



Australian Government

WRH06 Hairdressing Training Package

Release: 2.2

CONTENTS

Preliminary information.....	7
Overview.....	30
Qualifications Framework.....	42
Assessment Guidelines.....	52
Competency Standards.....	88
WRH20109 Certificate II in Hairdressing.....	102
WRH30109 Certificate III in Hairdressing.....	109
WRH40109 Certificate IV in Hairdressing.....	118
WRH40209 Certificate IV in Trichology.....	125
WRH50109 Diploma of Hairdressing Salon Management.....	130
WRHCL201A Apply temporary hair colour and remove residual colour products.....	136
WRHCL302B Colour and lighten hair.....	144
WRHCL303B Design and perform full and partial highlighting techniques.....	154
WRHCL304A Perform colour correction.....	165
WRHCL305B Perform on scalp full head and re-touch bleach services.....	174
WRHCL406B Solve complex colour problems.....	184
WRHCR201A Rinse and neutralise chemically curled or volumised hair.....	194
WRHCR302B Perform chemical curling and volumising services.....	203
WRHCR303B Perform chemical straightening and relaxing services.....	213
WRHCR404B Apply chemical reformation techniques to enhance hair designs.....	223
WRHCS201A Prepare clients for salon services.....	233
WRHCS202B Maintain tools and equipment.....	242
WRHCS203A Hone and strop straight razors.....	250
WRHCS204A Maintain and organise work areas.....	258
WRHCS205A Follow personal health and safety routines at work.....	266
WRHCS206A Perform head, neck and shoulder massage.....	276
WRHCS207A Develop hairdressing industry knowledge.....	284
WRHCS308A Plan services for special events.....	294
WRHHC301A Design haircut structures.....	303
WRHHC302A Apply one length/solid haircut structures.....	310
WRHHC303A Apply graduated haircut structures.....	318
WRHHC304A Apply layered haircut structures.....	326
WRHHC305A Apply over-comb techniques.....	334
WRHHC306B Combine haircut structures on women.....	342
WRHHC307B Combine haircut structures for traditional and classic designs on men.....	352
WRHHC308B Design and maintain beards and moustaches.....	362
WRHHC309A Perform face and head shaves.....	369
WRHHC410B Design and perform creative haircuts.....	377
WRHHD201A Dry hair to shape.....	387
WRHHD202A Apply single, two and three strand braiding techniques.....	395
WRHHD303A Design and apply short to medium-length hair design finishes.....	403
WRHHD304A Design and apply long hair design finishes.....	413
WRHHD405B Select and apply hair extensions.....	424
WRHHD406B Work as a session stylist.....	433
WRHHD407A Apply and maintain wigs and hairpieces.....	447
WRHHD408A Make wigs and hairpieces.....	457
WRHHS301A Apply the principles of hairdressing science.....	468
WRHHS302A Consult with clients and treat hair and scalp conditions.....	480
WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations.....	491

WRHHS404A Perform trichological assessments	503
WRHHS405A Apply the principles of nutrition	514
WRHHS406A Develop and apply scalp treatment therapies	524
WRHHS407A Perform hair loss diagnosis.....	534
WRHHS408A Design and provide nutritional therapies.....	545
WRHHS409A Design and apply hair loss therapies.....	554
WRHSM501A Manage hairdressing services and sales delivery.....	563
WRHSM502B PROMOTE A HAIRDRESSING BUSINESS	574
WRHWP201A Assist colleagues providing multiple salon services as a team member ...	586
WRHWP302A Operate effectively as a hairdresser in a salon work team.....	595
BSBCUS501A Manage quality customer service	608
BSBEBU501A Investigate and design e business solutions.....	616
BSBFRA501B Establish a franchise operation	625
BSBFRA502B Manage a franchise operation	633
BSBMGT516A Facilitate continuous improvement.....	641
BSBMKG502B Establish and adjust the marketing mix.....	649
BSBMKG507A Interpret Market Trends And Developments	658
BSBRES401A Analyse and present research information	668
BSBSMB301A Investigate micro business opportunities	677
BSBSMB401A Establish legal and risk management requirements of small business.....	685
BSBSMB402A Plan small business finances	694
BSBSMB403A Market the small business.....	702
BSBSMB404A Undertake small business planning.....	710
BSBSMB405A Monitor and manage small business operations.....	721
BSBSMB406A Manage small business finances.....	729
BSBSMB407A Manage a small team.....	737
BSBWOR402A Promote team effectiveness.....	746
CUVPHI05A Use a 35mm SLR camera or digital equivalent	754
HLTCOM404B Communicate effectively with clients	756
HLTCOM405B Administer a practice.....	767
HLTCOM406B Make referrals to other health care professionals when appropriate	778
HLTCOM408B Use specific health terminology to communicate effectively	787
HLTCOM502B Develop professional expertise	797
HLTFA301B Apply first aid.....	806
SIRXCCS003A Coordinate interaction with customers	819
SIRXCOM001A Communicate in the workplace.....	827
SIRXEBS004A Select an e-business model	835
SIRXFIN001A Balance point-of-sale terminal.....	844
SIRXHRM001A Administer human resources policy.....	852
SIRXHRM002A Recruit and select personnel	863
SIRXIND001A Work effectively in a retail environment.....	873
SIRXINV002A Maintain and order stock.....	883
SIRXMER001A Merchandise products	892
SIRXMER005A Create a display.....	901
SIRXMGT001A Coordinate work teams	909
SIRXMGT003A Lead and manage people.....	920
SIRXOHS001A Apply safe working practices	931
SIRXOHS002A Maintain store safety.....	941
SIRXOHS003A Provide a safe working environment.....	953
SIRXQUA001A Develop innovative ideas at work.....	965
SIRXQUA002A Lead a team to foster innovation.....	976
SIRXRPK002A Recommend hair, beauty and cosmetic products and services	986
SIRXSLS001A Sell products and services.....	996

SIRXSL002A Advise on products and services.....	1006
SIRXSL004A Build relationships with customers.....	1014
TAAASS301B Contribute to assessment.....	1026
TAAASS401C Plan and organise assessment.....	1045
TAAASS402C Assess competence.....	1067
TAAASS403B Develop assessment tools	1089
TAAASS404B Participate in assessment validation	1109
TAADEL301C Provide training through instruction and demonstration of work skills.....	1128
TAADEL401B Plan and organise group-based delivery.....	1141
WRBCS201B Conduct financial transactions.....	1160
WRBCS203B Provide service to clients	1172
WRBCS513B Investigate new products and services	1185
WRBFS202B Design and apply make-up.....	1197
WRBFS203B Design and apply make-up for photography.....	1214

Modification History

Version modification history

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

Version	Release date	Comments
2.2	TBA	<p>The elective lists for the following qualifications have been broadened to include selection from other Training Packages and accredited courses:</p> <p>WRH40109 Certificate IV in Hairdressing</p> <p>WRH40209 Certificate IV in Trichology</p> <p>WRH50109 Diploma of Hairdressing Salon Management:</p>
2.1	30/06/10	<p>The following changes made to WRH20109 Certificate II in Hairdressing:</p> <ul style="list-style-type: none"> The unit WRHCS207A Develop hairdressing industry knowledge is removed from the core and added to the elective group of this qualification Elective list broadened to include selection from other Training Packages and accredited courses.
2	13/07/09	<p>Employability Skills embedded in all units and qualifications; Employability Skills Qualification Summaries inserted.</p> <p>Changes made to the following units in order to ensure that Employability Skills are sufficiently explicit, resulting in:</p> <ul style="list-style-type: none"> WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL305B Perform on scalp full head and re-touch bleach services WRHCL406B Solve complex colour problems WRHCR302B Perform chemical curling and volumising services WRHCR303B Perform chemical straightening and relaxing services WRHCR404B Apply chemical reformation techniques to enhance hair designs

Version	Release date	Comments
		<ul style="list-style-type: none"> • WRHCS202B Maintain tools and equipment • WRHHC306B Combine haircut structures on women • WRHHC307B Combine haircut structures for traditional and classic designs on men • WRHHC308B Design and maintain beards and moustaches • WRHHC410B Design and perform creative haircuts • WRHHD405B Select and apply hair extensions • WRHHD406B Work as a session stylist • WRHSM502B Promote a hairdressing business <p>Additional changes made to remove references to 'natural' curl in unit WRHCR303B Perform chemical straightening and relaxing services.</p> <p>WRBCS201B Conduct financial transactions added to the elective bank of Certificate II in Hairdressing.</p> <p>WRHCR404A Apply chemical reformation techniques to enhance hair designs added to the elective bank of Certificate III in Hairdressing.</p> <p>Updating of mandatory text in Qualifications, Assessment Guidelines and Competency Standards documents.</p> <p>Units imported from BSB01 Business Services Training Package replaced by updated versions from BSB07.</p> <p>Units imported from WRR02 Retail Training Package replaced by updated versions from SIR07.</p> <p>Units imported from HLT02 Health Services Training Package replaced by updated versions from HLT07.</p> <p>New Qualification codes:</p> <ul style="list-style-type: none"> • WRH20109 Certificate II in Hairdressing • WRH30109 Certificate III in Hairdressing • WRH40109 Certificate IV in Hairdressing • WRH40209 Certificate IV in Trichology • WRH50109 Diploma of Hairdressing Salon Management
1		Primary release – replaces WRH00

WRH06 was endorsed on 18 May 2009

Preliminary information

Preliminary information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 2 – check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Service Skills Australia (www.serviceskills.com.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

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

Version	Release date	Comments
2.2	TBA	The elective lists for the following qualifications have been broadened to include selection from other Training Packages and accredited courses: WRH40109 Certificate IV in Hairdressing WRH40209 Certificate IV in Trichology WRH50109 Diploma of Hairdressing Salon Management:
2.1	30/06/10	The following changes made to WRH20109 Certificate II in Hairdressing:

Version	Release date	Comments
		<ul style="list-style-type: none"> • The unit WRHCS207A Develop hairdressing industry knowledge is removed from the core and added to the elective group of this qualification • Elective list broadened to include selection from other Training Packages and accredited courses.
2	13/07/09	<p>Employability Skills embedded in all units and qualifications; Employability Skills Qualification Summaries inserted.</p> <p>Changes made to the following units in order to ensure that Employability Skills are sufficiently explicit, resulting in:</p> <ul style="list-style-type: none"> • WRHCL302B Colour and lighten hair • WRHCL303B Design and perform full and partial highlighting techniques • WRHCL305B Perform on scalp full head and re-touch bleach services • WRHCL406B Solve complex colour problems • WRHCR302B Perform chemical curling and volumising services • WRHCR303B Perform chemical straightening and relaxing services • WRHCR404B Apply chemical reformation techniques to enhance hair designs • WRHCS202B Maintain tools and equipment • WRHHC306B Combine haircut structures on women • WRHHC307B Combine haircut structures for traditional and classic designs on men • WRHHC308B Design and maintain beards and moustaches • WRHHC410B Design and perform creative haircuts • WRHHD405B Select and apply hair extensions • WRHHD406B Work as a session stylist • WRHSM502B Promote a hairdressing business <p>Additional changes made to remove references to 'natural' curl in unit WRHCR303B Perform chemical straightening and relaxing services.</p> <p>WRBCS201B Conduct financial transactions added to the elective bank of Certificate II in Hairdressing.</p> <p>WRHCR404A Apply chemical reformation techniques to enhance hair designs added to the elective bank of Certificate III in Hairdressing.</p>

Version	Release date	Comments
		<p>Updating of mandatory text in Qualifications, Assessment Guidelines and Competency Standards documents.</p> <p>Units imported from BSB01 Business Services Training Package replaced by updated versions from BSB07.</p> <p>Units imported from WRR02 Retail Training Package replaced by updated versions from SIR07.</p> <p>Units imported from HLT02 Health Services Training Package replaced by updated versions from HLT07.</p> <p>New Qualification codes:</p> <ul style="list-style-type: none"> • WRH20109 Certificate II in Hairdressing • WRH30109 Certificate III in Hairdressing • WRH40109 Certificate IV in Hairdressing • WRH40209 Certificate IV in Trichology • WRH50109 Diploma of Hairdressing Salon Management
1		Primary release – replaces WRH00

Summary of WRH06 Hairdressing Training Package

Summary of AQF qualifications in WRH06 Hairdressing Training Package

Code	Title
WRH20109	Certificate II in Hairdressing
WRH30109	Certificate III in Hairdressing
WRH40109	Certificate IV in Hairdressing
WRH40209	Certificate IV in Trichology
WRH50109	Diploma of Hairdressing Salon Management

Summary of units of competency in WRH06 Hairdressing Training Package and their prerequisite requirements

Code	Title	Prerequisite
WRHCL201A	Apply temporary hair colour and	Nil

Code	Title	Prerequisite
	remove residual colour products	
WRHCL302B	Colour and lighten hair	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCL303B	Design and perform full and partial highlighting techniques	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCL304A	Perform colour correction	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCL305B	Perform on scalp full head and retouch bleach services	WRHCL302B Colour and lighten hair WRHHS301A Apply the principles of hairdressing science
WRHCL406B	Solve complex colour problems	WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction
WRHCR201A	Rinse and neutralise chemically curled or volumised hair	Nil
WRHCR302B	Perform chemical curling and volumising services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health

Code	Title	Prerequisite
		and safety routines at work SIRXOHS001A Apply safe working practices
WRHCR303B	Perform chemical straightening and relaxing services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCR404B	Apply chemical reformation techniques to enhance hair designs	WRHCR302B Perform chemical curling and volumising services WRHCR303B Perform chemical straightening and relaxing services WRHHD303A Design and apply short to medium-length hair design finishes
WRHCS201A	Prepare clients for salon services	Nil
WRHCS202B	Maintain tools and equipment	Nil
WRHCS203A	Hone and strop straight razors	Nil
WRHCS204A	Maintain and organise work areas	Nil
WRHCS205A	Follow personal health and safety routines at work	Nil
WRHCS206A	Perform head, neck and shoulder massage	Nil
WRHCS207A	Develop hairdressing industry knowledge	Nil
WRHCS308A	Plan services for special events	Nil
WRHHC301A	Design haircut structures	Nil
WRHHC302A	Apply one length/solid haircut structures	WRHCS201A Prepare clients for salon services
WRHHC303A	Apply graduated haircut structures	WRHCS201A Prepare clients for salon services

Code	Title	Prerequisite
WRHHC304A	Apply layered haircut structures	WRHCS201A Prepare clients for salon services
WRHHC305A	Apply over-comb techniques	WRHCS201A Prepare clients for salon services
WRHHC306B	Combine haircut structures on women	WRHCS201A Prepare clients for salon services
WRHHC307B	Combine haircut structures for traditional and classic designs on men	WRHCS201A Prepare clients for salon services
WRHHC308B	Design and maintain beards and moustaches	WRHCS201A Prepare clients for salon services
WRHHC309A	Perform face and head shaves	WRHCS201A Prepare clients for salon services
WRHHC410B	Design and perform creative haircuts	WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men
WRHHD201A	Dry hair to shape	Nil
WRHHD202A	Apply single, two and three strand braiding techniques	Nil
WRHHD303A	Design and apply short to medium-length hair design finishes	WRHCS201A Prepare clients for salon services
WRHHD304A	Design and apply long hair design finishes	WRHCS201A Prepare clients for salon services
WRHHD405B	Select and apply hair extensions	WRHHD303A Design and apply short to medium-length hair design finishes and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut

Code	Title	Prerequisite
		structures for traditional and classic designs on men
WRHHD406B	Work as a session stylist	WRHHD303A Design and apply short to medium-length hair design finishes WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction WRHCR302B Perform chemical curling and volumising services WRHCR303B Perform chemical straightening and relaxing services and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men
WRHHD407A	Apply and maintain wigs and hairpieces	WRHHD303A Design and apply short to medium-length hair design finishes WRHHD304A Design and apply long hair design finishes and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men
WRHHD408A	Make wigs and hairpieces	Nil

Code	Title	Prerequisite
WRHHS301A	Apply the principles of hairdressing science	Nil
WRHHS302A	Consult with clients and treat hair and scalp conditions	Nil
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations	Nil
WRHHS404A	Perform trichological assessments	Nil
WRHHS405A	Apply the principles of nutrition	Nil
WRHHS406A	Develop and apply scalp treatment therapies	Nil
WRHHS407A	Perform hair loss diagnosis	Nil
WRHHS408A	Design and provide nutritional therapies	Nil
WRHHS409A	Design and apply hair loss therapies	Nil
WRHSM501A	Manage hairdressing services and sales delivery	Nil
WRHSM502B	Promote a hairdressing business	Nil
WRHWP201A	Assist colleagues providing multiple salon services as a team member	Nil
WRHWP302A	Operate effectively as a hairdresser in a salon work team	Nil

Imported units of competency in WRH06 Hairdressing Training Package

Code	Title	Origin
BSBCUS501A	Manage quality customer service	BSB07 Business Services Training Package
BSBEBU501A	Investigate and design e-business solutions	BSB07 Business Services Training Package
BSBFRA501B	Establish a franchise operation	BSB07 Business Services Training Package

Code	Title	Origin
BSBFRA502B	Manage a franchise operation	BSB07 Business Services Training Package
BSBMGT516A	Facilitate continuous improvement	BSB07 Business Services Training Package
BSBMKG502B	Establish and adjust the marketing mix	BSB07 Business Services Training Package
BSBMKG507A	Interpret market trends and developments	BSB07 Business Services Training Package
BSBRES401A	Analyse and present research information	BSB07 Business Services Training Package
BSBSMB301A	Investigate micro business opportunities	BSB07 Business Services Training Package
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services Training Package
BSBSMB402A	Plan small business finances	BSB07 Business Services Training Package
BSBSMB403A	Market the small business	BSB07 Business Services Training Package
BSBSMB404A	Undertake small business planning	BSB07 Business Services Training Package
BSBSMB405A	Monitor and manage small business operations	BSB07 Business Services Training Package
BSBSMB406A	Manage small business finances	BSB07 Business Services Training Package
BSBSMB407A	Manage a small team	BSB07 Business Services Training Package
BSBWOR402A	Promote team effectiveness	BSB07 Business Services Training Package
CUVPHI05A	Use a 35mm SLR camera or digital equivalent	CUV03 Visual Arts Craft and Design Training Package
HLTCOM404B	Communicate effectively with clients	HLT07 Health Training Package

Code	Title	Origin
HLTCOM405B	Administer a practice	HLT07 Health Training Package
HLTCOM406B	Make referrals to other health care professionals when appropriate	HLT07 Health Training Package
HLTCOM408B	Use specific health terminology to communicate effectively	HLT07 Health Training Package
HLTCOM502B	Develop professional expertise	HLT07 Health Training Package
HLTFA301B	Provide first aid	HLT07 Health Training Package
TAAASS301B	Contribute to assessment	TAA04 Training and Assessment Training Package
TAAASS401C	Plan and organise assessment	TAA04 Training and Assessment Training Package
TAAASS402C	Assess competence	TAA04 Training and Assessment Training Package
TAAASS403B	Develop assessment tools	TAA04 Training and Assessment Training Package
TAAASS404B	Participate in assessment validation	TAA04 Training and Assessment Training Package
TAADEL301C	Provide training through instruction and demonstration of work skills	TAA04 Training and Assessment Training Package
TAADEL401B	Plan and organise group-based delivery	TAA04 Training and Assessment Training Package
WRBCS201B	Conduct financial transactions	WRB04 Beauty Training Package
WRBCS203B	Provide service to clients	WRB04 Beauty Training Package
WRBCS513B	Investigate new products and services	WRB04 Beauty Training Package
WRBFS202B	Design and apply make-up	WRB04 Beauty Training Package
WRBFS203B	Design and apply make-up for photography	WRB04 Beauty Training Package
SIRXCCS003A	Coordinate interaction with customers	SIR07 Retail Services Training Package

Code	Title	Origin
SIRXCOM001A	Communicate in the workplace	SIR07 Retail Services Training Package
SIRXEBS004A	Select an e-business model	SIR07 Retail Services Training Package
SIRXFIN001A	Balance point-of-sale terminal	SIR07 Retail Services Training Package
SIRXHRM001A	Administer human resources policy	SIR07 Retail Services Training Package
SIRXHRM002A	Recruit and select personnel	SIR07 Retail Services Training Package
SIRXMGT003A	Lead and manage people	SIR07 Retail Services Training Package
SIRXIND001A	Work effectively in a retail environment	SIR07 Retail Services Training Package
SIRXINV002A	Maintain and order stock	SIR07 Retail Services Training Package
SIRXMER001A	Merchandise products	SIR07 Retail Services Training Package
SIRXMER005A	Create a display	SIR07 Retail Services Training Package
SIRXMGT001A	Coordinate work teams	SIR07 Retail Services Training Package
SIRXOHS001A	Apply safe working practices	SIR07 Retail Services Training Package
SIRXOHS002A	Maintain store safety	SIR07 Retail Services Training Package
SIRXOHS003A	Provide a safe working environment	SIR07 Retail Services Training Package
SIRXQUA001A	Develop innovative ideas at work	SIR07 Retail Services Training Package
SIRXQUA002A	Lead a team to foster innovation	SIR07 Retail Services Training Package

Code	Title	Origin
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	SIR07 Retail Services Training Package
SIRXSLS001A	Sell products and services	SIR07 Retail Services Training Package
SIRXSLS002A	Advise on products and services	SIR07 Retail Services Training Package
SIRXSLS004A	Build relationships with customers	SIR07 Retail Services Training Package

Summary mapping of WRH06 Training Package to WRH06 Training Package Version 2

Mapping of units of competency

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
Colour and lightening		
WRHCL201A Apply temporary hair colour and remove residual colour products	WRHCL201A Apply temporary hair colour and remove residual colour products	No change
WRHCL302A Colour and lighten hair	WRHCL302B Colour and lighten hair	Employability skills added
WRHCL303A Design and perform full and partial highlighting techniques	WRHCL303B Design and perform full and partial highlighting techniques	Employability skills added
WRHCL304A Perform colour correction	WRHCL304A Perform colour correction	No change
WRHCL305A Perform on scalp full head and re-touch bleach services	WRHCL305B Perform on scalp full head and re-touch bleach services	Employability skills added
WRHCL406A Solve complex colour problems	WRHCL406B Solve complex colour problems	Employability skills added
Chemical Reformation		
WRHCR201A Rinse and neutralise chemically curled	WRHCR201A Rinse and neutralise chemically curled	No change

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
or volumised hair	or volumised hair	
WRHCR302A Perform chemical curling and volumising services	WRHCR302B Perform chemical curling and volumising services	Employability skills added
WRHCR303A Perform chemical straightening and relaxing services	WRHCR303B Perform chemical straightening and relaxing services	Employability skills added and references to 'natural' in relation to curl have been removed.
WRHCR404A Apply chemical reformation techniques to enhance hair designs	WRHCR404B Apply chemical reformation techniques to enhance hair designs	Employability skills added
Client Service		
WRHCS201A Prepare clients for salon services	WRHCS201A Prepare clients for salon services	No change
WRHCS202A Maintain tools and equipment	WRHCS202B Maintain tools and equipment	Employability skills added
WRHCS203A Hone and strop straight razors	WRHCS203A Hone and strop straight razors	No change
WRHCS204A Maintain and organise work areas	WRHCS204A Maintain and organise work areas	No change
WRHCS205A Follow personal health and safety routines at work	WRHCS205A Follow personal health and safety routines at work	No change
WRHCS206A Perform head, neck and shoulder massage	WRHCS206A Perform head, neck and shoulder massage	No change
WRHCS207A Develop hairdressing industry knowledge	WRHCS207A Develop hairdressing industry knowledge	No change
WRHCS308A Plan services for special events	WRHCS308A Plan services for special events	No change
Haircutting		

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRHHC301A Design haircut structures	WRHHC301A Design haircut structures	No change
WRHHC302A Apply one length/solid haircut structures	WRHHC302A Apply one length/solid haircut structures	No change
WRHHC303A Apply graduated haircut structures	WRHHC303A Apply graduated haircut structures	No change
WRHHC304A Apply layered haircut structures	WRHHC304A Apply layered haircut structures	No change
WRHHC305A Apply over-comb techniques	WRHHC305A Apply over-comb techniques	No change
WRHHC306A Combine haircut structures on women	WRHHC306B Combine haircut structures on women	Employability skills added
WRHHC307A Combine haircut structures for traditional and classic designs on men	WRHHC307B Combine haircut structures for traditional and classic designs on men	Employability skills added
WRHHC308A Design and maintain beards and moustaches	WRHHC308B Design and maintain beards and moustaches	Employability skills added
WRHHC309A Perform face and head shaves	WRHHC309A Perform face and head shaves	No change
WRHHC410A Design and perform creative haircuts	WRHHC410B Design and perform creative haircuts	Employability skills added
Hair Design		
WRHHD201A Dry hair to shape	WRHHD201A Dry hair to shape	No change
WRHHD202A Apply single, two and three strand braiding techniques	WRHHD202A Apply single, two and three strand braiding techniques	No change
WRHHD303A Design and apply short to medium-length hair design finishes	WRHHD303A Design and apply short to medium-length hair design finishes	No change

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRHHD304A Design and apply long hair design finishes	WRHHD304A Design and apply long hair design finishes	No change
WRHHD405A Select and apply hair extensions	WRHHD405B Select and apply hair extensions	Employability skills added
WRHHD406A Work as a session stylist	WRHHD406B Work as a session stylist	Employability skills added
WRHHD407A Apply and maintain wigs and hairpieces	WRHHD407A Apply and maintain wigs and hairpieces	No change
WRHHD408A Make wigs and hairpieces	WRHHD408A Make wigs and hairpieces	No change
Hair Science		
WRHHS301A Apply the principles of hairdressing science	WRHHS301A Apply the principles of hairdressing science	No change
WRHHS302A Consult with clients and treat hair and scalp conditions	WRHHS302A Consult with clients and treat hair and scalp conditions	No change
WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	No change
WRHHS404A Perform trichological assessments	WRHHS404A Perform trichological assessments	No change
WRHHS405A Apply the principles of nutrition	WRHHS405A Apply the principles of nutrition	No change
WRHHS406A Develop and apply scalp treatment therapies	WRHHS406A Develop and apply scalp treatment therapies	No change
WRHHS407A Perform hair loss diagnosis	WRHHS407A Perform hair loss diagnosis	No change
WRHHS408A Design and	WRHHS408A Design and	No change

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
provide nutritional therapies	provide nutritional therapies	
WRHHS409A Design and apply hair loss therapies	WRHHS409A Design and apply hair loss therapies	No change
Salon Management		
WRHSM501A Manage hairdressing services and sales delivery	WRHSM501A Manage hairdressing services and sales delivery	No change
WRHSM502A Promote a hairdressing business	WRHSM502B Promote a hairdressing business	Employability skills added
Workplace		
WRHWP201A Assist colleagues providing multiple salon services as a team member	WRHWP201A Assist colleagues providing multiple salon services as a team member	No change
WRHWP302A Operate effectively as a hairdresser in a salon work team	WRHWP302A Operate effectively as a hairdresser in a salon work team	No change

Imported Units of Competency

WRH06 Unit code and title	WRH06 V2 Unit code and title	Comments in relation to WRH06
BSB01 Business Services Training Package	BSB07 Business Services Training Package	
BSBEBUS301A Search and assess online business information	BSBRES401A Analyse and present research information	New imported unit
BSBEBUS501A Evaluate e-business opportunities	BSBEBU501A Investigate and design e-business solutions	New imported unit
BSBFLM412A Promote team effectiveness	BSBWOR402A Promote team effectiveness	New imported unit

