving alcohol
  - personal and business implications of breaching any laws, regulations, government or industry-driven codes of practice or conduct
  - offences relating to the sale or service of alcohol and ramifications of non-compliance with the law and industry codes for the organisation, licensee and individual staff members

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- legal restrictions on alcohol use customised to state or territory legislation
- intoxication provisions of liquor licensing laws
- legal drink and drive limits customised to state or territory legislation
- organisation specific policies and procedures for the responsible sale or service of alcohol.

Assessment Conditions

Skills must be demonstrated in an operational hospitality environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- measures used to serve standard drinks or samples
- organisation specifications:
  - signage:
    - signs that comply with wording required by legislation
    - standard promotional signs issued by the relevant state or territory licensing authority
    - warning notices within any form of advertising
  - information and plain English fact sheets distributed by government regulators and industry bodies
  - contact information on taxis and available transport options for intoxicated customers
- industry-realistic range of customers to whom alcohol is sold or served; these can be:
  - customers in an industry workplace during the assessment process; or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SITXHRM002 Roster staff

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters. It requires the ability to plan rosters according to industrial provisions, operational efficiency requirements, and within wage budgets.

This unit applies to individuals responsible for developing staff rosters for situations involving potentially large numbers of staff working across a range of different service periods or shifts. It does not apply to small office environments.

It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.

The unit applies to all tourism, travel, hospitality and event sectors.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Human Resource Management

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS **PERFORMANCE CRITERIA**

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Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop staff rosters.	1.1. Develop rosters according to relevant industrial agreements and other considerations and wage budgets. 1.2. Maximise operational and customer service efficiency while minimising wage costs. 1.3. Combine duties where appropriate to ensure effective use of staff. 1.4. Roster teams with complementary skills mix to meet operational requirements. 1.5. Take account of social and cultural considerations and broader organisational policies that affect staff rosters. 1.6. Consult with colleagues to ensure input into rosters. 1.7. Use roster systems and equipment to administer rosters.
2. Present and communicate rosters.	2.1. Present rosters in required formats to ensure clarity of information according to organisational standards. 2.2. Communicate rosters to appropriate colleagues within designated timeframes.
3. Maintain rostering records.	3.1. Administer records of shift time completed by employees or contractors. 3.2. Maintain staff rostering records according to organisational procedures
4. Evaluate rosters.	4.1. Monitor effectiveness of rosters in consultation with colleagues. 4.2. Identify ways in which rosters and roster development processes may be improved and take appropriate action.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret documents outlining opening and closing times, operational hours, and expected customer traffic.
Writing skills to:	• write potentially complex roster documentation.
Oral communication skills to:	• ask colleagues questions to confirm their requirements • listen, understand and interpret messages.

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Numeracy skills to:	• complete planning activities involving dates, times and staff ratios.
Problem-solving skills to:	• re-work rosters in cases of staff illness.
Teamwork skills to:	• consider staff requests and personal commitments when planning rosters.
Technology skills to:	• use system capabilities and functions of rostering software programs.

Unit Mapping Information

SITXHRM401 Roster staff

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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Assessment Requirements for SITXHRM002 Roster staff

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare staff rosters that meet diverse operational requirements across three different roster periods
- demonstrate the following when preparing each of the above staff rosters:
  - sufficient staff to ensure the delivery of required services within wage budget constraints
  - appropriate skills mix of the team
  - compliance with industrial provisions and organisational policy
  - completion of rosters within commercial and staff time constraints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on awards and other industrial provisions
- industrial agreements and other considerations which impact the preparation of staffing rosters:
  - single or multiple awards and enterprise agreements
  - award provisions for:
    - leave
    - mandated breaks between shifts
    - maximum allowed shift hours
    - standard, overtime and penalty pay rates
  - overall number of hours allocated to different staff members
  - use of:
    - contractors and consideration of fees
    - permanent or casual staff
- key elements of applicable awards and enterprise agreements:
  - leave provisions
  - mandated breaks between shifts
  - maximum allowed shift hours
  - standard, overtime and penalty pay rates