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
BSBFLM507A Manage quality customer service	BSBCUS501A Manage quality customer service	New imported unit
BSBFLM509A Promote continuous improvement	BSBMGT516A Facilitate continuous improvement	New imported unit
BSBFRA501A Establish a franchise operation	BSBFRA501B Establish a franchise operation	New imported unit
BSBFRA502A Manage a franchise operation	BSBFRA502B Manage a franchise operation	New imported unit
BSBMKG404A Forecast market and business needs	BSBMKG507A Interpret market trends and developments	New imported unit - Based on, but not equivalent to; BSBMKG403A or BSBMKG404A <i>SSA recommends adopting the unit BSBMKG507A</i>
BSBMKG502A Establish and adjust the marketing mix	BSBMKG502B Establish and adjust the marketing mix	New imported unit
BSBSBM301A Research business opportunities	BSBSMB301A Investigate micro business opportunities	New imported unit
BSBSBM401A Establish business and legal requirements	BSBSMB401A Establish legal and risk management requirements of small business	BSBSMB401A Deleted and merged with BSBEBUS401A Conduct online research into BSBRES401A Analyse and present research information <i>SSA recommends adopting the units BSBRES401A</i>
BSBSBM402A Undertake financial planning	BSBSMB402A Plan small business finances	New imported unit
BSBSBM403A Promote the business	BSBSMB403A Market the small business	New imported unit
BSBSBM404A Undertake business planning	BSBSMB404A Undertake small business planning	New imported unit
BSBSBM405A Monitor and manage business operations	BSBSMB405A Monitor and manage small business	New imported unit

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
	operations	
BSBSBM406A Manage finances	BSBSMB406A Manage small business finances	New imported unit
BSBSBM407A Manage a small team	BSBSMB407A Manage a small team	New imported unit
CUV03 Visual Arts Craft and Design Training Package		
CUVPHI05A Use a 35mm SLR camera or digital equivalent	CUVPHI05A Use a 35mm SLR camera or digital equivalent	No change
HLT02 Health Services Training Package	HLT07 Health Services Training Package	
HLTCOM2A Develop professional expertise	HLTCOM502B Develop professional expertise	New imported unit No change to competency outcome
HLTCOM4A Communicate effectively with clients/patients	HLTCOM404B Communicate effectively with clients	New imported unit No change to competency outcome
HLTCOM5A Administer a practice	HLTCOM405B Administer a practice	New imported unit No change to competency outcome
HLTCOM6A Make referrals to other health care professionals where appropriate	HLTCOM406B Make referrals to other health care professionals when appropriate	New imported unit
HLTCOM408B Use specific health terminology to communicate effectively	HLTCOM8A Use specific/medical terminology to communicate with clients/patients, fellow workers and health professionals	New imported unit
TAA04 Training and Assessment Training Package		
TAAASS301A Contribute to assessment	TAAASS301B Contribute to assessment	Employability skills added

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
TAAASS401A Plan and organise assessment	TAAASS401C Plan and organise assessment	Employability skills added
TAAASS402A Assess competence	TAAASS402C Assess competence	Employability skills added
TAAASS403A Develop assessment tools	TAAASS403B Develop assessment tools	Employability skills added
TAAASS404A Participate in assessment validation	TAAASS404B Participate in assessment validation	Employability skills added
TAADEL301A Provide training through instruction and demonstration of work skills	TAADEL301C Provide training through instruction and demonstration of work skills	Employability skills added
TAADEL401A Plan and organise group-based delivery	TAADEL401B Plan and organise group-based delivery	Employability skills added
THH02 Hospitality Training Package		
THHGH03B Provide first aid	HLTFA301B Apply first aid	Superseded Training Package and replaced by new imported unit from HLT07 Health Services Training Package
WRB04 Beauty Training Package		
WRBCS201B Conduct financial transactions	WRBCS201B Conduct financial transactions	No change
WRBCS203B Provide service to clients	WRBCS203B Provide service to clients	No change
WRBCS513B Investigate new products and services	WRBCS513B Investigate new products and services	No change
WRBFS202B Design and apply make-up	WRBFS202B Design and apply make-up	No change
WRBFS203B Design and apply make-up for photography	WRBFS203B Design and apply make-up for photography	No change

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
----------------------------------	--	--------------------------------------

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRR02 Retail Training Package	SIR07 Retail Services Training Package	
WRRCS1B Communicate in the workplace	SIRXCOM001A Communicate in the workplace	New imported unit
WRRCS4B Coordinate interaction with customers	SIRXCCS003A Coordinate interaction with customers	New imported unit
WRRER1B Work effectively in a retail environment	SIRXIND001A Work effectively in a retail environment	New imported unit
WRRER2B Coordinate work teams	SIRXMGT001A Coordinate work teams	New imported unit
WRRF1B Balance register/terminal	SIRXFIN001A Balance point-of-sale terminal	New imported unit
WRR15A Maintain and order stock	SIRXINV002A Maintain and order stock	New imported unit
WRRLP1B Apply safe working practices	SIRXOHS001A Apply safe working practices	New imported unit
WRRLP3B Maintain store safety	SIRXOHS002A Maintain store safety	New imported unit
WRRM1B Merchandise products	SIRXMER001A Merchandise products	New imported unit
WRRM6A Create a display for a small business	SIRXMER005A Create a display	New imported unit
WRRO3B Provide a safe working environment	SIRXOHS003A Provide a safe working environment	New imported unit
WRRO8A Develop innovative ideas at work	SIRXQUA001A Develop innovative ideas at work	New imported unit
WRRO9A Lead a team to foster innovation	SIRXHRM001A Administer human resources policy	New imported unit
WRRO12A Select an e-business model	SIRXEBS004A Select an e-business model	New imported unit

WRH06 Unit code and title	WRH06 Version 2 Unit code and title	Comments in relation to WRH06
WRRPM1B Administer human resources policy	SIRXQUA002A Lead a team to foster innovation	New imported unit
WRRPM2B Recruit and select personnel	SIRXHRM002A Recruit and select personnel	New imported unit
WRRPM3B Lead and manage people	SIRXMGT003A Lead and manage people	New imported unit
WRRS1B Sell products and services	SIRXSLS001A Sell products and services	New imported unit
WRRS2B Advise on products and services	SIRXSLS002A Advise on products and services	New imported unit
WRRS4B Build relationships with customers	SIRXSLS004A Build relationships with customers	New imported unit
WRRSS15B Recommend hair/beauty/cosmetic products	SIRXRPK002A Recommend hair, beauty and cosmetic products and services	New imported unit

Mapping of qualifications

WRH06 qualification code and title	WRH06 Version 2 qualification code and title	Comments in relation to WRH06
WRH20106 Certificate II in Hairdressing	WRH20109 Certificate II in Hairdressing	Updated with employability skills summary and equivalent to WRH20106 Certificate II in Hairdressing
WRH30106 Certificate III in Hairdressing	WRH30109 Certificate III in Hairdressing	Updated with employability skills summary and equivalent to WRH30106 Certificate III in Hairdressing
WRH40106 Certificate IV in Hairdressing	WRH40109 Certificate IV in Hairdressing	Updated with employability skills summary and equivalent to WRH40106 Certificate IV in Hairdressing
WRH40206 Certificate IV in Trichology	WRH40209 Certificate IV in Trichology	Updated with employability skills summary and equivalent to WRH40206 Certificate IV in Trichology

WRH06 qualification code and title	WRH06 Version 2 qualification code and title	Comments in relation to WRH06
WRH50106 Diploma of Hairdressing Management	WRH50109 Diploma of Hairdressing Management	Updated with employability skills summary and equivalent to WRH50106 Diploma of Hairdressing Management

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

Overview

Overview of Training Packages

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.
-

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2007 (AQTF 2007), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

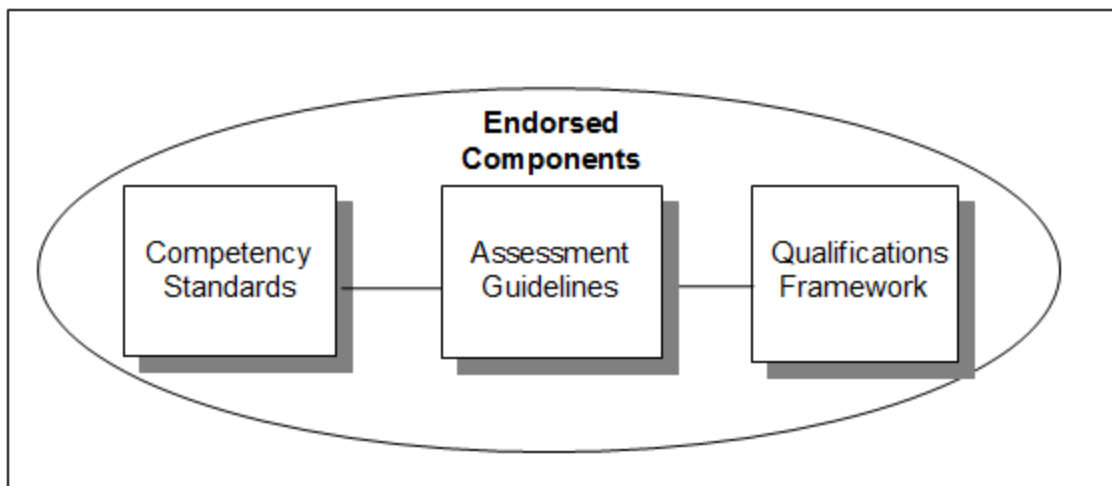
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2007. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

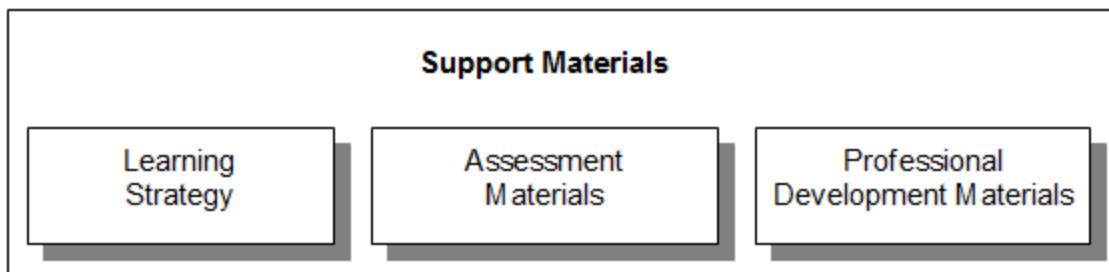
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Where such materials have been quality assured through a process of 'noting' by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS), together with a detailed description and information on the type of product and its availability <www.ntis.gov.au>



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example WRH06. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example WRH30109. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)
-

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in WRHCS201A;
- the first three characters signify the Training Package – WRH – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An ‘A’ at the end of the code indicates that this is the original unit of competency. ‘B’, or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and

- where changes are made that alter the outcome, a new code is assigned and the title is changed.
-

Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words 'in' for Certificates I to IV, and 'of' for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma;
- then, the industry descriptor, for example Telecommunications; and
- then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

- WRH50109 Diploma of Hairdressing Salon Management.
-

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- WRHCS201A Prepare clients for salon services
- SIRXSLS001A Sell products and services.

Overview of WRH06 Hairdressing Training Package

Review of WRH06 Hairdressing Training Package

The Hairdressing Training Package WRH00 was first endorsed in 2000. It has since undergone a two-phase ANTA-funded review process which was completed in 2004, and resulted in the development of the WRH06 Hairdressing Training Package.

The review process involved input from a diverse range of hairdressing employers, practitioners and RTOs across Australia and has informed significant changes to the Training Package.

Changes include:

- The review of the coding/numbering used in the hairdressing units of competency to provide additional clarity. This has been achieved by including a functional area alpha code and including the AQF level identifying the level at which the unit is first packaged.
- The review of existing hairdressing units leading to the development and validation of 49 new units of competency to better reflect application of skills and knowledge to hairdressing and hairdressing services. These are:

-

WRHCL201A	Apply temporary hair colour and remove residual colour products
WRHCL302B	Colour and lighten hair
WRHCL303B	Design and perform full and partial highlighting techniques
WRHCL304A	Perform colour correction
WRHCL305B	Perform on scalp full head and re-touch bleach services
WRHCL406B	Solve complex colour problems
WRHCR201A	Rinse and neutralise chemically curled or volumised hair
WRHCR302B	Perform chemical curling and volumising services
WRHCR303B	Perform chemical straightening and relaxing services
WRHCR404B	Apply chemical reformation techniques to enhance hair designs
WRHCS201A	Prepare clients for salon services
WRHCS202B	Maintain tools and equipment
WRHCS203A	Hone and strop straight razors
WRHCS204A	Maintain and organise work areas
WRHCS205A	Follow personal health and safety routines at work
WRHCS206A	Perform head, neck and shoulder massage
WRHCS207A	Develop hairdressing industry knowledge
WRHCS308A	Plan services for special events
WRHHC301A	Design haircut structures
WRHHC302A	Apply one length/solid haircut structures
WRHHC303A	Apply graduated haircut structures

WRHHC304A	Apply layered haircut structures
WRHHC305A	Apply over-comb techniques
WRHHC306B	Combine haircut structures on women
WRHHC307B	Combine haircut structures for traditional and classic designs on men
WRHHC308B	Design and maintain beards and moustaches
WRHHC309A	Perform face and head shaves
WRHHC410B	Design and perform creative haircuts
WRHHD201A	Dry hair to shape
WRHHD202A	Apply single, two and three strand braiding techniques
WRHHD303A	Design and apply short to medium-length hair design finishes
WRHHD304A	Design and apply long hair design finishes
WRHHD405B	Select and apply hair extensions
WRHHD406B	Work as a session stylist
WRHHD407A	Apply and maintain wigs and hairpieces
WRHHD408A	Make wigs and hairpieces
WRHHS301A	Apply the principles of hairdressing science
WRHHS302A	Consult with clients and treat hair and scalp conditions
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations
WRHHS404A	Perform trichological assessments
WRHHS405A	Apply the principles of nutrition
WRHHS406A	Develop and apply scalp treatment therapies
WRHHS407A	Perform hair loss diagnosis
WRHHS408A	Design and provide nutritional therapies
WRHHS409A	Design and apply hair loss therapies
WRHSM501A	Manage hairdressing services and sales delivery

- WRHSM502B Promote a hairdressing business
- WRHWP201A Assist colleagues providing multiple salon services as a team member
- WRHWP302A Operate effectively as a hairdresser in a salon work team

- The review of units imported from other Training Packages. This has resulted in the inclusion of 57 imported units of competency.
- The revision of the Assessment Guidelines in order to provide additional industry-specific information and information on integrated assessment approaches. This has included adoption of the ANTA Assessment Guidelines template.
- The addition of one new qualification: WRH40209 Certificate IV in Trichology.
- The revision of the Qualifications Framework to provide further flexibility. This has included the creation of a core and elective structure for all qualifications, and an increase in the number of units of competency available as elective options.
- The inclusion of version control identifiers in all components of the reviewed Training Package.

A mapping of the qualification outcomes from WRH06 to the qualification outcomes in the previous Hairdressing Training Package (WRH00) is provided in the Preliminary Information section at the front of this volume.

A summary mapping that shows the relationship between hairdressing and imported units of competency in WRH06 and relevant superseded or replaced units in the previous Hairdressing Training Package (WRH00) is located in the Preliminary Information section at the front of this volume.

Units of competency

There are 49 hairdressing units of competency and 57 imported units of competency in Version 2 of WRH06 Hairdressing Training Package.

The hairdressing units of competency are grouped into eight functional areas as listed below.

Functional area	Number of units
Chemical Reformation	4
Client Service	8
Colour and Lightening	6
Haircutting	10
Hair Design	8
Hair Science (includes Trichology)	9
Salon Management	2

Workplace	2
Total number of hairdressing units	49

The imported units of competency in WRH06 are drawn from seven industry Training Packages as listed below.

Training Package	Number of units
WRB04 Beauty	5
BSB07 Business Services	18
HLT07 Health	6
SIR07 Retail Services	21
TAA04 Training and Assessment	7
CUV03 Visual Arts Craft and Design	1
Total number of imported units	58

Components of the Training Package

WRH06 Hairdressing Training Package consists of three major components:

1. Qualifications Framework

The Qualifications Framework sets out the requirements for attainment of qualifications in the hairdressing industry. There are five qualifications ranging from Certificate II to Diploma. Each qualification is achieved by demonstrating competency against specified units of competency from WRH06 Hairdressing Training Package.

2. Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in WRH06 Hairdressing Training Package. They are designed to ensure that assessment activities are consistent with the AQTF for RTOs and that assessment processes and outcomes are valid, reliable, flexible and fair.

3. Hairdressing Competency Standards

The hairdressing Competency Standards represent the skills and knowledge applied at work and identified by the industry as appropriate across the full range of hairdressing industry workplaces. The hairdressing Competency Standards comprise 106 units of competency:

- 49 hairdressing-specific units of competency; and
- 58 units of competency imported from the following other Training Packages:
 - 5 units from WRB04 Beauty Training Package
 - 21 units from SIR07 Retail Services Training Package

- 18 units from BSB07 Business Services Training Package
- 6 unit from HLT07 Health Training Package
- 7 units from TAA04 Training and Assessment Training Package
- 1 unit from CUV03 Visual Arts Craft and Design Training Package.

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process. It embodies the ability to transfer and apply skills and knowledge to new situations and environments and includes all aspects of workplace performance, not just narrow task skills.

These components are endorsed by the National Quality Council. The three components have been designed to establish the criteria and guidelines against which hairdressing qualifications are awarded. All components have been developed through a consultative process with the industry in conjunction with other critical stakeholders.

Key features of WRH06

The key features of WRH06 Hairdressing Training Package are that it is:

- **industry driven**
It has been developed by the hairdressing industry for the hairdressing industry.
- **competency based**
To be successful, hairdressing professionals need to have a wide range of skills. These skills have been defined by the hairdressing industry and are set out in the Competency Standards.
- **adaptable**
WRH06 Hairdressing Training Package has been purpose designed to be adaptable, so that there is scope to tailor what employees learn to the needs of individual businesses, while achieving nationally consistent training outcomes.
- **flexible**
Employers and employees may choose the training provider, the mode of delivery and how the training happens, either in a training organisation or on the job.

Benefits of using WRH06

Hairdressing professionals benefit from the use of WRH06 Hairdressing Training Package.

Employees

- gain the skills the hairdressing industry needs
- obtain recognition for their achievements
- are productive workers as they learn
- get more satisfaction from a professional approach to their work
- see the links between the national qualifications in WRH06 Hairdressing Training Package and a career in the hairdressing industry.

Employers

- adapt national skills standards to enhance their own 'competitive edge'
- increase staff efficiency through training
- retain and 'grow' a more talented staff
- create a more positive salon/store environment.
-

Overview of the hairdressing industry

The hairdressing industry in Australia is characterised by a substantial number of small businesses providing unique and complex hairdressing services to clients on a one-to-one basis. In 2002–03, the estimated industry revenue was \$2,346 million and there were also estimated to be 21,349 hairdressing locations/establishments nationwide. In 2003, the federal Department of Employment, Workplace Relations and Small Business indicated that the hairdressing industry had 53,400 employees. Just on a third of all employees were aged between 25 and 34 years. 83.1% of employees were women and the overall job prospects were reported as being very good. The industry suffers high rates of attrition and is nationally recognised as suffering skill shortages. ¹

¹ Ibisworld Hairdressing and Beauty Salons in Australia Q9526, 9 June 2004, Page 5

Over recent years the industry has experienced significant structural change with closures and mergers leading to a rationalisation of the number of operators. ²

² National WRAPS VET Plan 2003, Hairdressing and Beauty Salons Section

The industry has a very high business failure rate. Having significant hairdressing and creative skills is not sufficient to achieve financial success; these skills need to be complemented with basic business skills. ³

³ Ibisworld Hairdressing and Beauty Salons in Australia, Q9526, 9 June 2004, Page 7

The franchising of operators has provided a new growth cycle to the industry and is expected to continue in the short term. The industry is now attracting global operators, particularly from the UK, who are also expected shortly to come from the USA. ⁴

⁴ Ibisworld Hairdressing and Beauty Salons in Australia, Q9526, 9 June 2004, Page 7

The hairdressing industry is expected to continue growing, at least within the next five years, as the expected strong rate of economic growth leads to growth in household disposable incomes, which in turn will drive increased spending on hairdressing products and services. Over this period, it is expected that there will continue to be further restructuring of hairdressing businesses towards the establishment of full service salons for male and female clients, with the traditional barber shops becoming insignificant in numbers. ⁵

⁵ Ibisworld Hairdressing and Beauty Salons in Australia, Q9526, 9 June 2004, Page 24

Historically the hairdressing industry has focused the breadth of its services on females, with male clients opting for haircutting, beard and moustache cutting, and design and shaving services. Over recent years however, adolescent and adult males have become increasingly active consumers of a broad range of skin and hair care products and services. This is evidenced by the increasing number of male clients who now regularly have chemical services such as hair colouring and lightening and who use hair styling and texture enhancing products on a daily basis.

In response to consumer demand, many men's-only salons offer a full range of services while others restrict hairdressing services to haircutting, shaving, and beard and moustache maintenance and design.

Hairdressers require high level skills and knowledge to support the breadth of services provided. Key services include haircutting, hair design, hair colouring, chemical reformation and trichology. The vast majority of businesses provide a full range of services to both male and female clients, however there are some salons that choose to exclusively offer a limited range of services as their core business activity. Haircutting only and men's-only hairdressing salons are examples in this category.

While full service salons represent the core of the industry, many of these salons cater for growing consumer demand by offering specialist services.

On completion of formal training many operators are choosing a specialist pathway such as colourist or stylist. This allows the operator to maintain a high level of skills in a service area where fashion and technology are constantly changing.

Training for the hairdressing industry has traditionally been undertaken on the job and off the job through apprenticeship training. Accredited institutional training is also available full and part time through private and/or public RTOs in some States and Territories. There has also been significant growth in the provision of VET in schools programs in hairdressing in some States.

Hairdressing offers a range of pathways and delivery modes including:

- Apprenticeship training using integrated on- and off-the-job training and leading to a Certificate III in Hairdressing. This pathway requires the apprentice to be employed by a qualified hairdresser.
- Apprenticeship training completed totally on-the-job and leading to a Certificate III in Hairdressing. In such cases learners must be enrolled with a Registered Training Organisation. This pathway requires the apprentice to be employed by a qualified hairdresser.
- Full-time or part-time training with a Registered Training Organisation. This pathway requires the learner to complete appropriate industry-based experience during the course of delivery. Refer to the Assessment Guidelines for additional information.

Since the endorsement of the initial Hairdressing Training Package in 2000 there has been a small but growing take up of salon management training through the Diploma of Hairdressing Salon Management. This growth is expected to continue with the industry recognising the value of providing career pathways and opportunities for business development through post-trade training.

Contacts

Service Skills Australia
(Service Industries Skills Council Ltd)
GPO Box 4194
SYDNEY NSW 2001
Level 10, 171 Clarence St
SYDNEY NSW 2000
Phone: 02 8243 1200
Fax: 02 8243 1299
Email: info@serviceskills.com.au
Web: www.serviceskills.com.au

Qualifications Framework

Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook. The 2007 version of the AQF Implementation Handbook is expected to be available on the Australian Qualifications Framework Advisory Board (AQFAB) website <www.aqf.edu.au> during September 2007, and in print in October 2007 (obtain the hard copy by contacting AQFAB on phone 03 9639 1606 or email at aqfab@curriculum.edu.au).

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF 2007 Essential Standards for Registration.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF 2007 Essential Standards for Registration.

Under the AQTF 2007, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

- Do the competencies enable an individual with this qualification to:
- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems

- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

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

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

involved.

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

Hairdressing qualifications structure

WRH06 Hairdressing Training Package Version 2 includes the following five qualifications:

Qualification code	Qualification title
WRH20109	Certificate II in Hairdressing
WRH30109	Certificate III in Hairdressing

WRH40109	Certificate IV in Hairdressing
WRH40209	Certificate IV in Trichology
WRH50109	Diploma of Hairdressing Salon Management

Australian Apprenticeship pathways

Australian Apprenticeship pathways are applicable in WRH06 Hairdressing Training Package for:

Code	Title
WRH20109	Certificate II in Hairdressing
WRH30109	Certificate III in Hairdressing.

Industry does not support an Australian Apprenticeship pathway for:

- WRH40109 Certificate IV in Hairdressing
- WRH40209 Certificate IV in Trichology
- WRH50109 Diploma of Hairdressing Salon Management.

Note: Advice should be sought from the relevant state training authorities on the specific arrangements in each State and Territory.

Institutional pathways

In some jurisdictions for a number of learners, pathways to the Certificates II or III may be via an institutional model. In this case there is a need to integrate workplace experience to ensure that graduates are salon ready.

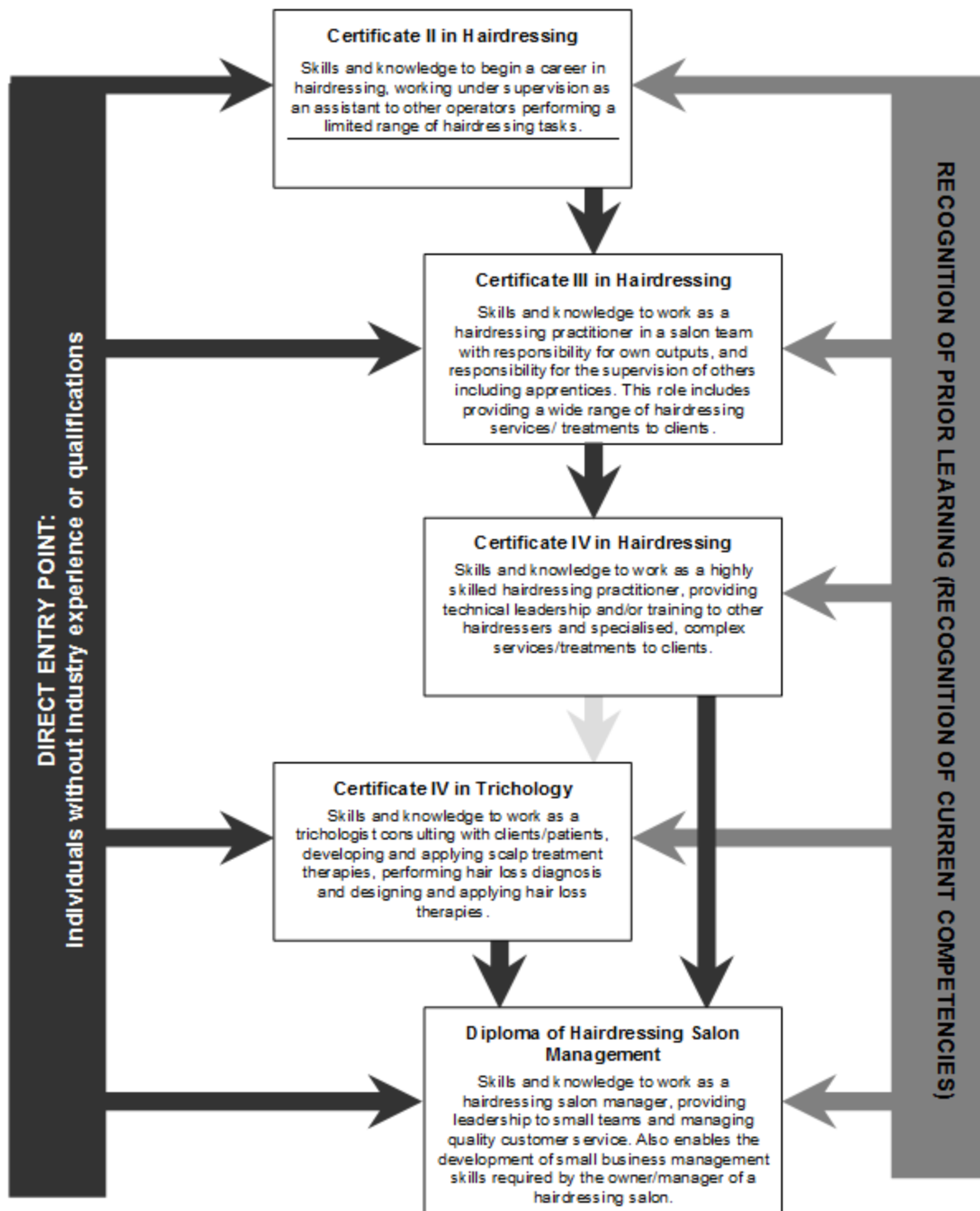
The following units are included as compulsory electives for institutional learners:

- WRHWP201A Assist colleagues providing multiple salon services as a team member at Level II; and
- WRHWP302A Operate effectively as a hairdresser in a salon work team at Level III.

These units are specifically designed to accommodate the institutional pathway for learner hairdressers; and as such they are not applicable to learners undertaking an Australian Apprenticeship pathway, who will acquire these skills and knowledge in their salon. They are not suitable to be included as an elective in other Training Packages.

Hairdressing qualification pathways

Due to the broad range of elective options available at Certificate IV and Diploma levels, there is also the potential to gain recognition against qualifications within other industry sectors that draw upon related skills, such as Retail, Business and Health.



Qualification requirements

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

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

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
WRH20109 Certificate II in Hairdressing	9	4	13
WRH30109 Certificate III in Hairdressing	23	6	29
WRH40109 Certificate IV in Hairdressing	7	4	11
WRH40209 Certificate IV in Trichology	16	2	18
WRH50109 Diploma of Hairdressing Salon Management	6	4	10

Customisation

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

- selecting appropriate elective units of competency from those listed in the qualifications in this Training Package
- importing units of competency from other Training Packages where the qualification packaging rules allow; in the WRH06 Hairdressing Training Package, units may be imported where learners are undertaking qualifications at Certificate IV or Diploma levels.
-

Selecting elective units

The qualifications within this Training Package may be customised by selecting elective units to suit the candidate's individual needs or work context. The elective units listed provide for skill development in a variety of hairdressing industry environments. A number of elective units in this Training Package have already been imported from other Training Packages.

Importing elective units from other Training Packages

WRH06 Hairdressing Training Package allows for units from other Training Packages to be imported at Certificate IV and Diploma levels. Imported units of competency should be selected that are directly relevant to the learner's current or intended hairdressing job, role or function.

The following rules apply when importing units of competency:

- the imported unit/s of competency must relate to the core function or role of the candidate's current or intended work environment
- the original title and code of the imported unit of competency must be retained
- imported units of competency must be selected from an endorsed Training Package
- any prerequisite units specified for the imported units of competency cannot be counted as electives in this Training Package
- advice should be sought from the relevant state/territory training authority to determine if there is a requirement for an extension to the RTO's scope of registration in relation to the imported unit/s.

Customising units of competency

Units of competency may be customised to meet the needs of industry and enterprises. For more information, refer to the Competency Standards section.

Assessment Guidelines

Assessment Guidelines

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the AQTF 2007. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2007 Essential Standards for Registration.

The AQTF 2007 Essential Standards for Registration can be downloaded from <www.training.com.au/aqtf2007>. The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2007 Essential Standards for Registration. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2007 Essential Standards for Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF 2007 Essential Standards for Registration, Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2007 Essential Standards for Registration, Standard 1.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2007 Essential Standards for Registration, Standard 1.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2007 Essential Standards for Registration, Condition of Registration 7: Recognition of qualifications issued by other RTOs.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2007 Essential Standards for Registration, Standard 2.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF 2007 Essential Standards for Registration, Standard 3.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2007 Essential Standards for Registration, Standard 3.

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook—available on the AQFAB website <www.aqf.edu.au>.

Licensing/registration requirements

This section provides information on licensing/registration requirements for WRH06 Hairdressing Training Package, with the following disclaimer:

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and ANTA, consider that the requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and ANTA cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact:

Australian Capital Territory	Department of Education and Training Telephone: (02) 6205 8555 Website: www.decs.act.gov.au
New South Wales	Department of Education and Training NSW Telephone: (02) 9561 8000 Website: www.det.nsw.edu.au
Northern Territory	Department of Employment Education and Training Telephone: (08) 8901 4909 Website: www.deet.nt.gov.au
Queensland	Department of Employment and Training Telephone: 1300 369 935 Website: www.trainandemploy.qld.gov.au
South Australia	Department of Further Education, Employment, Science and Technology Telephone: (08) 8226 3398 Website: www.training.sa.gov.au/ovet_home.asp
Tasmania	Department of Education Telephone: 1300 135 513 Website: www.education.tas.gov.au
Victoria	Service Skills Victoria Telephone: (03) 9621 1777

	Website: www.ssv.org.au
Western Australia	WRAPS WA Telephone: (08) 9481 5766 Website: www.wrapswa.com.au Hairdressers Registration Board Telephone: (08) 9381 9966

Requirements for assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following table, in addition to the AQTF requirements.

LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS
	All States and Territories	No additional requirements

Requirements for RTOs

Selected units of competency and qualifications in WRH06 Hairdressing Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet the additional requirements detailed in the following table.

LICENCE/REGISTRATION	JURISDICTION	REQUIREMENTS
	All States and Territories	No additional requirements

Requirements for candidates

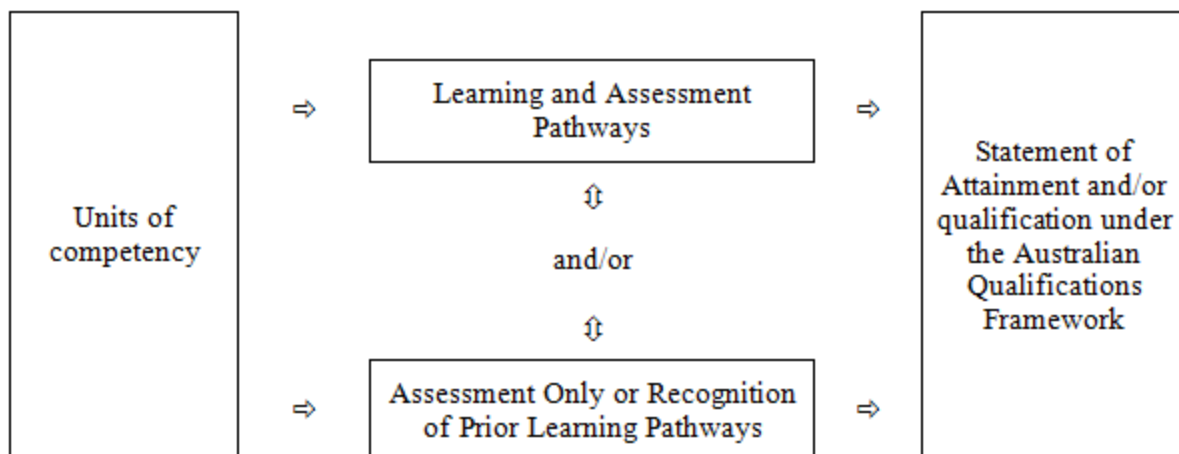
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in WRH06 Hairdressing Training Package. Apart from Western Australia there are no registration requirements however there are varying additional requirements in some States. For current information please contact the relevant state/territory body as listed on the previous page.

Pathways

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

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

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2007.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2007 must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

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

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

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor requirements

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

Assessor Competencies

The AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

"1.4 Training and assessment is delivered by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors*
- b) have the relevant vocational competencies at least to the level being delivered or assessed*
- c) continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services."*

Additional hairdressing industry requirements for assessors

Certificates II, III and IV in Hairdressing

- Hold a hairdressing trade qualification as recognised by the State/Territory in which they will be assessing, plus have a minimum of two years post-trade experience. Post-trade experience is defined as experience gained following the hairdresser having satisfied all requirements to be recognised as a qualified hairdresser in the relevant State or Territory, including meeting any licensing requirements. The post-trade experience will be current and will have been gained in a commercial hairdressing salon. (Currency is defined as equivalent to a minimum of one week of commercial hairdressing salon experience within the past year).
- Demonstrate a knowledge and understanding of the current requirements for assessing against the units in WRH06 Hairdressing Training Package.
-

Certificate IV in Trichology

- Hold a Certificate IV in Trichology or the equivalent thereof, and have a minimum of one year of clinical experience.
-

Diploma of Hairdressing Salon Management

- Hold a relevant qualification as recognised by the State/Territory in which they will be assessing, plus have a minimum of two years post-qualification experience in hairdressing, beauty or a similar personal services industry.
- Demonstrate knowledge of the current requirements for assessing against WRH06 Hairdressing Training Package

Designing assessment tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service <www.ntis.gov.au>. Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403B Develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

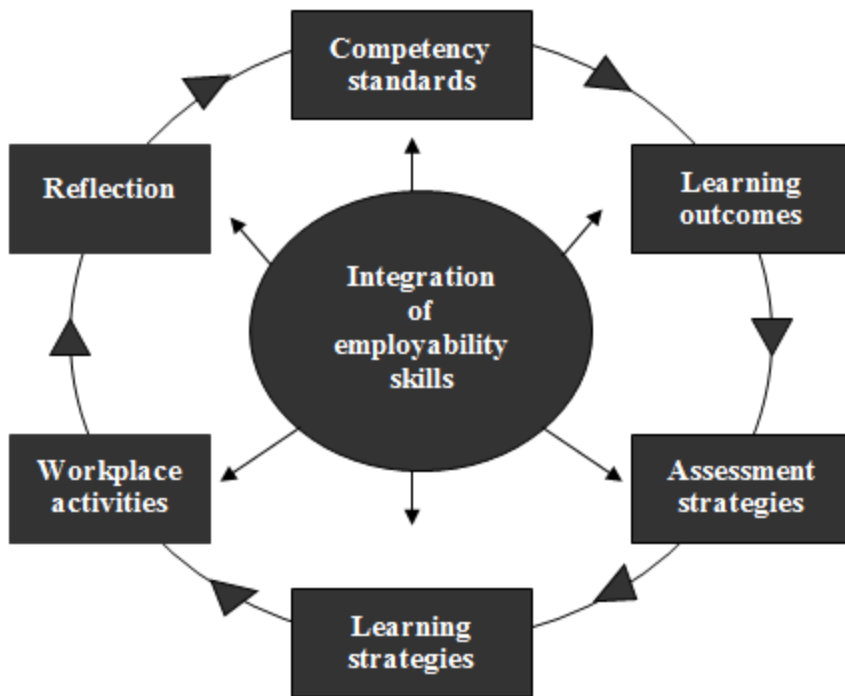
Assessments must meet the criteria set out in the AQTF 2007 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2007 Essential Standards for Registration are as follows:

- "1.
5 *Assessment, including Recognition of Prior Learning:*
- a) meets the requirements of the relevant Training Package or accredited course,*
 - b) is conducted in accordance with the principles of assessment and the rules of evidence, and*
 - c) meets workplace and, where relevant, regulatory requirements."*

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in Service Skills Australia Training Packages go to the Service Skills Australia website at <www.serviceskills.com.au>.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. See Part 4, Chapter 2 of the Training Package Development Handbook (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

Assessment in the hairdressing industry

Assessment of competency requires the collection of evidence and this should be conducted over a period of time. This assessment approach must include demonstration at the workplace and/or in a simulated environment to ensure that the demonstration of competency is valid and reliable. The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.

The following table is a summary of assessment requirements, including prerequisites and co-requisites for individual units contained in the WRH06 Hairdressing Training Package.

Summary of assessment requirements	
Context of assessment	<p>For valid and reliable assessment, competency should be consistently demonstrated over a period of time and observed by the assessor and/or technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or a technically competent person.</p> <p>Competency should be demonstrated in the workplace and/or in a simulated workplace environment, as identified in each individual unit of competency. Industry has determined that due to the client operator nature of hairdressing services, assessment in a real workplace environment is most appropriate whenever possible.</p>
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role-plays.
Integrated assessment	All units that relate to a job function can be considered as co-requisites to assist with an integrated approach to assessment.
Evidence required for demonstration of consistent performance	<p>For valid and reliable assessment, evidence should be gathered through a range of methods and over a period of time to indicate consistent performance.</p> <p>It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.</p> <p>Evidence should be gathered as part of a learning process where application of skills and knowledge are demonstrated.</p>
Specific resources required for assessment	<p>All units of competency identify resource requirements appropriate to the unit. For example, access to:</p> <ul style="list-style-type: none"> a real or simulated hairdressing work environment (for further guidance on the use of an appropriate simulated environment, see

	<p>this document)</p> <ul style="list-style-type: none"> • relevant documentation, such as workplace policy and procedures manuals • a range of clients with different requirements • a range of professional equipment and products appropriate to the hairdressing workplace • product labels and other sources of product information • a qualified workplace assessor or assessment team.
Prerequisite requirements at qualification level	All qualifications stand alone as discrete qualification outcomes and have no prerequisite requirements, with the exception of Certificate IV in Hairdressing, which requires completion of Certificate III in Hairdressing prior to completion of Certificate IV in Hairdressing. Refer to Qualifications Framework.
Prerequisite and co-requisite requirements at unit level	There are prerequisite and co-requisite requirements at the unit of competency level for some units. These are identified in the evidence guide of each unit of competency, and summarised in these Assessment Guidelines.

Industry expectations of the roles and responsibilities of registered training organisations

WRH06 Hairdressing Training Package identifies industry expectations in relation to the roles and responsibilities of registered training organisations (RTOs) delivering and assessing against the units of competency and qualifications.

These expectations are to:

- ensure the quality of the delivery and assessment
- ensure trainers and assessors have relevant and current industry experience, that is actual relevant, recent workplace experience in the competency area being delivered

Note that the hairdressing industry has determined that:

- **relevant experience** is defined as work in a commercially operating hairdressing salon
- **recent** is defined as within the past year, of a minimum of one week's duration

- ensure these Assessment Guidelines are used as the basis for assessing against the units of competency and qualifications in this Training Package
- provide comprehensive and accessible advice to employers and learners on their responsibilities and rights
- ensure assessors have the appropriate qualifications and experience as set out in these Assessment Guidelines
- ensure processes for industry involvement in consultation and validation of assessment, as identified in the AQTF *Standards for Registered Training Organisations*.

Supporting integrated training delivery and assessment

As a general principle, the hairdressing industry supports the integration of units of competency for assessment, where practical, as this reflects real work practices. An integrated approach to assessment brings together a number of units of competency that reflect actual workplace requirements. For example, an employee working in a hairdressing salon would complete a number of interrelated customer service, administration and technical tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual unit, or individual elements and performance criteria.

It would be expected that where an integrated competency assessment approach is implemented, several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification and to ensure the rigour and validity of the assessment outcome.

The context of the assessment, the role of the learner and the complexity of the task will influence how many units of competency will be integrated. Within each qualification there are units of competency that are interrelated, which learners would naturally complete as part of their job function.

Units of competency can be grouped together in a number of ways and how this is achieved will depend on prerequisites and co-requisites for the unit/s being assessed, other relevant units and the functional job role of the learner. It is important that the assessor clearly identifies units of competency that can be grouped together to ensure an efficient and effective assessment process.

Example of integrated assessment

An example of a possible integrated competency assessment within WRH06 Hairdressing Training Package building on the concepts outlined above, is provided below.

If a learner is completing an assessment for the unit *WRHCL302B Colour and lighten hair* the learner would be undertaking or would have completed the following related units:

Prerequisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science

WRHCS201A *Prepare clients for salon services* is a prerequisite unit to a number of units. Evidence collected for one unit may contribute to another unit.

The following scenario shows how an assessor undertook an observation of a learner in a simulated workplace environment who was consulting with a client on the desired colour result and performing a colour service.

SCENARIO

After welcoming the client and ensuring the client's comfort, the learner begins a thorough consultation process where careful assessment of the client's colour service needs is made. The client's hair characteristics and desired colour result are carefully analysed and colour products are selected, based on the client consultation and

knowledge of the physical and chemical action of colour and/or lightening products' action on hair. Any contraindications or limitations to the colour service are discussed with the client and agreement is reached regarding the service.

The client is informed of the procedure and is prepared for the colour service. The operator takes the necessary precautions to ensure his/her own and the client's protection when preparing and using colour products. Products and equipment are prepared and an application method is selected and performed according to the analysis, desired colour result and manufacturers' directions. During the course of the service, colour development and client comfort and safety are carefully monitored and any necessary variations to the service are made. Details of the service are recorded on the client's online record. Following the service, advice regarding between service colour maintenance, is provided and a future service is recommended. Finally the service transaction fee is processed and the client is rebooked and farewelled according to the salon policy.

Observation was the basis for assessment in this scenario, and was supported by knowledge tests and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence and underpinning knowledge covered by the service being observed.

This example highlights how units of competency may be grouped together and evidence may be collected for a range of units during the one assessment activity.

It would be expected that the tasks involved in this integrated assessment scenario could be demonstrated several times on male and female clients, involving a range of colour application techniques and processes.

Further suggested integrated assessments

The following suggested groupings of units provide examples of how various units of competency may be integrated into a single assessment activity.

A candidate who is developing skills and knowledge in men's hairdressing services may complete the following units as part of the Certificate III in Hairdressing:

- WRHHC307B Combine haircut structures for traditional and classic designs on men
- WRHHC308B Design and maintain beards and moustaches
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

In the workplace, clients who wear a beard frequently combine a beard and moustache trim with a haircutting service. Therefore, as part of the candidate's workplace requirements, many of the tasks associated with these units could be completed together. The units therefore would be able to be integrated into one or more assessment activities.

An employee whose job role involves working as a salon assistant may undertake a Certificate II in Hairdressing. Core units in this qualification include:

- WRHCS201A Prepare clients for salon services
- WRHCS204A Maintain and organise work areas.

The employee may use all the elements from these units in the course of the normal work day. Two integrated assessments could be conducted to ensure that all the aspects of the units are covered. Additional role-plays, third-party reports and questioning would ensure that relevant underpinning knowledge was also covered.

Context of delivery and assessment

Industry has determined that due to hairdressing services being based upon close, personal interaction between client and operator, learning and assessment in a real workplace context is most appropriate whenever possible. Competency should therefore be demonstrated in the workplace and/or in a simulated workplace environment, as detailed in each unit of competency.

For the purposes of assessment, a workplace or simulated hairdressing salon is defined as:

One in which all of the skills of hairdressing are performed in a commercially operating salon with respect to the provision of paid services to the public, while the salon is open for business.

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

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks to such things as health and safety, or to equipment being damaged.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied:

- provide access to the full range of up-to-date equipment and software that would generally be available in a modern working hairdressing salon
- stock a comprehensive salon product range that will support the development and demonstration of the full range of skills and knowledge described in WRH06 Hairdressing Training Package units of competency
- operate a fully functional reception area with a client booking and records system where candidates are able to make new and repeat appointments with clients through telephone or face-to-face contact, establish and update client records, maintain a retail display area and promote and sell retail home hair-care products that are available for purchase

- provide sufficient client traffic that accurately reflects the complexity of the role and allows learners/candidates to deal with multiple salon tasks simultaneously
- require that learners/candidates provide services within timeframes that reflect accepted industry service times
- involve learners/candidates in prioritising competing tasks
- allow learners/candidates to deal with customers, including difficult ones
- require learners/candidates to work with others in a team, which would typically include salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers
- provide all the skills of hairdressing to the public as defined in WRH06 Hairdressing Training Package.

Further information regarding a simulated workplace may be found in these Assessment Guidelines.

Simulated work environment

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

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks such as health and safety or equipment being damaged.

Industry has determined that due to the client/operator nature of hairdressing services, assessment in a real workplace context is most appropriate whenever possible. Competency should therefore be demonstrated in the workplace and/or a simulated workplace environment, as identified in each individual unit of competency.

For the purposes of assessment, a workplace or simulated hairdressing salon is defined as:

One in which all of the skills of hairdressing are performed with respect to the provision of paid services to the public, while the salon is open for business.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

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

Are there opportunities to:

- test the full range of equipment
- use up-to-date equipment and software
- reflect times and deadlines
- show the complexity of dealing with multiple tasks
- involve prioritising among competing tasks

- deal with customers, including difficult ones
- work with others in a team
- communicate with diverse groups
- find, discuss and test solutions to problems
- explore health and safety issues
- answer practically oriented, applied knowledge questions
- show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

Relationships between units

Where units of competency are undertaken in an assessment-only or training and assessment context, there are a number of direct relationships between units which must be taken into account by RTOs in identifying a logical sequence and structure for delivery and assessment strategies.

Two primary relationships between units of competency have been identified in WRH06 Hairdressing Training Package:

1. Prerequisite requirements

A prerequisite is a requirement for admission to undertake a particular unit of competency. Assessment for the identified units cannot be undertaken until assessment for the specified prerequisite units has first been completed.

2. Co-requisite requirements

A co-requisite is a unit of competency that must be undertaken as part of the same program of training delivery and/or assessment as another unit, unless it has already been completed. For example, unit WRHCS201A *Prepare clients for salon services* has one co-requisite unit: SIRXCOM001A *Communicate in the workplace*. This means that any program that covers unit WRHCS201A must also include unit SIRXCOM001A, unless the unit has been previously completed. An integrated approach to assessment is suggested for most co-requisite units so that all units that relate to a job function are assessed together. Prerequisite and co-requisite units are listed in the evidence guide of each hairdressing unit of competency. The following table summarises the prerequisite and co-requisite relationships for hairdressing units of competency in WRH06 Hairdressing Training Package.

Summary of prerequisite and co-requisite relationships for hairdressing units of competency

The following table sets out the hairdressing units of competency by code and title in their functional areas, with their identified mandatory prerequisite unit requirements. Many units do not require prerequisites. Advice has also been provided that identifies the recommended achievement of another WRH06 unit or units prior to, or in conjunction with, the specific unit. This recommended co-requisite unit advice is set out in the final column of the table.

Unit of competency	Prerequisite units	Co-requisite units
--------------------	--------------------	--------------------

Unit of competency	Prerequisite units	Co-requisite units
WRHCL201A Apply temporary hair colour and remove residual colour products	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCL302B Colour and lighten hair	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science
WRHCL303B Design and perform full and partial highlighting techniques	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHCL304A Perform colour correction	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHCL305B Perform on scalp full head and re-touch bleach services	WRHCL302B Colour and lighten hair WRHHS301A Apply the principles of hairdressing science	WRHCL303B Design and perform full and partial highlighting techniques
WRHCL406B Solve	WRHCL302B Colour and	WRHCL305B Perform on

Unit of competency	Prerequisite units	Co-requisite units
complex colour problems	lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction	scalp full head and re-touch bleach services
WRHCR201A Rinse and neutralise chemically curled or volumised hair	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCR302B Perform chemical curling and volumising services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHCR303B Perform chemical straightening and relaxing services	WRHCS201A Prepare clients for salon services WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHCR404B Apply chemical reformation techniques to enhance hair designs	WRHCR302B Perform chemical curling and volumising services WRHCR303B Perform chemical straightening and relaxing services WRHHD303A Design and apply short to medium-length hair design finishes	WRHHC410B Design and perform creative haircuts
WRHCS201A Prepare clients for salon services	Nil	SIRXCOM001A Communicate in the

Unit of competency	Prerequisite units	Co-requisite units
		workplace WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCS202B Maintain tools and equipment	Nil	WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCS203A Hone and strop straight razors	Nil	WRHCS205A Follow personal health and safety routines at work SIRXOHS001A Apply safe working practices
WRHCS204A Maintain and organise work areas	Nil	WRHCS205A Follow personal health and safety routines at work WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHCS205A Follow personal health and safety routines at work	Nil	Nil
WRHCS206A Perform head, neck and shoulder massage	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member SIRXCOM001A Communicate in the workplace
WRHCS207A Develop hairdressing industry knowledge	Nil	Nil

Unit of competency	Prerequisite units	Co-requisite units
WRHCS308A Plan services for special events	Nil	Nil
WRHHC301A Design haircut structures	Nil	WRHHC302A Apply one length/solid haircut structures WRHHC303A Apply graduated haircut structures WRHHC304A Apply layered haircut structures WRHHC305A Apply over-comb techniques
WRHHC302A Apply one length/solid haircut structures	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC303A Apply graduated haircut structures	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC304A Apply layered haircut structures	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC305A Apply over-comb techniques	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures
WRHHC306B Combine haircut structures on women	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures WRHHC302A Apply one length/solid haircut structures WRHHC303A Apply graduated haircut structures WRHHC304A Apply layered haircut structures WRHHC305A Apply over-comb techniques WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHHC307B Combine haircut structures for traditional and classic designs on men	WRHCS201A Prepare clients for salon services	WRHHC301A Design haircut structures WRHHC302A Apply one

Unit of competency	Prerequisite units	Co-requisite units
		length/solid haircut structures WRHHC303A Apply graduated haircut structures WRHHC304A Apply layered haircut structures WRHHC305A Apply over-comb techniques WRHWP302A Operate effectively as a hairdresser in a salon work team
WRHHC308B Design and maintain beards and moustaches	WRHCS201A Prepare clients for salon services	WRHHC305A Apply over-comb techniques
WRHHC309A Perform face and head shaves	WRHCS201A Prepare clients for salon services	Nil
WRHHC410B Design and perform creative haircuts	WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men	Nil
WRHHD201A Dry hair to shape	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHHD202A Apply single, two and three strand braiding techniques	Nil	WRHCS201A Prepare clients for salon services WRHWP201A Assist colleagues providing multiple salon services as a team member
WRHHD303A Design and apply short to medium-length hair design	WRHCS201A Prepare clients for salon services	Nil

Unit of competency	Prerequisite units	Co-requisite units
finishes		
WRHHD304A Design and apply long hair design finishes	WRHCS201A Prepare clients for salon services	Nil
WRHHD405B Select and apply hair extensions	WRHHD303A Design and apply short to medium-length hair design finishes and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men	Nil
WRHHD406B Work as a session stylist	WRHHD303A Design and apply short to medium-length hair design finishes WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction WRHCR302B Perform chemical curling and volumising services WRHCR303B Perform chemical straightening and relaxing services and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs	WRHCL305B Perform on scalp full head and re-touch bleach services WRHCL406B Solve complex colour problems WRHHC410B Design and perform creative haircuts WRHHD304A Design and apply long hair design finishes

Unit of competency	Prerequisite units	Co-requisite units
	on men	
WRHHD407A Apply and maintain wigs and hairpieces	WRHHD303A Design and apply short to medium-length hair design finishes WRHHD304A Design and apply long hair design finishes and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men	Nil
WRHHD408A Make wigs and hairpieces	Nil	Nil
WRHHS301A Apply the principles of hairdressing science	Nil	WRHCL302B Colour and lighten hair WRHCL303B Design and perform full and partial highlighting techniques WRHCL304A Perform colour correction WRHCR302B Perform chemical curling and volumising services WRHCR303B Perform chemical straightening and relaxing services WRHHS302A Consult with clients and treat hair and scalp conditions
WRHHS302A Consult with clients and treat hair and scalp conditions	Nil	WRHHS301A Apply the principles of hairdressing science WRHWP302A Operate effectively as a hairdresser in

Unit of competency	Prerequisite units	Co-requisite units
		a salon work team
WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations	Nil	WRHHS404A Perform trichological assessments
WRHHS404A Perform trichological assessments	Nil	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations WRHHS405A Apply the principles of nutrition WRHHS406A Develop and apply scalp treatment therapies
WRHHS405A Apply the principles of nutrition	Nil	WRHHS404A Perform trichological assessments WRHHS406A Develop and apply scalp treatment therapies
WRHHS406A Develop and apply scalp treatment therapies	Nil	WRHHS404A Perform trichological assessments WRHHS405A Apply the principles of nutrition
WRHHS407A Perform hair loss diagnosis	Nil	WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations WRHHS404A Perform trichological assessments WRHHS405A Apply the principles of nutrition WRHHS408A Design and provide nutritional therapies WRHHS409A Design and apply hair loss therapies
WRHHS408A Design and provide nutritional therapies	Nil	WRHHS405A Apply the principles of nutrition

Unit of competency	Prerequisite units	Co-requisite units
		WRHHS407A Perform hair loss diagnosis WRHHS409A Design and apply hair loss therapies
WRHHS409A Design and apply hair loss therapies	Nil	WRHHS406A Develop and apply scalp treatment therapies WRHHS407A Perform hair loss diagnosis WRHHS408A Design and provide nutritional therapies
WRHSM501A Manage hairdressing services and sales delivery	Nil	Nil
WRHSM502B Promote a hairdressing business	Nil	Nil
WRHWP201A Assist colleagues providing multiple salon services as a team member	Nil	WRHCS201A Prepare clients for salon services WRHCS204A Maintain and organise work areas WRHCS205A Follow personal health and safety routines at work WRHHD201A Dry hair to shape
WRHWP302A Operate effectively as a hairdresser in a salon work team	Nil	<ul style="list-style-type: none"> • WRHCL303B Design and perform full and partial highlighting techniques • WRHCL304A Perform colour correction • WRHCR302B Perform chemical curling and volumising services • WRHCR303B Perform chemical straightening and relaxing services • WRHHS302A Consult with clients and treat hair and scalp conditions

Unit of competency	Prerequisite units	Co-requisite units
		and either WRHHC306B Combine haircut structures on women or WRHHC307B Combine haircut structures for traditional and classic designs on men

Summary of prerequisite relationships for imported units of competency

The following table sets out the imported units of competency and their identified mandatory prerequisite requirements. There are no mandatory co-requisites.