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- organisational policies which impact the preparation of staffing rosters:
  - sociocultural-friendly organisational initiatives
  - family-friendly workplace initiatives
  - leave for:
    - carers
    - compassionate reasons
    - illness or injury
    - jury service
    - long service
    - maternity or paternity
    - rehabilitation of injured workers
    - study
  - recreation
- industry sector:
  - role of rosters and their importance in controlling staff costs
  - system capabilities and functions of rostering software programs
  - different formats for and inclusions of staff rosters
  - different methods used to communicate rosters, both electronic and paper-based
- specific organisation:
  - social, cultural and skills mix of the team to be rostered
  - full details of human resource policies and procedures that cover leave provisions and socio-cultural issues
  - operational requirements of the business activity, department or event subject to rostering
  - wage budget for the business activity, department or event subject to rostering.

Assessment Conditions

Skills must be demonstrated in an operational tourism, travel, hospitality or events business operation or activity requiring staff rostering. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- computers, printers and rostering software programs
- records of shift time and where relevant electronic equipment used by staff to log commencement and completion time of rostered duties
- applicable industrial awards and enterprise agreements
- operational information about the organisation or department subject to rostering
- information about the cultural and skills mix of a team subject to rostering.

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Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694

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SIR Retail Services Training Package

Modification History

Not applicable.

Credit Arrangements

QUALIFICATION CODE	QUALIFICATION TITLE	CREDIT ARRANGEMENT DETAILS
		At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRSS00012 Community Pharmacy Dispensary

Modification History

Not applicable.

Description

A set of skills in community pharmacy dispensary.

Pathways Information

Achievement of these units provides credit towards SIR40116 Certificate IV in Community Pharmacy and SIR40216 Certificate IV in Community Pharmacy Dispensary.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SIRCDIS001	Assist customers with prescriptions
SIRCDIS003	Assist in dispensing prescriptions
SIRCDIS004	Assist in preparing dose administration aids
SIRCDIS006	Maintain dispensary stock
SIRCDIS007	Administer dispensary computer system and claims
SIRCIND002	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Target Group

Dispensary assistants and technicians working in the dispensary area of community pharmacies.

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Suggested words for Statement of Attainment

These units of competency from the SIR Retail Services Training Package provide a set of skills to work as a dispensary assistant or dispensary technician within a community pharmacy.

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SIRSS00013 Community Pharmacy Management

Modification History

Not applicable.

Description

A set of skills to manage the operations of a community pharmacy.

Pathways Information

Achievement of these units provides credit towards SIR40116 Certificate IV in Community Pharmacy and SIR40216 Certificate IV in Community Pharmacy Dispensary

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SIRCCPM003	Lead and develop pharmacy teams
SIRCCPM004	Manage pharmacy sales and service delivery
SIRCCPM005	Manage pharmacy premises, equipment and merchandise
SIRCCPM006	Develop a pharmacy product and service range

Target Group

Pharmacy managers who manage the operations of a community pharmacy.

Suggested words for Statement of Attainment

These units of competency from the SIR Retail Services Training Package provide a set of skills to manage the operations of a community pharmacy.

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SIRSS00014 Community Pharmacy Quality Implementation

Modification History

Not applicable.

Description

A set of skills to implement a community pharmacy quality system.

Pathways Information

Achievement of these units provides credit towards SIR40116 Certificate IV in Community Pharmacy.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
BSBMGT403	Implement continuous improvement
SIRCCPM002	Coordinate a pharmacy quality system
SIRCCPM003	Lead and develop pharmacy teams

Target Group

Senior pharmacy assistants who have responsibility for the implementation of the pharmacy quality system.

Suggested words for Statement of Attainment

These units of competency from the SIR Retail Services Training Package and BSB Business Services Training Package provide a set of skills to implement a community pharmacy quality system.

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