Source Training Package and unit of competency		Prerequisite units
BSB07 Business Services Training Package		
BSBCUS501A	Manage quality customer service	Nil
BSBEBU501A	Investigate and design e-business solutions	Nil
BSBFRA501B	Establish a franchise operation	Nil
BSBFRA502B	Manage a franchise operation	Nil
BSBMGT516 A	Facilitate continuous improvement	Nil
BSBMKG502 B	Establish and adjust the marketing mix	Nil
BSBMKG507 A	Interpret market trends and developments	Nil
BSBRES401A	Analyse and present research information	Nil
BSBSMB301A	Investigate micro business opportunities	Nil
BSBSMB401A	Establish legal and risk management requirements of small business	Nil
BSBSMB402A	Plan small business finances	Nil
BSBSMB403A	Market the small business	Nil
BSBSMB404A	Undertake small business planning	Nil

Source Training Package and unit of competency		Prerequisite units
BSBSMB405A	Monitor and manage small business operations	Nil
BSBSMB406A	Manage small business finances	Nil
BSBSMB407A	Manage a small team	Nil
BSBWOR402 A	Promote team effectiveness	Nil
CUV03 Visual Arts Craft and Design Training Package		
CUVPHI05A	Use a 35mm SLR camera or digital equivalent	Nil
HLT07 Health Training Package		
HLTCOM404 B	Communicate effectively with clients	Nil
HLTCOM405 B	Administer a practice	Nil
HLTCOM406 B	Make referrals to other health care professionals when appropriate	Nil
HLTCOM408 B	Use specific health terminology to communicate effectively	Nil
HLTCOM502 B	Develop professional expertise	Nil
HLTFA301B	Provide first aid	Nil
TAA04 Training and Assessment Training Package		
TAAASS301B	Contribute to assessment	Nil
TAAASS401C	Plan and organise assessment	Nil
TAAASS402C	Assess competence	Nil
TAAASS403B	Develop assessment tools	Nil
TAAASS404B	Participate in assessment validation	TAAASS402A Assess competence

Source Training Package and unit of competency		Prerequisite units
TAADEL301C	Provide training through instruction and demonstration of work skills	Nil
TAADEL401B	Plan and organise group-based delivery	Nil
WRB04 Beauty Training Package		
WRBCS201B	Conduct financial transactions	Nil
WRBCS203B	Provide service to clients	Nil
WRBCS513B	Investigate new products and services	Nil
WRBFS202B	Design and apply make-up	Nil
WRBFS203B	Design and apply make-up for photography	Nil
SIR07 Retail Services Training Package		
SIRXCCS003 A	Coordinate interaction with customers	Nil
SIRXCOM001 A	Communicate in the workplace	Nil
SIRXEBS004 A	Select an e-business model	Nil
SIRXFIN001A	Balance point-of-sale terminal	Nil
SIRXHRM001 A	Administer human resources policy	Nil
SIRXHRM002 A	Recruit and select personnel	Nil
SIRXHRM003 A	Lead and manage people	Nil
SIRXIND001A	Work effectively in a retail environment	Nil
SIRXINV002A	Maintain and order stock	Nil
SIRXMER001 A	Merchandise products	Nil
SIRXMER005	Create a display	Nil

Source Training Package and unit of competency		Prerequisite units
A		
SIRXMGT001 A	Coordinate work teams	Nil
SIRXOHS001 A	Apply safe working practices	Nil
SIRXOHS002 A	Maintain store safety	Nil
SIRXOHS003 A	Provide a safe working environment	Nil
SIRXQUA001 A	Develop innovative ideas at work	Nil
SIRXQUA002 A	Lead a team to foster innovation	Nil
SIRXRPK002 A	Recommend hair, beauty and cosmetic products and services	Nil
SIRXSLS001A	Sell products and services	Nil
SIRXSLS002A	Advise on products and services	Nil
SIRXSLS004A	Build relationships with customers	Nil

The hairdressing industry-preferred assessment process

The following describes the industry-preferred process for conducting assessments against the units of competency in WRH06 Hairdressing Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

Step 1: Establish the assessment context

The assessor:

- establishes the context and purpose of the evidence to be collected
- identifies the relevant units of competency, Assessment Guidelines and qualifications in this Training Package
- identifies any NTQC noted support materials that have been developed to facilitate the

assessment process

- analyses the units of competency and identifies the evidence requirements
- identifies alternative evidence collection methods to allow for demonstration of consistent performance over time.

Step 2: Prepare the learner

The assessor meets with the learner to:

- explain the context and purpose of the assessment and the assessment process
- explain the units of competency to be assessed and the evidence of consistent performance to be collected over time
- advise on self assessment, including processes and criteria
- outline the assessment procedure and the preparation the learner should undertake, and answer any questions
- assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes
- seek feedback regarding the learner's understanding of the units of competency, evidence requirements and assessment process
- determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment
- develop an assessment plan.

Step 3: Plan and prepare the evidence-gathering process

The assessor must:

- establish a plan for gathering sufficient quality evidence about the learner's consistent performance over time in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment)
- source or develop assessment materials to assist the evidence-gathering process
- organise equipment or resources required to support the evidence-gathering process
- coordinate and brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision

The assessor must:

- establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies

- evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- record details of evidence collected
- make a judgement about the learner's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment

- The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the learner with:
- clear and constructive feedback on the assessment decision
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome
- information on reassessment and the appeals processes.

Step 6: Record and report the result

The assessor must:

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

Step 7: Review the assessment process

On completion of the assessment process, the assessor must:

- review the assessment process
- report on the positive and negative features of the assessment to those responsible for the assessment procedures
- if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

Step 8: Participate in the reassessment and appeals process

The assessor must:

- provide feedback and counselling to the learner, if required, regarding the assessment outcome or process, including guidance on further options
- provide the learner with information on the reassessment and appeals process

- report any assessment decision that is disputed by the learner to the appropriate personnel in the RTO
- participate in the reassessment or appeal according to the policies and procedures of the RTO.

Review and maintenance of the assessment system

The Service Industries Skills Council is responsible for the ongoing monitoring and review of these Assessment Guidelines. This process will be incorporated into the general review and maintenance of WRH06 Hairdressing Training Package.

Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry
- are consistent with the *AQTF Standards for Registered Training Organisations*
- promote confidence in the system and the assessment outcomes on the part of the industry, employers, enterprises, unions, trainees, assessors and trainers
- ensure assessment processes and outcomes are valid, reliable, flexible and fair
- support RTOs in effectively carrying out their responsibilities
-

Further sources of information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Service Industries Skills Council (Service Skills Australia)

Level 10, 171 Clarence Street

SYDNEY NSW 2001

GPO Box 4194

SYDNEY NSW 2001

Telephone: 02 8243 1200

Fax: 02 8243 1299

Email: info@serviceskills.com.au

Web: www.serviceskills.com.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A'Beckett Street Post Office

MELBOURNE VICTORIA 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:

Innovation & Business Skills Australia

Level 2, Building B, 192 Burwood Road

HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Web: www.ibsa.org.au
Email: virtual@ibsa.org.au

General Resources

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

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, www.aqf.edu.au

Australian Quality Training Framework 2007 (AQTF 2007) - for information and resources go to www.training.com.au/aqtf2007

AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 User's Guide to the Essential Standards for Registration. A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEST, August 2007). Can be downloaded from www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the publications page of www.dest.gov.au. Go to

www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships

- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

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

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE. Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne. Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne. Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane. Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne (available from TVET). Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia. Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE (now OTTE) Victoria. Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Competency Standards

Competency Standards

What is competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer Key Competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit Title	Give formal presentations and take part in meetings. (Communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)
Element	Proactively resolve issues. (Problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (Planning and organising)
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (Technology)
Required Skills and Knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. (Learning) Work collaboratively with others during a fire emergency. (Teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. (Communication)
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: <ul style="list-style-type: none"> • assess response options to identified crime-prevention needs and determine the optimal action to be implemented • in consultation with relevant others, design an initiative to address identified issues. (Initiative and enterprise).

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Coding of the hairdressing units of competency

All the hairdressing units of competency within WRH06 Hairdressing Training Package have a code that assists in identifying the specific area of competence and the currency of the unit. An explanation of the coding system is provided below.

- The first three letters of the unit code are consistent with the code of the Training Package the unit was developed for. For the Hairdressing Training Package, the letters 'WRH' have been selected, with the 'WR' representing the Wholesale Retail and Personal Services industry group, and the 'H' representing the hairdressing industry specifically.
- The following two letters of the code identify the functional area:

CL	Colour and Lightening	HD	Hair Design
CR	Chemical Reformation	HS	Hair Science
CS	Client Service	SM	Salon Management
HC	Haircutting	WP	Workplace

- All units then include a series of numbers. The first number represents the AQF level at which the unit is first packaged. This is followed by the numeric identifier for the unit, so that '01' is the first unit within that functional area.
- The final letter represents the version control indicator of the unit, so that 'A' represents the first version of the unit, 'B' represents the second version of the unit, and so on.

If we look at the unit WRHCS201A *Prepare clients for salon services* for example, the code can be broken down to mean the following:

WR	H	CS	2	01	A
Wholesale, Retail and Personal Services industry group	Hairdressing industry	Functional area – Client Service	AQF level at which the unit is first packaged	First unit in the numerical sequence for the functional area	First version

Appendix: Units of competency in WRH06 qualifications

The following table lists the units of competency in WRH06 Hairdressing Training Package and how they are packaged within the hairdressing qualifications.

Hairdressing units of competency	AQF qualification			
	II	III	IV	Dip

Hairdressing units of competency		AQF qualification			
		II	III	IV	Dip
Colour and Lightening					
WRHCL201A	Apply temporary hair colour and remove residual colour products	✓			
WRHCL302B	Colour and lighten hair		✓		
WRHCL303B	Design and perform full and partial highlighting techniques		✓		
WRHCL304A	Perform colour correction		✓		
WRHCL305B	Perform on scalp full head and re-touch bleach services		✓	✓	
WRHCL406B	Solve complex colour problems			✓	
Chemical Reformation					
WRHCR201A	Rinse and neutralise chemically curled or volumised hair	✓			
WRHCR302B	Perform chemical curling and volumising services		✓		
WRHCR303B	Perform chemical straightening and relaxing services		✓		
WRHCR404B	Apply chemical reformation techniques to enhance hair designs			✓	
Client Service					
WRHCS201A	Prepare clients for salon services	✓	✓		
WRHCS202B	Maintain tools and equipment	✓	✓	✓	
WRHCS203A	Hone and strop straight razors	✓	✓		
WRHCS204A	Maintain and organise work areas	✓	✓	✓	
WRHCS205A	Follow personal health and safety routines at work	✓	✓		
WRHCS206A	Perform head, neck and shoulder massage	✓			

Hairdressing units of competency		AQF qualification			
		II	III	IV	Dip
WRHCS207A	Develop hairdressing industry knowledge	✓			
WRHCS308A	Plan services for special events		✓		
Haircutting					
WRHHC301A	Design haircut structures		✓		
WRHHC302A	Apply one length/solid haircut structures		✓		
WRHHC303A	Apply graduated haircut structures		✓		
WRHHC304A	Apply layered haircut structures		✓		
WRHHC305A	Apply over-comb techniques		✓		
WRHHC306B	Combine haircut structures on women		✓		
WRHHC307B	Combine haircut structures for traditional and classic designs on men		✓		
WRHHC308B	Design and maintain beards and moustaches		✓		
WRHHC309A	Perform face and head shaves		✓		
WRHHC410B	Design and perform creative haircuts			✓	
Hair Design					
WRHHD201A	Dry hair to shape	✓			
WRHHD202A	Apply single, two and three strand braiding techniques	✓	✓		
WRHHD303A	Design and apply short to medium-length hair design finishes		✓		
WRHHD304A	Design and apply long hair design finishes		✓	✓	
WRHHD405B	Select and apply hair extensions			✓	
WRHHD406B	Work as a session stylist			✓	
WRHHD407A	Apply and maintain wigs and hairpieces			✓	

Hairdressing units of competency		AQF qualification			
		II	III	IV	Dip
WRHHD408A	Make wigs and hairpieces			✓	
Hair Science					
WRHHS301A	Apply the principles of hairdressing science		✓		
WRHHS302A	Consult with clients and treat hair and scalp conditions		✓		
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations			✓	
WRHHS404A	Perform trichological assessments			✓	
WRHHS405A	Apply the principles of nutrition			✓	
WRHHS406A	Develop and apply scalp treatment therapies			✓	
WRHHS407A	Perform hair loss diagnosis			✓	
WRHHS408A	Design and provide nutritional therapies			✓	
WRHHS409A	Design and apply hair loss therapies			✓	
Salon Management					
WRHSM501A	Manage hairdressing services and sales delivery				✓
WRHSM502B	Promote a hairdressing business				✓
Workplace					
WRHWP201A	Assist colleagues providing multiple salon services as a team member	✓			
WRHWP302A	Operate effectively as a hairdresser in a salon work team		✓		

Units from other Training Packages		AQF qualification			
		II	III	IV	Dip

BSB07 Business Services Training Package					
BSBCUS501A	Manage quality customer service				✓
BSBEBU501A	Investigate and design e-business solutions				✓
BSBFRA501B	Establish a franchise operation				✓
BSBFRA502B	Manage a franchise operation				✓
BSBMGT516 A	Facilitate continuous improvement				✓
BSBMKG502 B	Establish and adjust the marketing mix				✓
BSBMKG507 A	Interpret market trends and developments			✓	✓
BSBRES401A	Analyse and present research information			✓	
BSBSMB301A	Investigate micro business opportunities			✓	
BSBSMB401A	Establish legal and risk management requirements of small business			✓	
BSBSMB402A	Plan small business finances			✓	
BSBSMB403A	Market the small business			✓	
BSBSMB404A	Undertake small business planning			✓	
BSBSMB405A	Monitor and manage small business operations			✓	
BSBSMB406A	Manage small business finances			✓	
BSBSMB407A	Manage a small team			✓	
BSBWOR402 A	Promote team effectiveness				✓
CUV03 Visual Arts Craft and Design Training Package					
CUVPHI05A	Use a 35mm SLR camera or digital equivalent			✓	
HLT07 Health Training Package					

HLTCOM404 B	Communicate effectively with clients			✓	
HLTCOM405 B	Administer a practice			✓	
HLTCOM406 B	Make referrals to other health care professionals when appropriate			✓	
HLTCOM408 B	Use specific health terminology to communicate effectively			✓	
HLTCOM502 B	Develop professional expertise			✓	
HLTFA301B	Provide first aid	✓	✓	✓	
TAA04 Training and Assessment Training Package					
TAAASS301B	Contribute to assessment			✓	
TAAASS401C	Plan and organise assessment			✓	
TAAASS402C	Assess competence			✓	
TAAASS403B	Develop assessment tools			✓	
TAAASS404B	Participate in assessment validation			✓	
TAADEL301C	Provide training through instruction and demonstration of work skills			✓	
TAADEL401B	Plan and organise group-based delivery			✓	
WRB04 Beauty Training Package					
WRBCS201B	Conduct financial transactions		✓		
WRBCS203B	Provide service to clients		✓		
WRBCS513B	Investigate new products and services			✓	✓
WRBFS202B	Design and apply make-up			✓	
WRBFS203B	Design and apply make-up for photography			✓	
SIR07 Retail Services Training Package					
SIRXCOM001	Communicate in the workplace	✓	✓	✓	

A					
SIRXIND001A	Work effectively in a retail environment	✓	✓	✓	
SIRXMGT001 A	Coordinate work teams			✓	
SIRXOHS001 A	Apply safe working practices	✓	✓	✓	
SIRXOHS002 A	Maintain store safety			✓	
SIRXMER001 A	Merchandise products	✓	✓		
SIRXMER005 A	Create a display		✓	✓	
SIRXOHS003 A	Provide a safe working environment				✓
SIRXQUA001 A	Develop innovative ideas at work			✓	
SIRXQUA002 A	Lead a team to foster innovation				✓
SIRXHRM001 A	Administer human resources policy				✓
SIRXHRM002 A	Recruit and select personnel				✓
SIRXHRM003 A	Lead and manage people				✓
SIRXSLS001A	Sell products and services	✓	✓		
SIRXSLS002A	Advise on products and services		✓		
SIRXSLS004A	Build relationships with customers			✓	
SIRXRPK002 A	Recommend hair, beauty and cosmetic products and services		✓		
SIRXEBS004 A	Select an e-business model				✓

SIRXFIN001A	Balance point-of-sale terminal			✓	
SIRXINV002A	Maintain and order stock			✓	
SIRXCCS003 A	Coordinate interaction with customers			✓	

WRH20109 Certificate II in Hairdressing

Modification History

Not applicable.

Description

WRH20109 Certificate II in Hairdressing

The Certificate II in Hairdressing has been designed as a qualification for those persons providing general assistance in a hairdressing salon.

Likely functions in the hairdressing industry for those who achieve this qualification include working within clearly defined contexts and, under supervision, providing assistance to other operators. Functions at this level include performing a limited range of hairdressing tasks, interacting with customers and providing customer service, following workplace safety procedures, demonstrating effective hairdressing environment work practices, providing assistance to colleagues and developing hairdressing industry knowledge.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Entry advice	There are no pre-requisites for entry into this qualification.
Language, literacy and numeracy advice	<p>The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2 of the National Reporting System.</p> <p><i>Reading and writing</i> - a learner will be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts which may be interrelated.</p> <p><i>Oral communication</i> - a learner will be able to use and respond to language around everyday subject matter which may include some unfamiliar aspects for a range of purposes in a number of contexts which may be interrelated.</p> <p><i>Numeracy and mathematics</i> - a learner will be able to deal easily with straightforward calculations either manually and/or using a calculator.</p>

WRH20109 Certificate II in Hairdressing

Qualification requirements

Employability Skills Summary

* This unit is compulsory and only applicable for learners undertaking this qualification via an institutional pathway.

Employability Skills Summary

WHR20109 Certificate II in Hairdressing

The following table contains a summary of the Employability Skills required by the hairdressing Industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use questioning and active listening to ascertain and respond to customer needs to ensure customers enjoy a positive experience that reflects salon values. Regularly carry out verbal instructions from other team members and supervisors. Read and interpret simple workplace documents, complete simple written workplace forms and share work related information with other team members.
Teamwork	Work collaboratively with other team members, supporting the team, respecting and understanding others views and giving and receiving feedback in the context of a salon environment where employees are expected to perform their individual tasks but also look for opportunities to assist others.
Problem solving	Demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible. Solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to a senior operator for resolution depending upon salon policy and procedures.
Initiative and enterprise	Act under direction at all times.
Planning and organising	Plan and carry out simple salon tasks to timelines and priorities that are set by a senior operator.
Self-management	Understand and follow salon policies regarding work availability, rosters and work duties. Work within the salon culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete delegated tasks under instruction.

Employability Skill	Industry/enterprise requirements for this qualification include:
Learning	Identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best at work. Accept opportunities to learn new ways of doing things and implement changes under instruction within the context of salon procedures.
Technology	Use and maintain a range of salon technology; in the context of available equipment and salon procedures. Recognise and report faulty equipment and follow salon occupational health and safety procedures.

Example core and elective unit selection WRH20109 Certificate II in Hairdressing

A learner who is employed or seeking employment in a salon offering hairdressing services and retailing home hair care products specifically for men could elect to undertake the following units:

Australian Apprenticeship Pathway

All 10 core units

PLUS

WRHCS203A Hone and strop straight razors

SIRXMER001A Merchandise products

SIRXSLS001A Sell products and services

OR

Institutional Pathway

All 10 core units

PLUS

WRHCS203A Hone and strop straight razors

SIRXMER001A Merchandise products

WRHWP201A Assist colleagues providing multiple salon services as a team member

A learner who is employed or seeking employment in a salon offering hairdressing services and retailing home hair care products for men and women could elect to undertake the following units:

Australian Apprenticeship Pathway**All 10 core units****PLUS**

WRHCL201A Apply temporary hair colour and remove residual colour products

WRHHD202A Apply single, two and three strand braiding techniques

WRHCR201A Rinse and neutralise chemically curled or volumised hair

OR

Institutional Pathway**All 10 core units****PLUS**

WRHCL201A Apply temporary hair colour and remove residual colour products

WRHHD202A Apply single, two and three strand braiding techniques

WRHWP201A Assist colleagues providing multiple salon services as a team member

Packaging Rules**WRH20109 Certificate II in Hairdressing****Qualification requirements**

To achieve a Certificate II in Hairdressing, 13 units must be completed comprising:

- 9 core units, plus
- 4 elective units. At least 2 units may be selected from list below or another endorsed Training Package or accredited course.

Note:WRHWP201A Assist colleagues providing multiple salon services as a team member is a compulsory elective in the group of 3 to be selected by learners when undertaking this qualification via an institutional pathway; it is not applicable to learners undertaking an Australian Apprenticeship pathway, who will acquire these skills and knowledge in their salon.

Core units - complete all 9 units of competency

WRHCS201A Prepare clients for salon services

WRHCS202B Maintain tools and equipment

WRH20109 Certificate II in Hairdressing**Qualification requirements**

WRHCS204A	Maintain and organise work areas
WRHCS205A	Follow personal health and safety routines at work
WRHCS206A	Perform head, neck and shoulder massage
WRHHD201A	Dry hair to shape
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

PLUS**Elective units - complete 4 of the following units of competency**

WRBCS201B	Conduct financial transactions
WRHCL201A	Apply temporary hair colour and remove residual colour products
WRHCR201A	Rinse and neutralise chemically curled or volumised hair
WRHCS203A	Hone and strop straight razors
WRHCS207A	Develop hairdressing industry knowledge
WRHHD202A	Apply single, two and three strand braiding techniques
*WRHWP201A	Assist colleagues providing multiple salon services as a team member
SIRXMER001A	Merchandise products
SIRXSLS001A	Sell products and services
HLTFA301B	Provide first aid

* This unit is compulsory and only applicable for learners undertaking this qualification via an institutional pathway.

WRH30109 Certificate III in Hairdressing

Modification History

Not applicable.

Description

The Certificate III in Hairdressing has been designed as the standard entry level qualification for the hairdressing industry.

Likely functions in the hairdressing industry for those who achieve this qualification involve employment as a hairdresser working as part of team in a salon, performing processes that require a range of well developed skills where discretion and judgement is required; with responsibility for own outputs, and responsibility for the supervision of others, including apprentices. Functions at this level include applying skills and knowledge to sell products and services, ensuring a safe working environment and performing a full range of client services, including client consultation and advice, hair and scalp treatments, haircutting, hair design, colour and lightening, and chemical reformation services on male and/or female clients.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Entry advice There are no pre- requisites for this qualification

Language, literacy and numeracy advice The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 2/3 of the National Reporting System.

Reading and writing - a learner will be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts which may be interrelated.

Oral communication - a learner will be able to use and respond to spoken language within a variety of contexts.

Numeracy and mathematics - a learner will be able to deal easily with straightforward calculations either manually and/or using a calculator.

WRH30109 Certificate III in Hairdressing

Qualification requirements

Employability Skills Summary

** This unit is compulsory and only applicable for learners undertaking this qualification via an institutional pathway.*

Employability Skills Summary

WHR30109 Certificate III in Hairdressing

The following table contains a summary of the Employability Skills required by the Hairdressing Industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use questioning and active listening to ascertain and respond to client needs to ensure clients enjoy a positive experience that reflects salon values. Negotiate responsively with client to suggest new looks, products and services and to ensure and confirm client satisfaction. Give clear instructions to apprentices and other team members and regularly carry out verbal instructions from other team members and supervisors. Read and interpret product and tool manufacturers instructions and other work related documents. Complete simple written workplace forms and share work related information with other team members.
Teamwork	Supervise apprentices and work collaboratively with other team members, supporting the team, respecting and understanding others views and giving and receiving feedback in the context of a salon environment where employees are expected to perform their individual tasks but also look for opportunities to assist others at peak client periods and to share technical expertise.
Problem solving	Demonstrate sensitivity to client needs and concerns, anticipating problems and acting to avoid them where possible. Solve technical and service problems in the context of a team structure where, decisions may be made independently or may be referred to another technical team member or a supervisor for support or resolution depending upon salon policy and procedures.
Initiative and enterprise	Act independently within the context of a team structure where some supervision may occur. Regularly suggest new hairdressing design, service and product ideas to clients.
Planning and organising	Plan and carry out complex technical and salon tasks to accommodate salon service timelines and priorities.

Self-management	Understand and follow salon policies regarding work availability, rosters and work duties. Work within the salon culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete delegated tasks under instruction.
Learning	Identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best at work. Seek opportunities to learn new ways of doing things and implement changes within the context of salon procedures and wider industry product and technical developments.
Technology	Use and maintain a range of salon technology; in the context of available equipment and salon procedures. Recognise and report faulty equipment and follow salon occupational health and safety procedures.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the hairdressing industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Example core and elective unit selection WRH30109 Certificate III in Hairdressing

A learner who is employed or seeking employment in a salon offering hairdressing services and retailing home hair care products specifically for men could elect to undertake the following units:

Australian Apprenticeship Pathway

All 23 core units

AND

WRHHC307B Combine haircut structures for traditional and classic designs on men

PLUS

WRHCS203A Hone and strop straight razors

WRHHC308B Design and maintain beards and moustaches

WRHHC309A Perform face and head shaves

SIRXMER005A Create a display

SIRXSLS002A Advise on products and services

OR

Institutional Pathway

All 23 core units**AND**

WRHHC307B Combine haircut structures for traditional and classic designs on men

PLUS

WRHHC203A Hone and strop straight razors

WRHHC308B Design and maintain beards and moustaches

WRHHC309A Perform face and head shaves

WRHWP302A Operate effectively as a hairdresser in a salon work team

SIRXSLS002A Advise on products and services

A learner who is employed or seeking employment in a salon offering hairdressing services and retailing home hair care products for men and women could elect to undertake the following units:

Australian Apprenticeship pathway**All 23 core units****AND**

WRHHC306B Combine haircut structures on women

PLUS

WRHCL305B Perform on scalp full head and re-touch bleach services

WRHHC307B Combine haircut structures for traditional and classic designs on men

WRHHC308B Design and maintain beards and moustaches

WRHHD304A Design and apply long hair design finishes

SIRXRPK002A Recommend hair, beauty and cosmetic products and services

OR**Institutional Pathway****All 23 core units****AND**

WRHHC306B Combine haircut structures on women

PLUS

WRHCL305B Perform on scalp full head and re-touch bleach services

WRHHC307B Combine haircut structures for traditional and classic designs on men

WRHHC308B Design and maintain beards and moustaches
 WRHHD304A Design and apply long hair design finishes
 WRHWP302A Operate effectively as a hairdresser in a salon work team

Packaging Rules

WRH30109 Certificate III in Hairdressing

Qualification requirements

To achieve a Certificate III in Hairdressing, 29 units must be completed comprising:

- 23 core units, plus
- 6 elective units, comprising 1 compulsory elective haircutting unit and 5 elective units.

Note: WRHWP302A Operate effectively as a hairdresser in a salon work team, is a compulsory elective, in the group of 5 to be selected by learners undertaking this qualification via an institutional pathway; and it is not applicable to learners undertaking an Australian Apprenticeship pathway who acquire this learning in their salon.

Core units - complete all 23 units of competency

WRBCS201B	Conduct financial transactions
WRBCS203B	Provide service to clients
WRHCL302B	Colour and lighten hair
WRHCL303B	Design and perform full and partial highlighting techniques
WRHCL304A	Perform colour correction
WRHCR302B	Perform chemical curling and volumising services
WRHCR303B	Perform chemical straightening and relaxing services
WRHCS201A	Prepare clients for salon services
WRHCS202B	Maintain tools and equipment
WRHCS204A	Maintain and organise work areas

WRH30109 Certificate III in Hairdressing**Qualification requirements**

WRHCS205A	Follow personal health and safety routines at work
WRHHC301A	Design haircut structures
WRHHC302A	Apply one length/solid haircut structures
WRHHC303A	Apply graduated haircut structures
WRHHC304A	Apply layered haircut structures
WRHHC305A	Apply over-comb techniques
WRHHD303A	Design and apply short to medium-length hair design finishes
WRHHS301A	Apply the principles of hairdressing science
WRHHS302A	Consult with clients and treat hair and scalp conditions
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices
SIRXSLS001A	Sell products and services

PLUS**Compulsory elective units - complete 1 of the following units of competency**

WRHHC306B	Combine haircut structures on women
WRHHC307B	Combine haircut structures for traditional and classic designs on men

WRH30109 Certificate III in Hairdressing**Qualification requirements****PLUS****Elective units - complete 5 of the following units of competency**

WRHCL305B	Perform on scalp full head and re-touch bleach services
WRHCR404B	Apply chemical reformation techniques to enhance hair designs
WRHCS203A	Hone and strop straight razors
WRHCS308A	Plan services for special events
WRHHC306B	Combine haircut structures on women
WRHHC307B	Combine haircut structures for traditional and classic designs on men
WRHHC308B	Design and maintain beards and moustaches
WRHHC309A	Perform face and head shaves
WRHHD202A	Apply single, two and three strand braiding techniques
WRHHD304A	Design and apply long hair design finishes
*WRHWP302A	Operate effectively as a hairdresser in a salon work team
SIRXMGT001A	Coordinate work teams
SIRXMER001A	Merchandise products
SIRXMER005A	Create a display
SIRXSLS002A	Advise on products and services
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
HLTFA301B	Provide first aid

** This unit is compulsory and only applicable for learners undertaking this qualification via an institutional pathway.*

WRH40109 Certificate IV in Hairdressing

Modification History

Not applicable.

Description

The Certificate IV in Hairdressing has been designed to expand the development of the complex technical skills and knowledge of hairdressing practitioners.

Likely functions in the hairdressing industry for those who achieve this qualification may include employment as a highly skilled hairdresser, working as part of a salon team or coordinating a salon team; a technical adviser with a hairdressing products company; or independently as a freelance session stylist. Functions at this level include the self-directed application of a broad range of knowledge and skills and the provision of technical leadership, training and support to colleagues. A hairdresser at this level may provide specialist services, including haircutting, hair design, hair colouring, complex colour correction, hair extensions, chemical reformation, trichology and make-up application.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

- Entry advice** Entry to this qualification is open to persons who can demonstrate competence in relevant units contained within the Certificate III in Hairdressing. Information regarding relevant units is listed under the heading *Relationship Between Units* commencing on page eight (8) of the Assessment Guidelines for this Training Package.
- Language, literacy and numeracy advice** The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System.
- Reading and writing* - a learner will be able to read, interpret and write a range of texts within a variety of contexts.
- Oral communication* - a learner will be able to use and respond to spoken language within a variety of contexts.
- Numeracy and mathematics* - a learner will be able to recognise and use a variety of conventions and symbols of formal mathematics.

WRH40109 Certificate IV in Hairdressing

Qualification requirements

Employability Skills Summary

Employability Skills Summary WHR40106 Certificate IV in Hairdressing

The following table contains a summary of the Employability Skills required by the Hairdressing Industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use questioning and active listening to ascertain and respond to client needs to ensure clients enjoy a positive experience that reflects salon values. Negotiate responsively with client to suggest new looks, products and services and to ensure and confirm client satisfaction. Give clear instructions to apprentices and other team members and listen to and carry out verbal instructions from other team members and supervisors. Read and interpret product and equipment manufacturers instructions and other work related documents. Complete written workplace forms and share work related information with other team members.
Teamwork	Work collaboratively with other team members, supporting the team, respecting and understanding others views and giving and receiving feedback in the context of a salon environment where employees are expected to perform their individual tasks but also look for opportunities to assist others during peak client service periods. Share technical expertise and act as a mentor and trouble shooter for less experienced team members.
Problem solving	Demonstrate sensitivity to client needs and concerns, anticipating problems and acting to avoid them where possible. Solve technical hairdressing and service problems Independently and provide technical problem solving leadership to other hairdressers.
Initiative and enterprise	Act independently as freelance session stylist or within the context of a salon team or manufacturers technical team structure. Regularly suggest new hairdressing design, service and product ideas to clients.
Planning and organising	Use a broad range of products and equipment to plan and carry out complex technical hairdressing and hair design services.

Employability Skill	Industry/enterprise requirements for this qualification include:
Self-management	Understand and follow workplace policies regarding work availability, rosters and work duties. Work effectively within a team culture by practising inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently and independently prioritise and complete technical tasks.
Learning	Identify personal strengths and weaknesses in the context of the job role and recognise how to personally develop as a hairdressing technical leader. Consistently seek opportunities to learn new ways of doing things and implement changes within the specific hairdressing job role and wider industry product and technical developments.
Technology	Seek and Use and maintain a range of hairdressing and small business technology; in the context of available equipment and salon procedures. Recognise and report faulty equipment and follow salon occupational health and safety procedures.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the hairdressing industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

WRH40109 Certificate IV in Hairdressing

Qualification requirements

To achieve a Certificate IV in Hairdressing, 11 units must be completed comprising:

- 7 core units, plus
- 4 elective units. At least 2 units may be selected from list below or another endorsed Training Package or accredited course.

Core units - complete all 7 units of competency

WRHCL305B	Perform on scalp full head and re-touch bleach services
WRHCL406B	Solve complex colour problems

WRH40109 Certificate IV in Hairdressing**Qualification requirements**

WRHHC410B	Design and perform creative haircuts
WRHHD304A	Design and apply long hair design finishes
WRHHD406B	Work as a session stylist
SIRXMGT001A	Coordinate work teams
SIRXOHS002A	Maintain store safety

WRH40109 Certificate IV in Hairdressing**Qualification requirements****PLUS****Elective units - complete 4 of the following units of competency**

WRHCR404B	Apply chemical reformation techniques to enhance hair designs
WRHHD405B	Select and apply hair extensions
WRHHD407A	Apply and maintain wigs and hairpieces
WRHHD408A	Make wigs and hairpieces
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations
WRHHS404A	Perform trichological assessments
WRHHS405A	Apply the principles of nutrition
WRHHS406A	Develop and apply scalp treatment therapies
BSBRES401A	Analyse and present research information
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage business operations
BSBSMB407A	Manage a small team
CUVPHI05A	Use a 35mm SLR camera or digital equivalent
TAAASS301B	Contribute to assessment
TAAASS401C	Plan and organise assessment
TAAASS402C	Assess competence
TAAASS403B	Develop assessment tools

WRH40109 Certificate IV in Hairdressing**Qualification requirements****Elective units (continued)**

TAAASS404B	Participate in assessment validation
TAADEL301C	Provide training through instruction and demonstration of work skills
TAADEL401B	Plan and organise group-based delivery
HLTFA301B	Provide first aid
WRBCS513B	Investigate new products and services
WRBFS202B	Design and apply make-up
WRBFS203B	Design and apply make-up for photography
SIRXCCS003A	Coordinate interaction with customers
SIRXFIN001A	Balance point-of-sale terminal
SIRXINV002A	Maintain and order stock
SIRXMER005A	Create a display
SIRXQUA001A	Develop innovative ideas at work
SIRXSLS004A	Build relationships with customers

Two of these four units may be substituted by units from the following endorsed Training Packages, must relate to the core function or role of the candidate's current or intended work environment, and must be from a Certificate IV or Diploma qualification:

- WRB04 Beauty Training Package
- BSB07 Business Services Training Package
- CUE03 Entertainment Training Package
- SIR07 Retail Services Training Package.

WRH40209 Certificate IV in Trichology

Modification History

Not applicable.

Description

The Certificate IV in Trichology has been designed to further develop the skills and knowledge of qualified hairdressers who wish to practice in this area and also for persons who do not have a hairdressing background but wish to practice in a complementary field.

Likely functions in the hairdressing industry for those who achieve this qualification may involve employment as a trichologist within a hairdressing salon or complementary health services environment, or managing and delivering trichology services via an independent clinical practice. Functions at this level include the self-directed application of a broad range of knowledge and skills. The clinical trichologist at this level would apply the principles of hair and scalp science to trichological consultations, consult with clients/patients, develop and apply scalp treatment therapies, apply the principles of nutrition, perform trichological assessments, perform hair loss diagnosis, design and apply nutritional therapies to benefit hair growth and condition, and design and apply hair loss therapies.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Entry advice Entry to this qualification by persons without prior hairdressing industry experience or formal qualifications is permitted.

Those wishing to gain entry to the Certificate IV in Trichology qualification should have sufficient relevant skills and knowledge to indicate likely success at this level of qualification. This could be demonstrated by evidence of:

- successful completion of health, human development, biology and/or chemistry related subjects at secondary or post-secondary level
- previous hair and scalp treatment experience in a hairdressing environment
- previous experience in a complementary health field.

Language, literacy and numeracy advice

The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3 of the National Reporting System.

Reading and writing - a learner will be able to read, interpret and write a range of texts within a variety of contexts.

Oral communication - a learner will be able to use and respond to spoken language within a variety of contexts.

Numeracy and mathematics - a learner will be able to recognise and use a variety of conventions and symbols of formal mathematics.

WRH40209 Certificate IV in Trichology

Qualification requirements

Employability Skills Summary

--

Employability Skills Summary**WHR40206 Certificate IV in Trichology**

The following table contains a summary of the Employability Skills required by the Hairdressing Industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Use questioning and active listening to ascertain and respond to client or patient needs. Use specific medical terminology supported by plain English in order to explain trichological assessments to clients or patients. Write patient referrals to other professionals. Read and interpret product and equipment manufacturer's instructions and other work related documents. Complete written workplace forms and share work related information with other team members.
Teamwork	Work collaboratively with other professionals to treat trichological problems. Share technical expertise and act as a mentor and trouble shooter for less experienced team members.
Problem solving	Act independently to design and recommend to patients, approaches to assist in resolving trichological problems.
Initiative and enterprise	Act independently as freelance trichologist or within the context of a salon team. Regularly suggest new treatments and services to clients.
Planning and organising	Prepare and use a broad range of treatments that address trichological problems.
Self-management	Work effectively as freelance trichologist practising inclusive behaviour when interacting with other professionals and patients, observing patient confidentiality, effectively managing personal presentation, hygiene, and time; and efficiently and independently prioritising and completing clinical tasks.
Learning	Identify personal strengths and weaknesses in the context of the job role and recognise how to further develop professional expertise as a trichologist and small business owner. Consistently seek opportunities to learn new ways of doing things and implement changes within the specific trichologist job role and available trichology equipment, product and knowledge

Employability Skill	Industry/enterprise requirements for this qualification include:
	developments.
Technology	Seek and Use and maintain a range of therapeutic and small business technology; in the context of available equipment.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the hairdressing industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

WRH40209 Certificate IV in Trichology

Qualification requirements

To achieve a Certificate IV in Trichology, 18 units must be completed comprising:

- 16 core units, plus
- 2 elective units which may be selected from list below or another endorsed Training Package or accredited course.

Core units - complete all 16 units of competency

HLTCOM404B	Communicate effectively with clients/patients
HLTCOM405B	Administer a practice
HLTCOM406B	Make referrals to other health care professionals where appropriate
HLTCOM408B	Use specific health terminology to communicate effectively
WRHCS202B	Maintain tools and equipment
WRHCS204A	Maintain and organise work areas
WRHHS403A	Apply knowledge of hair and scalp problems to trichological consultations
WRHHS404A	Perform trichological assessments
WRHHS405A	Apply the principles of nutrition

WRH40209 Certificate IV in Trichology**Qualification requirements**

WRHHS406A	Develop and apply scalp treatment therapies
WRHHS407A	Perform hair loss diagnosis
WRHHS408A	Design and provide nutritional therapies
WRHHS409A	Design and apply hair loss therapies
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

PLUS**Elective units - complete 2 of the following units of competency**

BSBRES401A	Analyse and present research information
BSBSMB301A	Investigate micro business opportunities
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage business operations
BSBSMB406A	Manage small business finances
HLTCOM502B	Develop professional expertise
TAADEL301C	Provide training through instruction and demonstration of work skills

WRH50109 Diploma of Hairdressing Salon Management

Modification History

Not applicable.

Description

The Diploma of Hairdressing Salon Management has been designed for owners or managers who wish to develop their skills and knowledge in relation to the service and sales delivery of a functioning hairdressing salon.

Likely functions in the hairdressing industry for those who achieve this qualification may involve managing a salon and employing staff. Duties may include working as part of a salon team and coordinating salon team/s. Functions at this level include the self-directed application of a broad range of knowledge and skills, and the provision of leadership and support to colleagues through the development and management of human resource development initiatives. The salon manager at this level may focus on building the business, leading and developing the team, developing and implementing marketing activities, and ensuring all occupational health and safety requirements are maintained.

Pathways Information

Not applicable.

Licensing/Regulatory Information

Not applicable.

Entry Requirements

Entry advice	There are no prerequisites for entry to this qualification.
Language, literacy and numeracy advice	<p>The National Reporting System informs the identification and description of underpinning English language, literacy and numeracy features and requirements within competency standards. The learner's language, literacy and numeracy levels are expected to be equivalent to Level 3/4 of the National Reporting System.</p> <p><i>Reading and writing</i> - a learner will be able to read, interpret and write a range of complex texts within a variety of contexts.</p> <p><i>Oral communication</i> - a learner will be able to use and respond to spoken language within a variety of contexts.</p> <p><i>Numeracy and mathematics</i> - a learner will be able to recognise and use a variety of conventions and symbols of formal mathematics.</p>

WRH50109 Diploma of Hairdressing Salon Management

Qualification requirements

Employability Skills Summary

Employability Skills Summary

WHR50109 Diploma of Hairdressing Salon Management

The following table contains a summary of the Employability Skills required by the Hairdressing Industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry/enterprise requirements for this qualification include:
Communication	Negotiate effectively with business suppliers, salon team members and other managers on business requirements, values, directions and day to day operational matters. Research, read, analyse and communicate industry and workplace information to team members and other managers. Complete business documentation in the context of the job role.
Teamwork	Lead a hairdressing salon team; mentoring and supporting team members in the context of a service industry small business management role. Effectively participate in wider hairdressing industry and small business networks.
Problem solving	Apply strategic thinking to solve a range of operational hairdressing business problems; individually or in the context of a wider salon team structure. Evaluate ideas in the context of practical business application and anticipate the implications and consequences of decisions. Review results and provide feed back to relevant team members and clients.
Initiative and enterprise	Create an operational salon team customer service and continuous improvement environment across all performance areas. Provide positive feedback, encourage the team to do things better and be personally receptive to team members innovative ideas. Translate ideas into action by creating a framework for practical implementation and review.
Planning and organising	Establish and communicate clear goals and deliverables for self and team members within the context of salon objectives and the current business situation; and coordinate resources to ensure that work is carried out according to timelines and priorities. Coordinate and or implement changes arising from continuous improvement processes.

Employability Skill	Industry/enterprise requirements for this qualification include:
Self-management	Understand how own personal job role fits into the context of the wider business values and directions. Work within a hairdressing business culture by practising customer focussed and inclusive behaviour, effective management of personal presentation, and time; and efficiently prioritise, delegate and complete tasks. Maintain own knowledge of the job role and developments in the wider industry, review own performance, actively seek and build effective professional networks and act upon advice and guidance.
Learning	Identify personal strengths and weaknesses in the context a hairdressing small business management job role and recognise how to personally learn best. Seek opportunities for education and training in the context of a current role or future business opportunities. Accept opportunities to learn new ways of doing things and share knowledge and skills with salon team members.
Technology	Adapt to new business related technology skill requirements and select and use salon or other small business and information and communications technology where relevant, to support business operations, marketing and promotion and planning in the context of key business performance objectives and personal job role

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each Employability Skill are representative of the hairdressing industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

WRH50109 Diploma of Hairdressing Salon Management

Qualification requirements

To achieve a Diploma of Hairdressing Salon Management, 10 units must be completed comprising:

- 6 core units, plus
- 4 elective units. At least 2 units may be selected from list below or another endorsed

WRH50109 Diploma of Hairdressing Salon Management**Qualification requirements**

Training Package or accredited course.

Core units - complete all 6 units of competency

WRHSM501A	Manage hairdressing services and sales delivery
WRHSM502B	Promote a hairdressing business
BSBSMB406A	Manage small business finances
SIRXOHS003A	Provide a safe working environment
SIRXHRM002A	Recruit and select personnel
SIRXMGT003A	Lead and manage people

PLUS**Elective units - complete 4 of the following units of competency**

BSBCUS501A	Manage quality customer service
BSBEBU501A	Investigate and design e-business solutions
BSBFRA501B	Establish a franchise operation
BSBFRA502B	Manage a franchise operation
BSBMKG502B	Establish and adjust the marketing mix
BSBMKG507A	Interpret market trends and developments
BSBMGT516A	Facilitate continuous improvement
BSBSMB404A	Undertake small business planning
BSBWOR402A	Promote team effectiveness
WRBCS513B	Investigate new products and services
SIRXHRM001A	Administer human resources policy
SIRXQUA002A	Lead a team to foster innovation
SIRXEBS004A	Select an e-business model

WRHCL201A Apply temporary hair colour and remove residual colour products

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply temporary colour products and remove residual product under the direction of a senior operator.

This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with a senior operator, apply temporary hair colour and remove residual colour products from hair according to verbal instructions, workplace procedures and manufacturer's instructions. Knowledge of the workplace approach to colour application and removal and basin services is required, along with attention to client safety, comfort and relaxation throughout the service.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

- | | | | |
|---|--|-----|---|
| 1 | Consult with senior operator and prepare client. | 1.1 | All aspects of colour service are discussed with senior operator and questions are asked to confirm instructions prior to commencing service. |
| | | 1.2 | <i>Colour products</i> are selected and prepared according to senior operator instructions. |
| | | 1.3 | Wraps and towels are applied to ensure <i>client</i> protection according to workplace procedures. |

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|-----------------|-----|--|
| 2 | Apply products. | 2.1 | Stages and <i>methods of product application</i> are implemented as directed by senior operator and according to manufacturer's instructions. |
| | | 2.2 | Application is even and without stain on the scalp or hairline. |
| | | 2.3 | <i>Client and operator comfort and safety</i> are ensured throughout applications. |

- 2.4 Application is completed within a designated workplace timeframe.
- 3 Remove products.
 - 3.1 Residual products are thoroughly removed on completion of processing time when directed by senior operator.
 - 3.2 Residual products are removed from scalp and hairline according to manufacturer's instructions and senior operator's directions.
 - 3.3 Water temperature is tepid and hair is rinsed until water runs clear.
 - 3.4 *Conditioning products* are applied after colour removal where directed by senior operator.
 - 3.5 Client comfort and safety are ensured during colour removal process.
 - 3.6 Client's hair is towel dried, wrap and towels are replaced as per workplace procedures, and client is seated at workstation at completion of process.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- client preparation
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- temporary hair colour application techniques
- residual hair colour removal
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- workplace procedure for application of wrap and towels
- workplace temporary colour product range
- workplace temporary colour application procedures
- workplace residual colour removal procedures
- relevant workplace procedures to ensure comfort and safety of client and operator.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to work in a team, seeking direction from a senior operator to apply temporary hair colour and remove residual hair colour products within designated workplace timeframes, whilst ensuring client and operator comfort and safety.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistently seeking and following direction from a senior operator with regard to application and removal of colour
- consistently implementing workplace procedures that ensure comfort and safety of client and operator
- consistently interacting appropriately with clients and senior operator
- consistently undertaking temporary colour application within designated timeframes
- consistently observing client and operator safety precautions.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- temporary hair colouring products or simulated products, tools and equipment
- clients or simulated clients with a variety of requirements.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function may be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS201A Prepare clients for salon services
- WRHWP201A Assist colleagues providing multiple salon services as a team member.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - organising the work area, tools and equipment
 - measuring quantities of temporary colour product
 - implementing procedures that ensure the comfort and safety of clients and operator
 - applying temporary colour product using a workplace method as directed by a senior operator
 - removing residual temporary colour products as directed by a senior operator.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Colour products must include:

- temporary colour products from the salon range.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Methods of product application may include:

- sponge
- applicator bottle
- tint brush and comb.

Client and operator comfort and safety must include:

- application of gown and towels to protect client clothes
- application of anti skin stain product
- application of colour stain removal product
- avoiding contact with client or operator's eyes
- wearing operator protective gloves.

RANGE STATEMENT

Conditioning products may include:

- products from the general salon range as selected by a senior operator
- manufacturer's specific after colour conditioner.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCL302B Colour and lighten hair

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to select products and perform hair colour and lightening services.

This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their desired hair colour finish. It involves the analysis of the characteristics of hair, including natural base colour and percentage of grey or white hair, and the selection and application of colour or high lift tint colour products to cover grey or white hair and/or change or enhance the colour of the hair, or lighten and tone the colour of the hair.

Knowledge of the colour wheel, the workplace colour product range, relevant local health regulations and the workplace approach to colour services is required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with client and prepare for service.	<p>1.1 <i>Client</i> reaction to pre-service skin test is evaluated through observation or access to <i>client history</i>.</p> <p>1.2 <i>Client characteristics</i> are analysed through physical and visual examination and any identified <i>contraindications</i> to proceeding with colour service are identified and explained to client.</p> <p>1.3 Client history is referred to and previous colour is discussed with client where applicable.</p> <p>1.4 Client history is established for new colour clients.</p> <p>1.5 Client satisfaction or dissatisfaction with current hair colour and client expectations are established through questioning and active listening.</p> <p>1.6 Desired base colour or degree of lift and tone is confirmed with client through discussion and reference to manufacturer's colour charts.</p> <p>1.7 Strand tests are performed where indicated by the analysis.</p> <p>1.8 Wraps and towels are applied to ensure client protection and safety according to workplace procedures.</p>

ELEMENT	PERFORMANCE CRITERIA
2 Select and use colour products.	<p>2.1 <i>Colour products</i> are selected and prepared according to manufacturer's instructions and workplace procedures.</p> <p>2.2 <i>Stages and methods of product application</i> are performed according to manufacturer's instructions, within designated workplace timeframes and crosschecked for agreed coverage.</p> <p>2.3 Processing of colour product is monitored through observation and according to manufacturer's instructions.</p> <p>2.4 Residual product is removed at the end of processing time according to manufacturer's instructions.</p> <p>2.5 <i>Client and operator comfort and safety</i> are ensured at all stages of the service according to <i>relevant legislation</i>, manufacturer's product safety data sheets and <i>workplace policies and procedures</i>.</p>
3 Select and use high lift tint colour products.	<p>3.1 <i>High lift tint colour products</i> are selected and prepared according to manufacturer's instructions and workplace procedures and within designated workplace timeframes.</p> <p>3.2 Stages and methods of product application are performed quickly and evenly according to manufacturer's instructions and crosschecked for agreed coverage.</p> <p>3.3 <i>Product processing</i> is timed through observation to achieve desired lift and tone and according to manufacturer's instructions.</p> <p>3.4 Residual product is removed at the end of processing time according to manufacturer's instructions.</p> <p>3.5 Client and operator comfort and safety are ensured at all stages of the service according to relevant legislation, manufacturer's product safety data sheets and workplace policies and procedures.</p>
4 Provide after care service and advice.	<p>4.1 Clients are advised on colour care shampoos and conditioners.</p> <p>4.2 Sun protection strategies are suggested to clients.</p> <p>4.3 After care products are recommended and purchases are recorded on client history.</p>

ELEMENT

PERFORMANCE CRITERIA

- 4.4 Outcomes of service are reviewed against established client expectations and client satisfaction is confirmed .
- 4.5 Client history is updated to include colour or lightening product selection, technique, outcome of service and aftercare products recommended and purchased.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- pre-colour service analysis
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- client consultation
- using manufacturer's colour charts
- colour product selection
- colour product application within defined workplace timeframes
- residual colour removal
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the composition of colour and high lift tints
- the effects of hydrogen peroxide on the hair and hair colour
- the chemical and physical effects of tint and high lift tint colour products on hair structure
- the colour wheel and its application in colour selection

REQUIRED SKILLS AND KNOWLEDGE

- manufacturer's colour chart systems
- processing and development times for a defined workplace product range
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to apply knowledge of the use and application of a defined workplace range of tint and high lift tint colour products for a range of colour outcomes on different clients. Knowledge and skill with regard to relevant legislation and workplace procedures that ensure client and operator comfort, health and safety must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of workplace policies, procedures and safe work practices in relation to colour services
- consistently applying effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- recognising and managing contraindications
- reading, accurately interpreting and consistently applying manufacturer's colour charts and product instructions

EVIDENCE GUIDE

- consistently safe selection, preparation, application, processing and removal of colour without residual scalp stain, according to manufacturer's instructions and workplace procedures
- consistently observing client and operator safety precautions.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a salon or simulated salon environment
- a defined tint and high lift tint workplace colouring range along with manufacturer's colour charts and product instructions
- clients with a variety of hair colour and high lift colour requirements.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of client consultation, along with the safe application of hair colour and high lift colour products, and knowledge of their chemical and physical effects on the hair.

Prerequisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - completing workplace documentation relevant to analysis of client characteristics prior to tint or high lift colour treatments
 - demonstrated client consultation and colour selection prior to service
 - demonstrated safe application and processing of tint and high lift colour services on a variety of clients with different needs
 - thorough removal of residual colour products from scalp and hairline after processing.
- Third-party reports from experienced hairdressers.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Clients may include:

- women
- men
- children
- people who present with virgin hair or a range of pre-existing colour treatments on the hair
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Client history must include:

- client reaction to skin tests
- contraindications
- previous pre-service analysis
- previous services' brand and colour selection
- previous services' application techniques and processing times
- recommended care products.

RANGE STATEMENT

Client characteristics must include:

- natural hair type, texture, porosity, density and elasticity
- natural and/or artificial base colour
- hair colour tone
- percentage of white hair
- presence of lightening agents or artificial hair colour treatments on hair
- other existing chemical services
- skin tone
- length of hair
- scalp condition.

Contraindications may include:

- an allergic reaction to a skin test
- hair damage
- existing metallic-based colours on the hair.

Colour products must include:

- temporary hair colour products from the workplace colour range
- tint products from the workplace colour range
- peroxides of varying percentage volumes.

Stages and methods of product application may include:

- natural untreated hair
- application methods suitable for temporary colour products
- regrowth
- roots and then ends
- roots, mid lengths and finally ends
- ends and then roots.

Client and operator comfort and safety must include:

- application of gown and towels to protect client clothes
- application of barrier creams to face or neckline areas
- application of anti skin stain product
- application of colour stain removal product
- avoiding contact with client or operator's eyes
- avoiding inhalation of fumes whilst mixing product
- wearing operator protective gloves during product application.

RANGE STATEMENT

Relevant legislation may include:

- federal, state and local health and hygiene legislation and regulations
- occupational health and safety legislation and regulations.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

High lift tint colour products must include:

- high lift tint products from the workplace colour range
- peroxides of varying percentage volumes.

Product processing must include:

- following manufacturer's instructions
- exercising judgement based on observation of product development.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCL303B Design and perform full and partial highlighting techniques

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to design and apply foiling and quick colour full and partial highlighting applications for current commercial colour and lightening effects.

This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their desired hair colour finish. It involves analysis of the characteristics of hair, including natural base colour, and the selection and application of hair colour, high lift tints and/or bleach products alone or in combination to create highlights, lightened sections of the head or multiple colours in the hair. Knowledge of the workplace hair colour and lightening range and current fashion in foiled and highlighted effects, along with knowledge of relevant local health regulations and the workplace approach to colour services, with particular emphasis on client and operator safety, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with client and prepare for service.	1.1 <i>Client characteristics</i> are analysed through physical and visual examination.
	1.2 <i>Client history</i> is referred to and previous colour is discussed with <i>client</i> where applicable.
	1.3 Client history is established for new colour clients.
	1.4 Client satisfaction or dissatisfaction with current hair colour and client expectations are established through questioning and active listening.
	1.5 Desired degree of lift, colour and tone are confirmed with client through discussion and reference to manufacturer's colour charts.
	1.6 Wraps and towels are applied to ensure client protection and safety according to workplace procedures.
2 Select and use products and equipment.	2.1 <i>Colour, high lift and bleach products and foiling tools and equipment</i> are selected and individually prepared according to instructions and workplace procedures.
	2.2 <i>Foiling</i> is applied evenly to a predetermined pattern and

ELEMENT	PERFORMANCE CRITERIA
	<p>colour and lightening products are applied to foils and sealed to achieve predetermined colour effects with no colour bleed.</p> <p>2.3 Foiling is applied within predetermined workplace timeframes.</p> <p>2.4 <i>Stages and methods of partial head on scalp product application</i> are quick, even and without overlap, and application is cross checked for even coverage.</p> <p>2.5 <i>Quick service highlighting techniques</i> are applied with no colour bleed.</p> <p>2.6 <i>Client and operator comfort and safety</i> are ensured at all stages of the service according to <i>relevant legislation</i>, manufacturer's product safety data sheets and <i>workplace policies and procedures</i>.</p>
3 Process and remove product.	<p>3.1 Product processing is timed through observation to achieve desired lift or colour according to manufacturer's instructions.</p> <p>3.2 <i>Heat acceleration</i> is applied where required to assist processing.</p> <p>3.3 Foils or plastic caps are gently loosened and removed when processed, using tepid running water to avoid stretch or damage to the hair.</p> <p>3.4 Residual product is removed at the end of processing time according to workplace procedures and manufacturer's instructions.</p> <p>3.5 After colour conditioners are applied and removed according to manufacturer's instructions.</p>
4 Provide after care advice.	<p>4.1 Clients are advised on appropriate after colour/bleach hair shampoos and conditioners.</p> <p>4.2 Sun protection strategies are suggested to clients.</p> <p>4.3 After care products are recommended and purchases are recorded on client history.</p> <p>4.4 Client history is updated to include highlighting selection,</p>

ELEMENT

PERFORMANCE CRITERIA

technique and outcome.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- pre-colour service analysis
- communication techniques, including:
 - using open and/or closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- client consultation
- using manufacturer's colour charts
- colour product selection
- colour product application within defined workplace timeframes
- bleach product selection
- peroxide selection
- weaving and splicing hair
- applying and folding foils
- using plastic highlight caps
- comb on/through highlight techniques
- foils/caps and residual colour removal
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the composition of colour and high lift tints
- the effects of hydrogen peroxide on the hair and hair colour
- the chemical and physical effects of tint and high lift tint colour products on hair structure
- the chemical and physical effects of bleach products on

REQUIRED SKILLS AND KNOWLEDGE

- hair structure
- the colour wheel and its application in colour selection
- the levels of bleaching
- manufacturer's colour chart systems
- processing and development times for a defined workplace colour, high lift tint and bleach product range
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to apply knowledge of the use and application of foiling and quick service highlighting techniques using a defined workplace range of tint, high lift tint and bleach products for a range of colour outcomes on different clients. Knowledge and skill with regard to relevant legislation and workplace procedures that ensure client and operator comfort, health and safety must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of workplace policies, procedures and safe work practices in relation to colour services
- consistently applying effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- recognising and managing contraindications

EVIDENCE GUIDE

- reading, accurately interpreting and consistently applying manufacturer's colour charts and product instructions
- consistently safe selection, preparation, application, processing and removal of colour and bleach according to manufacturer's instructions and workplace procedures
- consistently applying weaving and splicing techniques within predetermined workplace timeframes
- consistently applying quick service highlighting techniques within designated workplace timeframes
- consistently applying client and operator safety precautions.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a salon or simulated salon environment
- a defined tint, high lift tint and bleaching product workplace range along with manufacturer's colour charts and product instructions
- foiling tools, materials and equipment
- clients with a variety of hair colour, high lift or bleach requirements.

Relationship to other units

This unit requires an assessment outcome that includes evidence of client consultation, knowledge of the chemical and physical effects of hair colour and high lift colour products on the hair, and their safe application to achieve current colour looks.

Prerequisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - completing workplace documentation relevant to the analysis of client characteristics prior to tint, high lift colour and bleach treatments
 - demonstrated client consultation and colour selection prior to service
 - demonstrated clean and safe application of weaving and splicing single and multi-colour foiled effects within designated workplace timeframes, with no product bleed and to client satisfaction
 - demonstrated quick service highlighting techniques with no product bleed and to client satisfaction.
- Third-party reports from experienced hairdressers.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Client characteristics may include:

- natural hair type, texture, porosity, density and elasticity
- natural and/or artificial base colour
- hair colour tone
- percentage of white hair
- presence of lightening agents or artificial hair colour treatments on hair
- other existing chemical services
- skin tone
- length of hair.

Client history may include:

- contraindications
- previous pre-service analysis
- previous services' brand and colour/s selection
- previous services' application techniques and processing times
- recommended after care products.

Clients may include:

- women
- men
- children
- people who present with virgin hair or a range of pre-existing colour treatments on the hair
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Colour, high lift and bleach products must include:

- tint products from the workplace range
- high lift tint colour products from the workplace range
- bleach products from the workplace range
- peroxides of varying percentage volumes.

Partial highlighting and foiling tools and equipment may include:

- pre-cut and folded foils
- tail combs
- tint brushes
- sectioning clips.

Stages and methods of partial head on scalp product application must include

- natural untreated hair
- regrowth
- roots and then ends
- roots, mid lengths and finally ends
- ends and then roots.

Foiling must include:

- coarse medium or fine woven meshes
- spliced meshes
- alternated coloured/lightened woven meshes and unwoven natural hair meshes
- single or multiple colours and tones
- bleached meshes
- whole or partial head effects.

Quick service highlighting techniques must include:

- pulling strands through a cap
- combing/brushing colour or bleach products onto predetermined areas of the hair
- colouring/bleaching single strands or meshes.

Client and operator comfort and safety must include:

- application of gown and towels to protect client clothes
- application of barrier creams to face or neckline areas
- application of anti skin stain product
- application of colour stain removal product
- avoiding contact with client or operator's eyes
- avoiding inhalation of fumes whilst mixing product
- wearing operator protective gloves during product application.

RANGE STATEMENT

Relevant legislation may include:

- federal, state and local health and hygiene legislation and regulations
- occupational health and safety legislation and regulations.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Heat acceleration may include:

- heat lamps
- steamers.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCL304A Perform colour correction

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to select and apply techniques to change unwanted hair colour and tones to achieve the desired base colour and tone.

This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding unwanted hair colour and tone and their desired base colour and tone. It involves analysis of unwanted tones and the selection and application of colour products to neutralise and/or change unwanted tones. Knowledge of the colour wheel, the workplace colour product range, relevant local health regulations and the workplace approach to colour services is required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with client.	<p>1.1 <i>Client characteristics</i> are analysed through physical and visual examination.</p> <p>1.2 <i>Client history</i> is referred to and previous colour and products used are discussed with <i>client</i> where applicable.</p> <p>1.3 <i>Client</i> satisfaction or dissatisfaction with current hair colour and tone and client expectations are established through questioning and active listening.</p> <p>1.4 <i>Contraindications</i> to proceeding with colour correction services are identified and explained to client where identified.</p>
2 Analyse unwanted colour and tones and desired colour finish.	<p>2.1 <i>Unwanted colour and tones</i> are analysed through visual examination.</p> <p>2.2 Target base colour and tone are confirmed with client through discussion and reference to manufacturer's colour charts.</p> <p>2.3 A strand test is applied where indicated by client analysis.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Select and apply products.	<p>3.1 <i>Colour correction products</i> are selected to neutralise unwanted colour and tones and achieve desired base colour and tone.</p> <p>3.2 Product application, processing and removal are selected and implemented according to manufacturer's instructions to achieve desired colour result.</p> <p>3.3 <i>Client and operator comfort and safety</i> are ensured at all stages of the service according to <i>relevant legislation</i>, manufacturer's product safety data sheets, and <i>workplace policies and procedures</i>.</p>
4 Provide after care advice.	<p>4.1 Advice on appropriate colour protective shampoos and conditioners is provided to client.</p> <p>4.2 Sun protection strategies are suggested to client.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Skills may include:**
- pre-colour service analysis
 - communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
 - client consultation
 - using manufacturer's colour charts
 - colour product selection
 - colour product application within defined workplace timeframes
 - residual colour removal
 - language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge may include:**
- the composition of colour and high lift tints
 - the effects of hydrogen peroxide on the hair and hair colour
 - the chemical and physical effects of tint and high lift tint colour products on hair structure
 - the colour wheel and its application in colour selection
 - manufacturer's colour chart systems
 - processing and developing times for a defined workplace product range
 - the provisions of relevant health and hygiene legislation and regulations
 - the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to apply knowledge of the use and application of a defined workplace range of tint and high lift tint products for a range of colour outcomes on different clients. Knowledge and skill with regard to relevant legislation and workplace procedures that ensure client and operator comfort, health and safety must also be demonstrated.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of workplace policies, procedures and safe work practices in relation to colour services
- consistently applying effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- recognising and managing contraindications
- reading, accurately interpreting and consistently applying manufacturer's colour charts and product instructions
- consistently safe selection, preparation, application, processing and removal of colour products according to manufacturer's instructions and workplace procedures
- consistently applying client and operator safety precautions.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a salon or simulated salon environment
- a workplace colouring range along with manufacturer's colour charts and product instructions
- clients with a variety of colour correction requirements.

Relationship to other units

This unit requires an assessment outcome that includes evidence of client consultation, knowledge of the chemical and physical effects of hair colour and lightening colour products on the hair and their safe application. In a workplace environment colour correction is usually integrated with general colour or lightening services.

Prerequisite units

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

Co-requisite units

- WRHCL302B Colour and lighten hair
- WRHCL303B Design and perform full and partial highlighting techniques
- WRHHS301A Apply the principles of hairdressing science
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - the completion of workplace documentation relevant to analysis of client characteristics prior to colour correction services
 - demonstrated client consultation and corrective colour selection prior to service
 - demonstrated safe application and processing of corrective colour products and techniques on a variety of clients with different needs.
- Third-party reports from experienced hairdressers.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

RANGE STATEMENT

Client characteristics may include:

- natural hair type, texture, porosity, density and elasticity
- natural and/or artificial base colour
- hair colour tone
- percentage of white hair
- presence of lightening agents or artificial hair colour treatments on hair
- other existing chemical services, including metallic based products
- skin tone.

Client history must include:

- contraindications
- previous pre-service analysis
- previous services' brand and colour/s selection
- previous services' application techniques and processing times
- recommended after care products.

Clients may include:

- women
- men
- children
- people who present with virgin hair or a range of pre-existing colour treatments on the hair
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Contraindications may include:

- an allergic reaction to a skin test
- excessive hair damage
- existing metallic-based colour on hair.

Unwanted colour and tones may include:

- natural hair colour and tones
- artificial hair colour and tones.

RANGE STATEMENT

Colour correction products must include:

- porosity equalisers
- temporary colour
- semi-permanent colour
- permanent colour
- colour fillers
- a range of manufacturers' products for the removal of artificial colour.

Client and operator comfort and safety must include:

- application of gown and towels to protect client clothes
- application of barrier creams to face or neckline areas
- application of anti skin stain product
- application of colour stain removal product
- avoiding contact with client or operator's eyes
- avoiding inhalation of fumes whilst mixing product
- wearing operator protective gloves during product application.

Relevant legislation may include:

- federal, state and local health and hygiene legislation and regulations
- occupational health and safety legislation and regulations.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCL305B Perform on scalp full head and re-touch bleach services

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to select products and perform on scalp and re-touch bleach services.

This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their desired hair colour finish. It involves analysis of the characteristics of hair including natural base colour, the selection and application of bleach products to lighten the colour of the hair, along with knowledge of the action of bleach products and peroxide levels and their effects on the bleach level. Knowledge of relevant local health regulations and the workplace approach to colour services, with particular emphasis on client and operator safety, is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with client and prepare for service.	<p>1.1 <i>Client characteristics</i> are analysed through physical and visual examination.</p> <p>1.2 <i>Contraindications</i> to proceeding with colour correction services are identified and explained to <i>clients</i> where necessary.</p> <p>1.3 <i>Client history</i> is referred to and previous colour is discussed with client where applicable.</p> <p>1.4 Client history is established for new colour clients.</p> <p>1.5 Client satisfaction or dissatisfaction with current hair colour is established through questioning and active listening.</p> <p>1.6 Desired level of lift and tone result are confirmed with client through discussion and reference to manufacturer's colour charts.</p> <p>1.7 Wraps and towels are applied to ensure client protection and safety according to workplace procedures.</p>
2 Select and use bleach products.	<p>2.1 <i>Bleach products</i> are selected and prepared according to manufacturer's instructions and workplace procedures.</p> <p>2.2 <i>Client and operator comfort and safety</i> are ensured at all stages of the service according to <i>relevant legislation</i>, manufacturer's product safety data sheets and <i>workplace policies and procedures</i>.</p>

ELEMENT**PERFORMANCE CRITERIA**

- | | | |
|---|----------------------------|---|
| 3 | Provide after care advice. | <p>2.3 <i>Stages and methods of product application</i> are quick, even and without overlap, and application is crosschecked for agreed coverage.</p> <p>2.4 <i>Product processing</i> is timed through observation to achieve desired lift according to manufacturer's instructions.</p> <p>2.5 <i>Heat acceleration</i> is applied to assist processing where lift is slow and when indicated by manufacturer's product instructions.</p> <p>2.6 Residual product is gently removed at the end of processing time according to manufacturer's instructions.</p> <p>2.7 <i>After bleach toning products</i> are applied where selected according to manufacturer's instructions.</p> |
| 3 | Provide after care advice. | <p>3.1 Clients are advised on appropriate bleached hair shampoos and conditioners.</p> <p>3.2 Sun protection strategies are suggested to clients.</p> <p>3.3 Outcomes of service are reviewed against agreed client expectations and client satisfaction is confirmed.</p> <p>3.4 Client history is updated to include lightening product selection, technique, outcome of service and home care products purchased.</p> |

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- pre-bleach service analysis
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- client consultation
- using manufacturer's colour charts
- bleach product selection
- bleach product application methods within defined workplace timeframes
- residual product removal
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the composition of bleach products and their chemical and physical effects on hair structure
- the effects of hydrogen peroxide on the hair and hair colour
- the reasons for selecting particular application methods
- the stages of bleaching
- the colour wheel and its application in toner selection
- manufacturer's colour chart systems from the workplace range
- processing and developing methods for a defined workplace product range
- manufacturer's product safety data for preparing and applying bleach products
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to apply knowledge of the use and application of a defined workplace range of bleach and toner products for a range of colour outcomes on different clients. Knowledge and skill with regard to relevant legislation and workplace procedures that ensure client and operator comfort, health and safety must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of workplace policies, procedures and safe work practices in relation to bleach services
- knowledge of manufacturer's product safety data
- consistently applying effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- recognising and managing contraindications
- reading, accurately interpreting and consistently applying manufacturer's product safety data, and product use and application instructions
- consistently safe selection, preparation, application, processing and removal of colour according to manufacturer's instructions and workplace procedures
- consistently achieving the desired degree of lift and performing natural hair and regrowth bleach services with even colour results and minimum hair damage
- consistently applying client and operator safety precautions.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a salon or simulated salon environment
- a defined bleaching and toning workplace product range along with manufacturer's colour charts and product instructions
- clients with a variety of bleaching requirements.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of knowledge of the chemical and physical effects of bleaching products on the hair and their safe application.

Prerequisite units:

- WRHCL302B Colour and lighten hair
- WRHHS301A Apply the principles of hairdressing science.

Co-requisite unit:

- WRHCL303B Design and perform full and partial highlighting techniques.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - completion of workplace documentation relevant to analysis of client characteristics prior to bleach treatment
 - demonstrated client consultation and colour selection prior to service
 - demonstrated safe application and processing of full head and re-touch bleach services on a variety of clients with different needs.
- Third-party reports from experienced hairdressers in the workplace.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Client characteristics may include:

- natural hair type, texture, porosity, density and elasticity
- natural and/or artificial base colour
- tone
- percentage of white hair
- presence of lightening agents or artificial hair colour treatments on hair
- other existing chemical services
- skin tone
- length of hair
- scalp condition.

Contraindications may include:

- condition of hair
- existing metallic-based colour on hair.

Clients may include:

- women
- men
- children
- people who present with virgin hair or a range of pre-existing colour treatments on the hair
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Client history may include:

- contraindications
- previous pre-service analysis
- previous colour or bleach services' product selection
- previous bleach services' application techniques and processing times
- colour result
- recommended care products.

Bleach products must include:

- products from the workplace bleach range
- peroxides of varying percentage volumes.

Client and operator comfort and safety must include:

- following workplace procedures
- wearing protective gloves when applying bleach and toner products
- avoiding skin and eye contact for client and operator
- following manufacturer's product safety data sheet in the event of an accident and seeking medical advice
- using barrier creams on client's face and neckline
- appropriate gowning of client
- operator wearing protective clothing when mixing and applying products
- monitoring client scalp comfort and condition at all stages of the service.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

RANGE STATEMENT

Stages and methods of product application must include:

- natural untreated hair
- regrowth
- roots and then ends
- roots, mid lengths and finally ends
- ends and then roots.

Product processing must include:

- following manufacturer's instructions
- exercising judgement based on previous timing of bleach services on the particular client
- monitoring and observing product development.

Heat acceleration may include:

- heat lamps
- steamers.

After bleach toning products may include:

- suitable products from the workplace colour range.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCL406B Solve complex colour problems

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to design and perform corrective hair colour services, and/or provide advice to other operators performing those services, to resolve complex colour problems.

This unit of competency will apply to experienced hairdressers playing a technical leadership and/or support role in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their colour problem and desired hair colour finish. It involves analysis of the characteristics of hair, including hair condition, existing chemical damage, natural base colour, artificial base colour/s and the selection and application of products that remove and correct unwanted colour, colour undertones or bleached effects from the hair.

Knowledge of the workplace hair colour/lightening range and colour correction products, along with a knowledge of relevant local health regulations and the workplace approach to colour services, with particular emphasis on client and operator safety, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop advanced product knowledge and application techniques.	<p>1.1 Colour correction product knowledge is developed, maintained and conveyed to other staff members as required.</p> <p>1.2 <i>Technical solutions</i>, techniques and application procedures are researched, developed, applied and conveyed or demonstrated to other staff members.</p>
2 Consult with clients and prepare for colour correction services.	<p>2.1 <i>Existing hair colour</i> and <i>hair condition</i> are analysed through physical and visual examination.</p> <p>2.2 <i>Client history</i> is referred to and previous colour is discussed with <i>client</i> where applicable.</p> <p>2.3 Client dissatisfaction with current hair colour is established through questioning and active listening.</p> <p>2.4 A desired finished result and <i>corrective colour treatment program</i>, including risks, time and costs are discussed and confirmed with client.</p> <p>2.5 A range of relevant products are selected according to the planned treatment program.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Perform colour deposit/lifting service.	<p>3.1 Strand test is applied where indicated by the client analysis before a decision is taken to proceed.</p> <p>3.2 <i>Colour deposit/lifting products</i> are applied and removed according to manufacturer's instructions and where indicated by the colour correction plan.</p> <p>3.3 Application methods and techniques are applied where indicated by the colour correction plan.</p> <p>3.4 <i>Client and operator comfort and safety</i> are ensured at all stages of the service according to <i>relevant legislation</i>, manufacturer's product safety data sheets, and <i>workplace policies and procedures</i>.</p>
4 Perform specialist colour corrective service.	<p>4.1 A variety of colour corrective techniques and services are applied without damage to the hair or scalp.</p> <p>4.2 Client and operator comfort and safety are applied throughout the service according to workplace procedures and manufacturer's product safety data.</p> <p>4.3 Final colour result is achieved consistent with predetermined colour result and client satisfaction is confirmed.</p> <p>4.4 Client after care products and further appointments are recommended and confirmed.</p> <p>4.5 Client history is updated to include colour problem analysis product selection, application techniques, processing methods and timing, outcome of service and home hair care products recommended and purchased.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- pre-corrective colour treatment/s analysis
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- client consultation
- high level consultation with other operators
- using a range of manufacturer's colour charts
- colour correction treatment product selection across major manufacturer's product ranges
- colour deposit removal using a range of products
- pre-pigmenting hair from light to dark
- selection of cool and warm tones
- time, risk and costing of service
- language, literacy and numeracy skills relevant to the role and workplace requirements
- colour selection and application method.

Knowledge may include:

- action of peroxide with bleaches and powder lighteners in colour deposit removal
- the relationship between porosity, texture, condition and the success of corrective colour services
- levels of peroxide and their applications in colour correction
- the chemical and physical effects of pre-pigmenting products
- the colour wheel and its application in colour selection to achieve warm and cool tones
- a range of manufacturer's colour chart systems
- key manufacturer's colour product ranges
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to apply knowledge of the use and application of a broad range of products to solve complex colour problems on different clients. This will take the form of working in a team to provide technical advice to other operators on colour correction strategies and techniques. Knowledge of and skill in applying relevant legislation and workplace procedures that ensure client and operator comfort, health and safety must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of workplace policies, procedures and safe work practices in relation to colour services
- consistently applying effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- recognising and managing contraindications
- reading, accurately interpreting and consistently applying manufacturer's colour charts and product instructions
- consistently safe selection, preparation, application, processing and removal of colour according to manufacturer's instructions and workplace procedures
- consistently developing specialist product knowledge and techniques
- consistently providing sound information and advice to clients and relevant workplace personnel, based on the consideration of time, and cost and risk factors associated with possible corrective services
- consistently applying specialist colour corrective

EVIDENCE GUIDE

services.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a salon or simulated salon environment
- products and information from key product manufacturer's colour ranges
- clients with a variety of complex hair colour problems.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of advanced technical knowledge of the chemical and physical effects of hair colour and lightening colour products on the hair. In a workplace environment, solving complex colour problems requires significant experience in colour and lightening services and the application of colour correction practices.

Prerequisite units:

- WRHCL302B Colour and lighten hair
- WRHCL303B Design and perform full and partial highlighting techniques
- WRHCL304A Perform colour correction.

Co-requisite unit:

- WRHCL305B Perform on scalp full head and re-touch bleach services.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - the conduct of pre-service analysis and consultation with clients and other operators
 - the development, safe application and documentation of complex corrective colour case studies, including colour deposit removal and pre-pigmenting techniques.
- Technical questions regarding peroxide levels and their applications in conjunction with complex colour correction, safe product use and application methods.
- Third-party reports from experienced hairdressers.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Technical solutions must include:

- working with different peroxide levels
- stripping
- bleaching
- pre-pigmenting hair
- neutralising unwanted tones
- a range of techniques.

Existing hair colour may include:

- natural base
- artificial base/s
- bleach base.

Hair condition must include:

- dry, oily or normal
- porosity
- texture.

Client history must include:

- client reaction to skin tests
- contraindications
- previous pre-service analysis
- previous services' brand and colour selection
- previous services' application techniques and processing times
- recommended after care products.

RANGE STATEMENT

Clients may include:

- men, women and children
- people who present with virgin hair or a range of pre-existing colour treatments on the hair
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Corrective colour treatment programs must include:

- multiple treatments
- removing unwanted colour deposits
- identifying raw pigment undertone before adding pre-pigments
- pre-pigmenting hair from light to dark to develop a desired undertone
- selecting warm and cool colours
- products to equalise porosity
- selecting and applying tint products
- refresher colours
- between-service colour care and conditioning products.

Colour deposit/lifting products must include:

- stripping products from a defined manufacturer's colour product range
- bleaches
- powder lighteners
- hydrogen peroxides.

Client and operator comfort and safety must include:

- following workplace procedures
- following manufacturer's product safety instructions regarding the preparation and application of corrective colour products
- following manufacturer's product safety data in the event of an accident and seeking medical advice
- appropriate gowning of client
- application of anti skin stain product
- application of colour stain removal product
- wearing operator protective clothing and equipment when mixing and applying products
- monitoring client scalp comfort and condition at all stages of the service.

RANGE STATEMENT

Relevant legislation may include:

- federal, state and local health and hygiene legislation and regulations
- occupational health and safety legislation and regulations.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCR201A Rinse and neutralise chemically curled or volumised hair

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply the rinsing and neutralising process to chemically curled or volumised hair under the direction of a senior operator.

This unit of competency will apply to a range of chemical reformation services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with a senior operator, rinse chemicals from the hair and apply, process and rinse off neutralising chemicals according to verbal instructions, workplace procedures and manufacturer's instructions. Knowledge of relevant local health regulations and the workplace approach to basin services is required, along with attention to client and personal safety, comfort and relaxation throughout the service.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with senior operator and prepare client.	<p>1.1 All aspects of the rinsing and neutralising process are discussed with senior operator and questions are asked to confirm instructions prior to commencing the service.</p> <p>1.2 Wraps and towels are applied according to workplace procedures to ensure <i>client</i> protection.</p>
2 Rinse hair.	<p>2.1 Water temperature and flow is controlled during rinsing.</p> <p>2.2 Hair is rinsed thoroughly and evenly to remove residual product.</p> <p>2.3 Excess water is evenly blotted from hair according to manufacturer of neutralising agent's instructions.</p>
3 Neutralise hair.	<p>3.1 <i>Neutralising products</i> are selected to match reformation chemicals.</p> <p>3.2 Products are measured and applied according to manufacturer/senior operator instructions and so as not to disturb hair on rods.</p> <p>3.3 <i>Client comfort and safety</i> is ensured throughout the neutralising process according to manufacturer's product safety data, <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.4 *Operator precautions* are taken according to workplace procedures to prevent skin reactions.
- 4 Remove products.
- 4.1 Residual product is thoroughly removed according to manufacturer's instructions on completion of specified processing time.
- 4.2 *Conditioning products* are applied after neutralising, where directed by senior operator.
- 4.3 Client comfort, health and safety are ensured during final rinsing process.
- 4.4 Client's hair is gently towel dried, wrap and towels are replaced as per workplace procedures and client is relocated to workstation at completion of process.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- preventing possible skin damage to client and operator
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- ensuring client comfort
- thoroughly and evenly rinsing chemicals from hair
- removing excess moisture from the hair
- evenly applying neutralising products
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the consequences and effects of neutralising products in setting the reformed shape of the hair
- manufacturer's instructions for the product being used
- preparation of client, including gowning and wrapping
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently communicate with a senior operator, rinse chemicals from the hair and apply, process and rinse off neutralising chemicals according to verbal instructions, workplace procedures and manufacturer's instructions. Demonstrated knowledge of relevant local health regulations and the workplace approach to basin services is required, along with attention to client and personal safety, comfort and relaxation throughout the service.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of safe work practices in regard to the neutralising service, and safe use of product according to workplace safety requirements
- ability to read, accurately interpret and consistently apply manufacturer's instructions
- ability to use effective questioning and active listening techniques to consult and negotiate with clients and to ensure client comfort and safety throughout the service
- ability to consistently ensure that hair is rinsed thoroughly prior to the application of neutraliser and excess moisture is evenly removed from the hair
- ability to consistently and evenly apply neutraliser so that hair is not disturbed and the whole area is treated
- ability to consistently remove rods in a manner that does not apply undue stretch to the newly reformed hair.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a range of products and equipment
- clients presenting with a range of rinsing/neutralising requirements in a basin services or simulated basin services area.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS201A Prepare clients for salon services
- WRHWP201A Assist colleagues providing multiple salon services as a team member.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - positioning clients at the basin for the rinsing and neutralising service
 - rinsing chemicals from the hair
 - blotting excess water from the hair
 - applying, processing and removing neutralising products according to manufacturer's instructions and workplace procedures.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Neutralising products may include:

- liquids and creams for nozzle application
- foaming neutralisers.

Client comfort and safety may include:

- protection of client's clothes and skin
- provision of clean and dry wraps and towels
- protection of client's face and eyes
- position of client's head and neck at the basin.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene
- disposal of waste.

RANGE STATEMENT

Operator precautions may include:

- rubber gloves
- skin barrier creams.

Conditioning products may include:

- recommended products from the manufacturer's range
- products from the salon range, as directed by a senior operator.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCR302B Perform chemical curling and volumising services

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to design and perform chemical curling and volumising services to add curl or body to short or medium length hair.

This unit of competency will apply to a range of chemical reformation services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their expectation of the finished hair design and degree of curl. It requires knowledge of the action of permanent wave chemicals on the hair's structure, contraindications, factors that influence degree of curl and pre-service hair analysis. Knowledge of the workplace product range, workplace procedures and relevant local health regulations is required, along with attention to client safety, comfort and relaxation throughout the service.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|--|
| 1 | Assess hair and consult with client. | 1.1 Hair assessment is made, based on: <ul style="list-style-type: none"> • <i>hair and scalp condition</i> • <i>hair texture</i> • <i>hair density</i> • <i>hair porosity</i> • existing natural movement and curl • length • the effects of <i>previous chemical services</i> on the hair. 1.2 <i>Contraindications to chemical reformation</i> are identified and the <i>client</i> is informed according to workplace policy. 1.3 Desired finished design and degree of curl or body is confirmed with client. |
| 2 | Select and apply reforming products and equipment. | 2.1 <i>Products</i> and rod sizes are selected to match hair assessment and desired degree of curl or body. 2.2 Hair is cleanly sectioned and wound with even lift in a simple directional pattern, without hooked ends and to avoid breakage, rubber marks or drag. 2.3 Chemical reformation products are applied according to manufacturer's instructions and ensuring client comfort and safety. |

ELEMENT	PERFORMANCE CRITERIA
	<p>2.4 Hair is processed and checked to achieve predetermined degree of curl or body.</p> <p>2.5 <i>Client and operator comfort and safety</i> are ensured at all stages of winding and processing, according to <i>relevant legislation</i>, manufacturer's product safety data sheets and <i>workplace policies and procedures</i>.</p>
3 Rinse and neutralise hair.	<p>3.1 Hair is rinsed thoroughly and evenly to remove residual perm solution.</p> <p>3.2 Excess water is evenly blotted from hair according to manufacturer's instructions.</p> <p>3.3 <i>Neutralising products</i> are selected to match reformation chemicals.</p> <p>3.4 Products are measured and applied in accordance with manufacturer/senior operator instructions and so as not to disturb hair on rods.</p> <p>3.5 Client and operator comfort and safety are ensured at all stages of rinsing and neutralising according to relevant legislation, manufacturer's product safety data sheets and workplace policies and procedures.</p>
4 Provide after service advice.	<p>4.1 After service maintenance advice is offered to clients.</p> <p>4.2 <i>Home care products</i> are recommended to clients.</p> <p>4.3 Outcomes of service are reviewed against established client expectations and client satisfaction is confirmed.</p> <p>4.4 Client history is updated to include product selection, technique, outcome of service and home care products purchased.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- conducting accurate pre-service hair and scalp analysis
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- selecting products, equipment and techniques appropriate to desired outcomes and predetermined designs
- winding to a pre-planned pattern with even tension and without hooked ends, breakage or rubber marks
- assessing the development of degree of curl
- consistently performing the full rinse and neutralising service
- consistently applying safe work practices and manufacturer's instructions
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the workplace chemical reformation product range
- the physical and chemical actions of the following products on the structure of hair:
 - protein fillers
 - perm solutions
 - neutralisers
- the factors that influence achieving planned degree of curl
- manufacturer's advice for safe use of chemical curling and volumising chemicals
- contraindications to proceeding with chemical curling and volumising services
- workplace policies and procedures in regard to the performance of a range of chemical reformation

REQUIRED SKILLS AND KNOWLEDGE

services

- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently perform pre-service hair analysis, consult with clients regarding the desired curl/body result, and then perform the full chemical reformation service to achieve that outcome to the satisfaction of the client. Client and operator safety must be ensured at all stages during the chemical reformation process.

Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistently conducting accurate pre-service hair and scalp analysis
- consistently selecting products, equipment and techniques appropriate to desired outcomes and predetermined designs

EVIDENCE GUIDE

- winding to a pre-planned pattern with even tension and without hooked ends, breakage or rubber marks
- consistently and successfully assessing the development of degree of curl for desired curl and/or volume
- consistently performing the full rinse and neutralising service
- consistently applying safe work practices and manufacturer's instructions.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a range of workplace chemical curling and volumising products and equipment
- a range of presenting clients seeking chemical curling and/or volumising services
- a hairdressing salon or simulated salon area.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of well-developed client communication skills, knowledge of the chemical and physical effects of chemical curling and volumising products on the hair, and the ability to apply safe working practices during chemical services.

Prerequisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service analysis
 - predetermining finished looks with clients
 - selecting products and equipment
 - completing a range of complete chemical and volumising services to achieve a predetermined curl/body result.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Hair and scalp condition may include:

- normal
- abnormal
- dry
- oily
- damaged.

Hair texture may include:

- coarse
- medium
- fine.

Hair density may include:

- sparse
- normal
- dense.

Hair porosity may include:

- resistant
- normal
- porous
- highly porous.

Previous chemical services may include:

- chemical reformation
- presence of lightening agents or artificial colourants on hair.

RANGE STATEMENT

Contraindications to chemical reformation may include:

- damaged hair
- abnormal scalp conditions, including broken or weeping areas of skin
- previous chemical services
- resistant hair
- highly porous hair.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Products may include:

- pre-perm porosity treatments
- alkaline perms
- acid perms
- products in different strengths, according to hair assessment.

Client and operator comfort and safety must include:

- applying gown and towels to protect client clothes
- applying protective or barrier creams to client face or neckline areas
- avoiding contact with client or operator's eyes
- avoiding inhalation of fumes whilst applying product
- wearing operator protective gloves when winding hair and applying solution
- wearing operator protective gloves when applying neutraliser
- wearing operator protective moisturiser on hands and lower arms.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

RANGE STATEMENT

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Neutralising products may include:

- liquids and creams for nozzle application
- foaming neutralisers.

Home care products may include:

- shampoos
- conditioners
- styling aids.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCR303B Perform chemical straightening and relaxing services

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to design and perform chemical straightening and relaxing services to reform curl or wave in the hair.

This unit of competency will apply to a range of chemical reformation services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their expectations of the finished hair design and the degree of relaxing of curl or wave. It requires knowledge of the action of chemical straightening and relaxing chemicals on the hair's structure and contraindications, as well as pre-service hair analysis. Knowledge of the workplace product range, workplace procedures and relevant local health regulations is required, along with attention to client safety and comfort throughout the service.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess hair and consult with client.	<p>1.1 Hair assessment is made based on <i>hair type and condition</i>.</p> <p>1.2 Desired finished design and the degree of relaxation of curl or wave are confirmed with <i>client</i>.</p> <p>1.3 <i>Contraindications to chemical straightening and relaxing</i> are identified and client is informed according to workplace policy.</p>
2 Select and apply products and equipment.	<p>2.1 <i>Chemical straightening and relaxing products</i> are selected to match hair analysis and predetermined result.</p> <p>2.2 <i>Chemical straightening tools and methods</i> are selected according to manufacturer's instructions and salon procedures.</p> <p>2.3 Where consistent with the pre-process analysis, pre-process fillers are applied evenly according to manufacturer's instructions.</p> <p>2.4 Chemical straightening product is applied evenly to a predetermined pattern and hair is gently combed without stretch, using boards and/or a medium-toothed comb.</p> <p>2.5 Process is developed and checked for degree of relaxing according to manufacturer's instructions.</p> <p>2.6 Prior to final development, hair is gently smoothed to a predetermined pattern following <i>product manufacturer's</i></p>

ELEMENT**PERFORMANCE CRITERIA**

recommended smoothing technique and/or workplace procedure.

- 2.7 *Client and operator comfort and safety* are ensured at all stages of the service according to *relevant legislation*, manufacturer's product safety data sheets and *workplace policies and procedures*.
- 3 Rinse and neutralise hair.
- 3.1 Straightening product is thoroughly and gently rinsed from the hair using lukewarm water.
- 3.2 *Product manufacturer and/or workplace preferred method of re-bonding* is performed.
- 3.3 Neutraliser is processed according to manufacturer's recommended time and then rinsed thoroughly from the hair.
- 3.4 Post-process conditioning products are applied according to manufacturer's instructions.
- 3.5 Client and operator comfort and safety are ensured at all stages of the service according to relevant legislation, manufacturer's product safety data sheets and workplace policies and procedures.
- 4 Provide after service advice.
- 4.1 After service *maintenance advice* is offered to clients.
- 4.2 Outcomes of service are reviewed against expressed client expectations and client satisfaction is confirmed.
- 4.3 Home care products are recommended to clients.
- 4.4 Client history is updated to include product selection, technique, outcome and home hair care products purchased.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- conducting accurate pre-service hair and scalp analysis
- communication techniques, including:
 - using open and/or closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- selecting products, equipment and techniques appropriate to desired outcomes and predetermined designs
- applying straightening product evenly to a plan
- assessing the development of degree of curl/wave relaxing
- consistently performing the full rinse and neutralising service
- consistently applying safe work practices and manufacturer's instructions
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the workplace chemical reformation product range
- the physical and chemical actions of the following products on the structure of the hair:
 - protein fillers
 - chemical straighteners and relaxers
 - neutralisers

REQUIRED SKILLS AND KNOWLEDGE

- the factors that influence achieving planned degree of relaxing
- manufacturer's requirements for the safe use of chemicals for straightening and relaxing hair
- contraindications to proceeding with chemical straightening and relaxing services
- workplace policies and procedures in regard to the performance of a range of chemical straightening and relaxing services
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently perform pre-service hair analysis, consult with clients regarding the desired curl/body result, and then perform the full chemical straightening and relaxing service to achieve that outcome to the satisfaction of the client. Client and operator safety must be ensured at all stages during the chemical straightening and relaxing process.

Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this**
- consistently conducting accurate pre-service hair and scalp analysis
 - consistently selecting products, equipment and techniques appropriate to desired outcomes and

EVIDENCE GUIDE

unit

predetermined designs

- consistently applying straightening products and techniques without hair breakage
- consistently and successfully assessing the development of degree of curl/wave relaxing
- consistently performing the full rinse and neutralising service according to manufacturer's instructions and/or workplace procedures
- consistently applying safe work practices and manufacturer's instructions.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a range of hair straightening products and equipment
- a variety of clients presenting with a range of hair types and chemical hair straightening or relaxing requirements
- a hairdressing salon or simulated salon area.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of well-developed client communication skills, knowledge of the chemical and physical effects of chemical straightening and relaxing products on the hair, and the ability to apply safe working practices during chemical services.

Prerequisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service analysis
 - predetermining with client the finished degree of straightening and relaxing
 - selecting products and equipment
 - completing a number of full services to achieve a predetermined straightening result
 - recommending after service products and hair care routines to clients.
- Written questions on the physical and chemical effects of chemical straightening and relaxing products on the hair's structure.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Hair type and condition may include:

- untreated natural curly hair
- untreated naturally wavy hair
- chemically treated hair
- strong or resistant natural curls
- damaged hair
- a variety of hair types from a range of ethnic backgrounds.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Contraindications to chemical straightening and relaxing may include:

- damaged hair
- highly porous hair.

Chemical straightening and relaxing products may include:

- pre-process shampoos
- pre-process softeners
- pre- and post-process fillers and conditioning products
- curl relaxers for chemically treated hair
- hair straighteners for normal naturally wavy or curly hair
- hair straighteners for strong or resistant natural curls
- neutralisers
- post-process care and styling products.

Chemical straightening tools and methods may include:

- medium-toothed combs with even edges
- straightening boards
- fingers
- thermostatically-controlled ceramic flat irons.

Product manufacturer's recommended smoothing technique and/or workplace procedure may include:

- smoothing to a predetermined pattern, combing hair layer by layer and pressing between index and middle fingers
- smoothing to a predetermined pattern, combing hair layer by layer and pressing between index and middle fingers, then laying smoothed hair onto the straightening board and smoothing hair once again against the board using the back of a comb.

Client and operator comfort and safety may include:

- providing protective gowning for client
- applying straightening product 1cm from the hair root to avoid breakage
- avoiding product contact with client/operator skin or eyes
- wearing protective gloves for operator.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

RANGE STATEMENT

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Product manufacturer and/or workplace preferred method of re-bonding may include:

- applying re-bonding product to towel dried hair
- applying re-bonding product to cooled hair that has been blow dried and/or flat ironed.

Maintenance advice may include:

- delaying shampooing hair for 2-4 days after procedure
- shampoos
- conditioners
- intense protein treatments
- anti-frizz products
- hair gloss.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCR404B Apply chemical reformation techniques to enhance hair designs

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to design and apply creative chemical reformation techniques to a range of haircut structures and long hair.

This unit of competency will apply to a range of chemical reformation services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the operator to communicate with clients regarding their design expectations, and to suggest and apply chemical reformation techniques to enhance the haircut structure or long hair. It combines pre-service hair and design analysis with an established in-depth knowledge of the action of chemical reformation chemicals on the hair's structure. The unit involves enhancing hair designs by applying a wide range of tools and techniques to chemically change the texture, wave or curl in hair.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess hair and consult with client.	<p>1.1 Hair assessment is made based on <i>hair type and condition</i> and planned or existing <i>haircut structure</i>.</p> <p>1.2 Desired finished design and <i>enhancement</i> are confirmed with the <i>client</i>.</p>
2 Select and apply products and equipment.	<p>2.1 <i>Chemical reformation straightening/relaxing products</i> are selected to match hair analysis and predetermined result.</p> <p>2.2 <i>Chemical reformation tools</i> and winding or relaxing techniques are selected according to the predetermined enhancement.</p> <p>2.3 Chemical reformation products, tools and techniques are applied according to manufacturer's instructions to ensure predetermined outcomes.</p> <p>2.4 <i>Client and operator comfort and safety</i> are ensured at all stages of the service according to <i>relevant legislation</i>, manufacturer's product safety data sheets and <i>workplace policies and procedures</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Finish design.	<p>3.1 <i>Finishing tools and techniques</i> are selected and applied to achieve predetermined design to client satisfaction.</p> <p>3.2 After-service <i>maintenance advice</i> is offered and home care products are suggested to the client.</p> <p>3.3 Client history is updated to include tool and product selection, winding or relaxation technique, outcome of service and home hair care products recommended and purchased.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- conducting pre-service hair and design analysis
- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- consistently selecting and applying chemical reformation products, equipment and techniques to achieve classic and creative designs
- finishing techniques appropriate to the planned design
- consistently applying safe work practices and manufacturer's instructions
- research skills to access creative and classic looks that use chemical reformation to enhance the hair design
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- the workplace chemical reformation product range
- the physical and chemical actions of the following products on the structure of the hair:
 - protein fillers
 - chemical reformation products
 - chemical straighteners and relaxers
 - conditioning products
 - anti-frizz products
 - styling gels and other aids
- a wide range of winding, chemical texturising and straightening techniques and their effects on different haircut structures
- the potential application and limitations of chemical reformation products in the workplace range
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently perform pre-service hair analysis, consult with clients regarding the desired curl/body result, and then perform the full chemical straightening/relaxing service to achieve that outcome to the satisfaction of the client. Client and operator safety must be ensured at all stages during the chemical reformation straightening/relaxing process.

Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistently conducting accurate pre-service hair and design analysis, applying the elements and principles of design to create contemporary and classic designs and to forecast new looks enhanced by the creative application of chemical reformation
- consistently selecting and successfully applying chemical reformation products, equipment and techniques to achieve predetermined designs
- evidence of the application of chemical curling, volumising, straightening and relaxing techniques to enhance a variety of haircut structures
- consistently consulting with clients and providing after-service care and maintenance advice.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation including occupational health and safety legislation and regulations, workplace policy and procedures manuals and manufacturer's product safety data sheets
- a wide range of chemical curling and volumising, straightening and relaxing tools, products and equipment
- clients presenting with a range of creative and classic hair design requirements in a salon or simulated salon area.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- WRHCR302B Perform chemical curling and volumising services
- WRHCR303B Perform chemical straightening and relaxing services
- WRHHD303A Design and apply short to medium-length hair design finishes.

Co-requisite unit:

- WRHHC410B Design and perform creative haircuts.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service hair and design analysis
 - confirming planned finished design with client
 - selecting and applying products and equipment
 - completing a full service to achieve a predetermined design, incorporating creative or classic chemical reformation techniques.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Hair type and condition may include:

- untreated naturally curly hair
- untreated naturally wavy hair
- chemically treated hair
- strong or resistant natural curls
- naturally straight hair
- damaged hair.

Haircut structure may include:

- short
- medium
- long
- solid form
- layered
- graduated
- combinations.

RANGE STATEMENT

Enhancement may be full or partial head and may include:

- changes in texture
- adding curl root to point (spiral)
- adding curl point to root (curl/volume)
- adding waves
- relaxing natural curl
- increasing body/volume.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Chemical reformation straightening/relaxing products may include:

- pre-process shampoos and softeners
- pre- and post-process fillers and conditioning products
- alkaline perms
- acid perms
- perming products in a variety of strengths
- curl relaxers for chemically treated hair
- hair straighteners for normal naturally wavy or curly hair
- hair straighteners for strong or resistant natural curls
- neutralisers
- post-process care and styling products.

Chemical reformation tools may include:

- perm rods and sticks in various shapes and sizes
- medium-toothed combs with even edges
- straightening boards
- fingers
- flat irons.

RANGE STATEMENT

Client and operator comfort and safety may include:

- providing protective gowning for client
- applying straightening product 1cm from the hair root to avoid breakage
- avoiding product contact with client and operator skin or eyes
- wearing protective gloves for operator.

Relevant legislation may include:

- federal, state and local health and hygiene legislation and regulations
- occupational health and safety legislation and regulations.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Finishing tools and techniques may include:

- natural drying
- heat lamps
- heat diffuser
- blow drying
- roller/pin curl finishes.

Maintenance advice may include:

- shampooing hair following procedure
- conditioners
- intense protein treatments
- anti-frizz products
- hair gloss
- sprays and lacquers
- self-drying techniques
- brushes and combs.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS201A Prepare clients for salon services

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to prepare clients for a range of salon services. This unit of competency may apply to a range of roles in the workplace.

Application of the Unit

Application of the Unit This unit requires the application of communication and observation skills to verify the nature of the service to be provided and prepare clients for specific services. It also requires the ability to recognise normal and abnormal hair and scalp conditions, tactfully refer to a senior operator to confirm observations, and seek advice on further action.

Knowledge and application of the salon approach to shampoo and treatment services is required, along with attention to health regulations, and client safety, comfort and relaxation.

Where this unit is used for assessment only or for training delivery and assessment, co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Gown and protect clients.	<p>1.1 <i>Service</i> to be provided is verified with the <i>client</i> and/or <i>other operators</i> where relevant.</p> <p>1.2 Clean gown/wrap and towels of suitable size for client are selected and applied according to the planned service, <i>workplace policies and procedures</i> and <i>relevant legislation</i>.</p>
2 Prepare hair for shampoo service.	<p>2.1 Hair is brushed or combed through, according to workplace practice.</p> <p>2.2 Hair and scalp condition are observed by visual examination.</p> <p>2.3 <i>Condition of hair</i> is noted and unusual hair and <i>scalp conditions</i> are identified and tactfully referred to a senior operator.</p> <p>2.4 Service to follow shampoo is verified with a senior operator.</p>
3 Shampoo hair.	<p>3.1 Type and quantity of shampoo is applied and removed according to hair type and condition, manufacturer's and/or senior operator's instructions.</p> <p>3.2 Client safety and comfort are ensured during process.</p> <p>3.3 Water temperature and flow are controlled during process.</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.4 Hair and all of scalp area are massaged using *appropriate massage techniques*.
- 4 Apply and remove treatment products.
- 4.1 *Treatment products* are applied, processed and removed according to manufacturer's instructions when selected by a senior operator.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- communication skills that take into account the culture, background and abilities of the client, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- applying wraps and towels for a range of services
- measuring and applying shampoo and conditioning products according to workplace practice and manufacturer's instructions, and to minimise waste
- applying massage movements, including effleurage and petrissage
- applying workplace infection-control procedures
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge may include:**
- the provisions of relevant occupational health and safety legislation and regulations
 - the provisions of relevant health and hygiene legislation and regulations
 - workplace policies and procedures in regard to the performance of client preparation for a range of services
 - workplace policies and procedures in regard to the performance of shampoo services
 - the workplace product range.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to confirm client needs and prepare the client for a range of salon services. This involves appropriate gowning of clients, and the safe application of a range of appropriate shampoo and hair and scalp treatments under the direction of a senior operator. It requires knowledge and consistent application of safe work practices in regard to the provision of services and the safe use of product. The evidence provided must also demonstrate knowledge and skill in the application of relevant health regulations and workplace practices to prevent the transmission of contagious disorders of the hair and scalp.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
- ability to consistently use effective questioning and active listening techniques to confirm service with the client and/or senior operators
 - ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the

EVIDENCE GUIDE

services required

- ability to accurately interpret and follow verbal instructions from other operators
- reading, accurately interpreting and consistently applying manufacturer's instructions for the application of products
- knowledge and consistent application of workplace policies, procedures and safe work practices in regard to gowning clients and performing shampoo services, including hair and scalp treatments
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations applicable to the workplace
- knowledge of the transmission routes of infectious conditions and skills in the application of standard infection-control precautions
- knowledge and skill in the application of scalp massage movements, including effleurage and petrissage.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Evidence should be collected with reasonable adjustment as determined by the needs of the client.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals and occupational health and safety legislation and health regulations
- a range of clients with different requirements
- a range of products and equipment appropriate to the hairdressing workplace
- product labels and other sources of product information.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome that includes evidence of the application of communication skills and knowledge, as specifically identified in the required skills and knowledge for this unit.

Prerequisite units:

- none.

Co-requisite units:

- SIRXCOM001A Communicate in the workplace
- WRHWP201A Assist colleagues providing multiple salon services as a team member.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include consultation with clients and other operators to confirm the following services:
 - wrapping and gowning for colour and lightening services
 - preparing for and performing shampoo services prior to scalp treatments
 - preparing for and performing shampoo services prior to design, chemical reformation, hair straightening/relaxation and/or haircutting services
 - applying, processing and removing hair and scalp treatments under the direction of a senior operator.
- Written questions regarding relevant occupational health and safety legislation and health regulations.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Service may include:

- hair and scalp treatments
- haircutting
- hair design
- hair colouring
- hair lightening
- chemical reformation services
- chemical straightening and relaxing.

Client may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Other operators may include:

- experienced hairdressers
- hairdressers in training.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Condition of hair may include:

- dry
- normal
- oily.

Scalp conditions may include:

- scalp:
 - dry, scaly areas
 - oily crust
 - sores and lesions
 - swelling
 - scabs.

Appropriate massage techniques may include:

- effleurage
- petrissage.

Treatment products may include treatments for:

- dry hair and scalp
- oily hair and scalp
- chemically damaged hair
- abnormal skin conditions, including dry and oily dandruff, psoriasis and seborrhea.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS202B Maintain tools and equipment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to care for and maintain workplace hairdressing tools and equipment.

Application of the Unit

Application of the Unit The unit requires the operator to clean and disinfect a broad range of tools and equipment used in hairdressing. The operator is also required to ensure that hand tools such as scissors, razors and clippers are maintained in good working condition and that electrical equipment is maintained in line with safety requirements.

Where this unit is used for assessment only or for training delivery and assessment, co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Clean and disinfect tools and equipment.	<p>1.1 Residual hair and product are cleaned off <i>tools and equipment</i>.</p> <p>1.2 Tools and equipment are cleaned and disinfected in compliance with relevant legislation and <i>workplace policies and procedures</i>.</p>
2 Maintain tools and equipment.	<p>2.1 <i>Scissors and clippers</i> are regularly checked for bluntness and sent for sharpening when necessary.</p> <p>2.2 Disposable razor blades are examined to detect imperfections and defects and replaced as required.</p> <p>2.3 Discarded blades are disposed of according to relevant legislation and workplace policies and procedures.</p> <p>2.4 All tools and equipment are maintained in working condition according to manufacturer instructions.</p>
3 Store tools and equipment.	<p>3.1 <i>Clean linen</i> is stored in a clean dry place and in line with local health regulations.</p> <p>3.2 Cleaned and disinfected tools and equipment are stored according to local health regulations.</p>
4 Maintain electrical equipment.	<p>4.1 Equipment is checked for loose wires and referred to a licensed electrician for repair where required.</p> <p>4.2 Equipment is checked and maintained according to <i>relevant legislative and regulatory requirements</i> and manufacturer</p>

ELEMENT

PERFORMANCE CRITERIA

instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- following a regular routine that complies with legislative requirements for the cleaning, storage and maintenance of workplace tools and equipment
- using a range of cleaning and disinfecting products and techniques
- applying infection-control procedures
- re-setting clippers and scissors
- replacing disposable razor blades
- language, literacy and numeracy skills relevant to the role and workplace requirements
- reading and interpreting health regulations and manufacturers' instructions.

Knowledge may include:

- knowledge of the transmission routes of infectious conditions
- knowledge of workplace policies, procedures and safe work practices in relation to cleaning and hygiene

REQUIRED SKILLS AND KNOWLEDGE

- knowledge of workplace procedures and relevant legislation and regulations regarding the safe storage of cleaned and/or disinfected tools and equipment
- knowledge of workplace procedures and relevant legislation and regulations regarding the safe disposal of used blades.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to perform routine cleaning and maintenance of tools and equipment. The evidence provided must also demonstrate knowledge and skills in the application of relevant legislation and workplace policies and procedures with regard to health and hygiene and the safe care and maintenance of tools and equipment.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant legislation and workplace policies, procedures and safe work practices in relation to cleaning and hygiene
- knowledge of the transmission routes of infectious conditions and skills in the application of standard infection-control precautions
- knowledge and consistent application of workplace procedures and relevant legislation for the safe storage of cleaned and/or disinfected tools, equipment and linen
- ability to check and maintain in safe working order a range of tools and equipment

EVIDENCE GUIDE

- demonstrated adherence to workplace procedures in referring tools and equipment for repair as required
- reading, accurately interpreting and consistently applying manufacturer's instructions relating to cleaning products and disinfectants
- cleaning, oiling and re-setting clippers
- cleaning, oiling and re-setting scissors.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation such as local health regulations, occupational health and safety legislation and regulations, workplace procedures for the safe care and maintenance of tools and equipment, and other legislative requirements
- a range of tools and equipment appropriate to the hairdressing workplace
- labels on cleaning and disinfecting products, and other sources of product information
- a qualified workplace assessor or assessment team.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function may be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - cleaning and disinfecting tools following a range of services
 - storing cleaned and disinfected tools and equipment
 - oiling and re-setting clippers
 - oiling and re-setting scissors
 - replacing disposable razor blades
 - honing and stropping straight razors
 - referring tools and equipment for repair and/or maintenance.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Tools and equipment may include:

- electrical equipment
- scissors
- clippers and guards
- neck brushes
- combs
- brushes
- sectioning clips
- rollers
- clips
- perm rods
- tint brushes
- bowls.

Workplace policies and procedures may include:

- health and hygiene
- occupational health and safety
- waste disposal.

Scissors may include:

- straight blades
- curved blades
- convex blades
- texturising shears
- thinning shears.

Clippers may include:

- cordless re-chargeable clippers
- electric clippers with cords.

RANGE STATEMENT

Clean linen may include:

- towels
- wraps
- gowns.

Relevant legislative and regulatory requirements may include:

- state and territory health regulations pertaining to hairdressing establishments
- skin penetration legislation
- local government (council) health regulations.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS203A Hone and strop straight razors

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to sharpen and prepare a straight (cut-throat) razor for use in facial shaving or haircutting services.

Application of the Unit

Application of the Unit

This unit requires the application of observation skills to verify the condition of the blade. It also requires the ability to apply honing and stropping techniques to sharpen the blade and prepare it for use.

Knowledge and consistent application of manufacturer's instructions and workplace procedures regarding the care and maintenance of razors, hones and strops are required.

In addition, particular attention to and consistent application of relevant federal, state and local skin penetration or health regulations pertaining to the care, maintenance and sterilisation of straight razors are required.

Where this unit is used for assessment only or for training delivery and assessment, co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select honing and stropping tools.	<p>1.1 A range of <i>hones</i> is selected, and their uses and relevant maintenance procedures are applied.</p> <p>1.2 Appropriate <i>lubricants</i> are selected and used.</p> <p>1.3 A range of <i>strops</i> is selected, and their use and maintenance procedures are applied.</p>
2 Hone straight razors.	<p>2.1 The blade of the straight razor is examined to detect any imperfections or defects.</p> <p>2.2 A hone that is suitable to the condition of the blade to be sharpened is selected and lubricated.</p> <p>2.3 The straight razor is honed to a keenness suitable for face shaving.</p> <p>2.4 The used hone is cleaned and maintained according to manufacturer's instructions.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Strop straight razors.	<p>3.1 The keenness of the razor's edge is safely tested.</p> <p>3.2 A strop that is suitable to the condition of the razor is selected and dressed appropriately.</p> <p>3.3 Stropping techniques are applied and repeated as required.</p> <p>3.4 The used strop is cleaned and maintained according to manufacturer's instructions.</p>
4 Sterilise and store straight razors.	<p>4.1 Straight razors are sterilised according to <i>relevant legislation</i> and workplace procedures.</p> <p>4.2 Sterilised straight razors are stored according to relevant legislation and workplace procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

- Skills may include:**
- ability to consistently select and apply tools and techniques for honing, including:
 - holding the razor
 - holding the hone
 - turning the razor
 - first and second stroke honing
 - completing the second stroke in honing
 - repeat strokes in honing
 - ability to consistently select and apply tools and techniques for stropping, including:
 - the direction of the razor in stropping
 - first stroke in stropping
 - second stroke in stropping
 - final testing of the razor edge
 - consistently safe and correct preparation of straight razors for use within workplace timeframes
 - language, literacy and numeracy skills relevant to the role and workplace requirements.

- Knowledge may include:**
- the provisions of relevant occupational health and safety legislation and regulations
 - the provisions of relevant health and hygiene legislation and regulations
 - workplace policies and procedures in regard to the preparation of straight blade razors
 - types and applications of the range of hones and lubricants listed in the range of variables
 - types and applications of the range of strops listed in the range of variables
 - parts of a straight razor and their function.

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency is able to consistently select appropriate tools and safely sharpen and prepare a straight (cut-throat) razor for use in facial shaving or haircutting services within designated workplace timeframes. He/she is also able to sterilise and store straight razors according to relevant legislation.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of federal, state and local health and hygiene legislation and skin penetration regulations applicable to the workplace
- reading, accurately interpreting and consistently applying manufacturer's instructions for the care and maintenance of hones and strops
- knowledge and consistent application of workplace policies, procedures and safe work practices in regard to handling, sterilising and storing straight razors
- consistent demonstration of safe and correct honing of straight razors to a keenness suitable for face shaving
- consistent demonstration of safe and correct stropping of straight razors to smooth the edge and prepare them for shaving and haircutting services.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Evidence should be collected with reasonable adjustment as determined by the needs of the client.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals, occupational health and safety legislation, skin penetration regulations and health regulations
- a range of hones, strops, razors for sharpening and related products and equipment
- product labels and other sources of product information.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS205A Follow personal health and safety routines at work
- SIRXOHS001A Apply safe working practices.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - examining straight razor blades to detect any imperfections or defects
 - selecting and using hones and relevant lubricants
 - selecting, preparing and using strops.
- Written questions on the parts of the straight razor and their function.
- Written questions regarding the types and applications of hones and strops.
- Written questions regarding relevant occupational health and safety legislation and health regulations.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

RANGE STATEMENT

- Hones* may include:
- German water
 - carborundum
 - Belgian
 - synthetic and combination.
- Lubricants* may include:
- water
 - oils
 - honing compounds.
- Strops* may include:
- canvas
 - cowhide
 - horsehide
 - imitation leather.
- Relevant legislation* must include:
- health and hygiene
 - skin penetration
 - occupational health and safety.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS204A Maintain and organise work areas

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to maintain and organise work areas in service environments.

Application of the Unit

Application of the Unit This unit involves the maintenance and organisation of service areas to keep the workplace tidy, clean, safe and appropriate to the client service provided.

Where this unit is used for assessment only or for training delivery and assessment, co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|----------------------|--|
| 1 | Organise work areas. | <p>1.1 <i>Work areas</i> are maintained in a safe, uncluttered and organised manner according to workplace policy.</p> <p>1.2 Work areas are set up according to the service provided.</p> <p>1.3 <i>Workplace policies and procedures</i> for tidying work areas and placing items in designated areas are applied.</p> <p>1.4 Workplace occupational health and safety procedures are applied.</p> |
| 2 | Clean work areas. | <p>2.1 Workplace policies and procedures and <i>legislative requirements</i> for the hygiene and safety of service and work areas are applied.</p> <p>2.2 Workplace policies and procedures, and local health regulations are applied when cleaning work areas according to area function.</p> <p>2.3 Waste is promptly removed and disposed of according to workplace policy and legislative requirements.</p> <p>2.4 Spills, food, waste and other potential hazards are reported to <i>appropriate personnel</i> and removed from floors according to workplace policy and legislative requirements.</p> <p>2.5 Signage is promptly displayed in regard to <i>unsafe areas</i>.</p> <p>2.6 Cleaning and maintenance equipment is used according to manufacturer's safety and operational instructions, and legislative requirements.</p> <p>2.7 Cleaning and maintenance equipment and consumable materials are maintained and stored correctly after use.</p> |

ELEMENT

PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- using and maintaining cleaning equipment
- using and storing chemicals, hazardous substances and flammable materials
- safe use of electrical and other equipment
- communication skills that take into account the culture, background and abilities of the client, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- workplace policies and procedures in regard to:
 - housekeeping
 - set up of personal service areas
 - personal hygiene
 - waste disposal and environmental protection
 - reporting problems and faults
- relevant occupational health and safety regulations
- relevant labels to identify chemicals and hazardous substances, including HAZCHEM labels
- manufacturer's instructions for the use of cleaning equipment
- relevant legislation and statutory requirements
- relevant industry codes of practice.

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to maintain and organise service areas to keep the workplace tidy, clean, safe and appropriate to the client service to be provided.

Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistent application of cleaning and setting up of work/service areas
- consistent application of safe work practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
 - workplace policies and procedures
 - occupational health and safety legislation, regulations and codes of practice
 - industry codes of practice
 - manufacturer's instructions and design specifications
- consistent application of workplace housekeeping programs and routines, including reporting faults and problems to relevant personnel
- the ability to complete tasks in set timeframes.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals
- work areas or simulated work areas.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS205A Follow personal health and safety routines at work
- WRHWP201A Assist colleagues providing multiple salon services as a team member.

EVIDENCE GUIDE

Method of assessment

The following methods of assessment are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - preparing work areas for specific services
 - maintaining a point of sale area
 - using and maintaining cleaning equipment.
- Third-party reports from a workplace supervisor.
- Written questions regarding workplace procedures and occupational and health and safety requirements.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

RANGE STATEMENT

Work areas may include:

- counters
- floors
- benches
- sinks
- preparation areas
- personal service areas
- displays
- storage areas
- point of sale areas and point of sale terminals
- fixtures
- other working surfaces.

Workplace policies and procedures may include policies and procedures in regard to:

- housekeeping practices
- personal hygiene
- maintenance and storage of cleaning equipment
- use and storage of cleaning chemicals.

Legislative requirements may include:

- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labeling of workplace substances
- occupational health and safety with particular reference to:
 - manual handling
 - care and protection of operator when using cleaning products
 - workplace hazards.

Appropriate personnel may include:

- manager
- senior operator
- team leader
- colleague.

RANGE STATEMENT

Unsafe areas may include:

- spills
- wet areas
- sharp edges
- loose wiring
- floors (hair and water).

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS205A Follow personal health and safety routines at work

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the self-care skills and knowledge involved in developing and integrating personal health and safety measures as part of routine work practices in a hairdressing salon environment.

Application of the Unit

Application of the Unit

The unit requires the operator to demonstrate in his/her hairdressing practice an understanding of the potential for operator health risk and/or injury and to proactively follow preventative self-care strategies with regard to healthy posture, appropriate footwear, the handling and use of chemicals and hairdressing equipment, and the spread of infectious disorders.

Knowledge and application of relevant manufacturer's product safety data and the salon approach to operator safety are required, along with attention to occupational health and safety legislation and regulations.

Where this unit is used for assessment only or for training delivery and assessment co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the *bold italicised* text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|---------------------------------------|--|
| 1 | Handle and use chemicals safely. | <p>1.1 The <i>symptoms, causes</i> and <i>common forms of occupational contact dermatitis</i> are recognised and <i>preventative routines</i> are implemented according to workplace procedures.</p> <p>1.2 Protective gloves are worn for <i>hairdressing chemical services</i> according to manufacturer's product safety data sheets and workplace operator safety procedures.</p> <p>1.3 Facial masks and goggles are worn when mixing colour and/or lightening products where indicated in relevant legislation, manufacturer's product safety data and according to <i>workplace operator safety procedures</i>.</p> <p>1.4 Skin protective barrier creams are applied regularly to protect skin in regular contact with water and shampoo.</p> <p>1.5 Cleaning and disinfecting products are diluted according to manufacturer's instructions and protective gloves are worn where indicated by manufacturer's product safety data sheets and workplace operator safety procedures.</p> |
| 2 | Handle hairdressing equipment safely. | <p>2.1 Scissors are held with points away from the body and passed with handles away from the body.</p> <p>2.2 Scissor blades are wiped with care away from the body and towards the point.</p> |

ELEMENT	PERFORMANCE CRITERIA
	<p>2.3 Disposable razor blades are removed and replaced according to workplace safety procedures.</p> <p>2.4 Used blades are disposed of according to relevant legislation and safe workplace practices.</p> <p>2.5 Electrical sockets are switched off when inserting and removing plugs on thermal equipment.</p> <p>2.6 Equipment with loose wires is discarded and reported according to workplace maintenance procedures.</p>
3 Practise personal hygiene.	<p>3.1 Hands are washed thoroughly with anti-bacterial cleanser before and after client contact.</p> <p>3.2 Relevant legislation and regulations are implemented after contact with infectious disorders.</p>
4 Practise healthy posture.	<p>4.1 Posture-supportive closed toe footwear is worn in the workplace.</p> <p>4.2 Client chairs are adjusted up or down where possible to avoid operator bending.</p> <p>4.3 Straight back and shoulders with bending from the knees where required is consistently demonstrated.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- communication skills that take into account the culture, background and abilities of other operators and clients, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- language, literacy and numeracy skills relevant to the role and workplace requirements
- consistently correct application and use of protective equipment including gloves, goggles and masks.

Knowledge may include:

- knowledge of healthy posture and the impact of poor or incorrect posture
- the provisions of relevant occupational health and safety legislation and regulations
- the provisions of relevant health and hygiene legislation and regulations
- workplace safety policies and procedures with regard to operator safety
- the allergic and damaging effects to operators of consistent contact with hairdressing chemicals
- techniques for the safe handling of a variety of hairdressing products, tools and equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to identify, describe and consistently integrate procedures to ensure personal health and safety, while carrying out a variety of tasks and providing client service in a hairdressing salon environment.

Knowledge of relevant legislation and workplace operator safety procedures along with knowledge of the risk associated with unprotected use of hairdressing and cleaning chemicals to the operator's eyes, skin and respiratory systems must also be demonstrated.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
- ability to describe the risks associated with unprotected operator use of hairdressing and cleaning chemicals
 - reading, accurately interpreting and consistently applying manufacturer's product safety data sheet instructions for the use and application of hairdressing chemicals
 - knowledge and consistent application of workplace operator safety policies and procedures, and safe work practices
 - knowledge and consistent application of federal, state and local health and hygiene regulations applicable to the workplace
 - knowledge of the transmission routes of infectious conditions and skills in the application of standard infection-control precautions.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Evidence should be collected with reasonable adjustment as determined by the needs of the client.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals, occupational health and safety legislation, health regulations and manufacturer's product safety data sheets
- a range of clients with different requirements
- a range of products and equipment appropriate to the hairdressing workplace.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- none.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - cleaning and disinfecting tools and equipment
 - preparing for and performing shampoo services prior to design, chemical reformation, hair relaxation and haircutting services
 - mixing colour and/or lightening products as directed by a senior operator
 - rinsing and neutralising after a chemical curling service
 - applying and removing temporary hair colour.
- Written questions relevant to the operator's work regarding OHS legislation and health regulations.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Symptoms may include:

- condition of the skin, including:
 - dry
 - flaking
 - split and cracked
 - itchy
- blisters and welts on the skin
- swelling of fingers, hands and/or wrists
- runny nose, sneezing and asthma.

Causes may include:

- irritants, including:
 - frequent and ongoing exposure to water
 - shampoos and styling products
 - soaps and detergents
 - heat
 - hydrogen peroxide
 - chemical curling, volumising and straightening products
- allergy to particular products, including:
 - hair dyes
 - chemical curling, volumising and straightening products
 - bleach products
 - latex in natural rubber, such as that found in cheap, powdered, disposable latex gloves.

RANGE STATEMENT

Common forms of occupational contact dermatitis may include:

- irritant contact dermatitis
- allergic contact dermatitis
- contact urticaria.

Preventative routines may include:

- using skin moisturisers regularly during the working day, at the end of the working day and before bed
- when hands are in contact with hairdressing chemicals, wearing gloves that are:
 - specifically designed for hairdressers' use
 - powder free, high quality latex
- developing the habit of wearing gloves
- throwing away disposable gloves after each use
- wearing reusable rubber gloves when cleaning in the workplace
- always keeping the contaminated surface of reusable rubber gloves on the outside
- not wearing rings while working with moisture and chemicals.

Hairdressing chemical services may include:

- applying curling/volumising solutions
- neutralising during curling/volumising services
- applying chemical straightening products
- hair colouring services
- hair lightening services.

Workplace operator safety procedures may include:

- workplace product safety data sheets and manuals
- workplace safety videos
- manufacturer's product safety data sheets
- health and hygiene procedures
- workplace safety customs and practices.

Relevant legislation and regulations may include:

- federal, state and local health and hygiene
- occupational health and safety.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS206A Perform head, neck and shoulder massage

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to provide a head, neck and shoulder massage as an enhancement prior to the salon shampoo service.

Application of the Unit

Application of the Unit This unit describes the skills and knowledge required to perform a range of head, neck and shoulder massage movements for scalp stimulation and client relaxation under the direction of a senior operator.

Knowledge and application of the salon approach to shampoo and treatment services are required, along with attention to health regulations, and client safety, comfort and relaxation.

Where this unit is used for assessment only or for training delivery and assessment, co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|-----------------------------|---|
| 1 | Prepare client for massage. | <p>1.1 <i>Client</i> is questioned regarding any pre-existing conditions or injuries and these are recorded on client history.</p> <p>1.2 Client's head, neck and shoulder areas are examined and any notable <i>observations</i> are recorded on client history.</p> <p>1.3 Service area, operator and client are prepared for the massage treatment according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p> |
| 2 | Perform massage techniques. | <p>2.1 <i>Massage product</i> is selected from workplace range as directed by senior operator.</p> <p>2.2 <i>Massage techniques</i> are applied to head, neck and shoulder areas as prescribed by senior operator.</p> <p>2.3 Minimum length of massage routine is varied to suit client requirements.</p> <p>2.4 Maximum length of massage routine is in accordance with workplace designated timeframes.</p> <p>2.5 <i>Client response</i> is monitored throughout the service and massage routine is adapted as required.</p> <p>2.6 Client relaxation time is allocated to conclude the massage routine in accordance with workplace timeframes.</p> |

ELEMENT

PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- communication skills that take into account the culture, background and abilities of the client, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- applying treatment products from the workplace range to suit the client's needs
- responding to questions and providing information and reassurance to the client throughout the service
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- the provisions of relevant occupational health and safety legislation and regulations
- the provisions of relevant health and hygiene legislation and regulations
- workplace policies and procedures in regard to preparing a client for a head, neck and shoulder massage
- workplace policies and procedures in regard to the performance of massage
- the appearance of normal skin and unusual skin conditions.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently perform a range of head, neck and shoulder massage movements for scalp stimulation and client relaxation under the direction of a senior operator.

Knowledge and application of the salon approach to shampoo and treatment services are required, along with attention to federal, state and local health hygiene regulations. Client safety, comfort and relaxation are also required.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to confirm service/s with clients and/or senior operators
- ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the services required

EVIDENCE GUIDE

- ability to consistently and accurately interpret and follow verbal instructions from senior operators
- ability to read, accurately interpret and consistently apply manufacturer's instructions for the application of products
- knowledge and consistent application of workplace policies, procedures and safe work practices in regard to gowning clients and performing head, neck and shoulder massage services
- knowledge and consistent application of federal, state and local health and hygiene regulations applicable to the workplace
- knowledge and skill in the application of head, neck and shoulder massage movements from the salon routine.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced massage/beauty therapist at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Evidence should be collected with reasonable adjustment as determined by the needs of the client.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals and occupational health and safety legislation and health regulations
- a range of clients with different massage requirements
- a range of massage products and equipment appropriate to the hairdressing workplace.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome that includes evidence of the application of communication skills and knowledge as specifically identified in the required skills and knowledge for this unit.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS201A Prepare clients for salon services
- WRHWP201A Assist colleagues providing multiple salon services as a team member
- SIRXCOM001A Communicate in the workplace.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consultation with clients and other operators to confirm the service/s that will be provided after the head, neck and shoulder massage
 - wrapping and gowning clients for head, neck and shoulder massage
 - preparing for and performing head, neck and shoulder massage services.
- Written questions regarding relevant occupational health and safety legislation and health regulations.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Client may include:

- men
- women
- people from range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Observations may include:

- skin conditions including:
 - skin irritation
 - broken skin
 - scabs
 - scarring.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

RANGE STATEMENT

Workplace policies and procedures may include:

- health and hygiene
- client privacy
- client and operator safety.

Massage product may include:

- scalp treatment products
- hair treatment products
- other products from the workplace range.

Massage techniques may include:

- friction techniques:
 - superficial tissue is moved over an underlying structure in circular, longitudinal or transverse directions
 - deep, repetitive movements of short amplitude are applied usually with thumbs, fingers and knuckles.

Client response may include:

- positive or negative reactions
- verbal and non-verbal communication.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS207A Develop hairdressing industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to access information on the hairdressing industry and relevant industry legislation. The unit may apply to a range of roles in the workplace.

Application of the Unit

Application of the Unit This unit requires the operator to identify and source information on the hairdressing industry and apply this information to improve day-to-day work performance. Knowledge of legal and ethical issues that affect the industry is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|---|---|
| 1 | Source information on the hairdressing industry. | <p>1.1 <i>Sources of information</i> on the hairdressing industry are identified and accessed.</p> <p>1.2 <i>Information</i> is obtained to assist effective work performance within the industry.</p> <p>1.3 Information on <i>related industries</i> is sourced.</p> <p>1.4 Knowledge of the hairdressing industry is applied in the correct context to enhance <i>quality of work performance</i>.</p> |
| 2 | Source and apply information on legal and ethical issues for the hairdressing industry. | <p>2.1 Information on <i>legal and ethical issues</i> is obtained to assist effective work performance.</p> <p>2.2 Day-to-day <i>hairdressing industry activities</i> are conducted according to legal obligations and ethical industry practices.</p> |
| 3 | Update hairdressing industry knowledge. | <p>3.1 A range of opportunities to update general knowledge of the hairdressing industry is identified and used.</p> <p>3.2 Current <i>issues of concern</i> to the industry are monitored.</p> <p>3.3 Updated knowledge is shared with clients and colleagues as appropriate and incorporated into day-to-day work activities.</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- basic research techniques, including:
 - identification of relevant information
 - questioning techniques to obtain information
 - sorting, summarising and presenting information
- communication techniques that take into account the culture, background and physical abilities of colleagues and clients while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- applying relevant information to industry activities
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- industry information sources
- federal and state legislation, regulations and guidelines that apply to the industry in the following areas (main objectives, requirements and impact on individual staff):
 - health and safety
 - hygiene
 - workplace relations
 - workers' compensation
 - consumer protection and trade practices
 - duty of care
 - equal employment opportunity
 - anti-discrimination
- the role of trade unions and employer groups in the industry
- environmental responsibilities of the industry, including waste minimisation and recycling
- industry associations
- overview of current and emerging technology used across the hairdressing industry.

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to identify and access sources of information on the hairdressing industry and on related industries. The application of relevant information in the hairdressing work environment must be demonstrated. The evidence provided must also demonstrate knowledge and skill in the identification and application of relevant legislation, including privacy, health and hygiene, and duty of care.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- sourcing industry information
- identifying and sourcing related industries
- knowledge and application of legislative and ethical issues that impact on the industry
- knowledge of the hairdressing industry, including main roles, functions and interrelationships of different industries, with a more detailed knowledge of issues that relate to a specific workplace.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- the Internet
- a work team
- a qualified workplace assessor or assessment team.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - identifying sources of industry information
 - accessing sources of industry information
 - applying information to work activities.
- Written and/or oral questioning to assess knowledge and understanding of developing techniques to update hairdressing industry knowledge procedures, including methods of accessing industry information. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- Completing workplace documentation relevant to developing techniques to update hairdressing industry knowledge.
- Third-party reports from experienced hairdressing professionals in the workplace.
- Completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Sources of information may include:

- media
- reference books
- libraries
- unions
- industry associations
- industry journals
- Internet sites
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisors.

Information may include:

- relationships between the hairdressing industry and other industries
- industry working conditions
- environmental issues and requirements
- industrial relations issues and major organisations
- career opportunities within the industry
- the work ethic required to work in the industry
- industry expectations of staff
- quality assurance
- new products, technology, techniques and services.

RANGE STATEMENT

Related industries may include:

- beauty
- entertainment
- fashion
- health
- recreation
- retail.

Quality of work performance may include:

- client service
- service to colleagues
- hygiene.

Legal and ethical issues may include:

- consumer protection
- privacy
- duty of care
- health and hygiene
- equal employment opportunity
- anti-discrimination
- workplace relations
- licensing
- insurance
- training
- advertising
- confidentiality
- overbooking
- pricing
- gifts and services free of charge
- product recommendations.

Hairdressing industry activities may include:

- housekeeping
- client service
- treatments and services.

Issues of concern may include:

- government initiatives
- emerging markets
- new products
- new services and procedures
- environmental and social issues
- labour issues
- industry expansion or retraction.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHCS308A Plan services for special events

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to consult with clients to plan for the provision of a complete hair and beauty service for special events. This unit may apply to a range of roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the application of communication, research and design skills to develop a comprehensive approach to the promotion, planning and provision of a series of services culminating in finished hair designs for individuals or groups for special events.

Where this unit is used for assessment only or for training delivery and assessment, co-requisite or prerequisite units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with clients.	<p>1.1 <i>Event</i> information, including dress styles and colours, is obtained from participants.</p> <p>1.2 Appropriate information regarding workplace specialised services and pricing structure is conveyed to <i>client/s</i>.</p> <p>1.3 Alternative <i>finished hair designs</i> are <i>reviewed</i> and discussed to confirm client expectations.</p> <p>1.4 Hair style concepts to complement facial features, bone structure, client requirements and event are discussed and agreed upon with clients.</p> <p>1.5 Trialling and adjustment of hair designs are arranged where required.</p>
2 Advise on additional services.	<p>2.1 <i>Additional available services</i> and <i>after service maintenance products</i> are promoted and agreed upon with clients.</p> <p>2.2 Services to complement planned outcomes are scheduled leading up to event/s.</p> <p>2.3 Referrals to other professionals are offered for services unavailable in the workplace.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- identifying client requirements
- selling products and services, using skills including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - dealing with clients in a culturally appropriate manner
 - negotiation techniques
 - conflict resolution skills
 - problem solving techniques
- gathering and organising information to develop and maintain product and service knowledge
- applying hair design skills using the full range of available salon services to achieve a planned look
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- workplace policies and procedures in regard to the performance of selling products and services
- the effects and benefits of a defined range of workplace professional hairdressing and treatment products
- factors likely to affect the suitability of each workplace treatment in relation to clients' needs, and the effects and benefits of various treatments
- the causes of skin reactions and allergies in regard to treatments.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to develop and apply knowledge of a range of hairdressing products and services to meet the needs of clients. The evidence provided must demonstrate the ability to make comparisons between products and between services/treatments. Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistent use of effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality
- knowledge and consistent application of relevant federal, state and local health and hygiene regulations
- knowledge and consistent application of workplace policies, procedures and safe work practices in relation to advising on hairdressing services
- knowledge and skill in the application of product knowledge, including comparisons between products, to offer advice to clients
- knowledge and skill in identifying client requirements
- applying research, planning and design skills to achieve design outcomes that meet client needs and are appropriate to particular events
- recommending products and services to clients, including the incorporation of detailed specialised product knowledge, and the ability to demonstrate products and services when providing advice to clients.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals
- a range of clients with different requirements
- a portfolio of hair designs
- a list of other professionals within or outside the workplace
- a range of merchandise and products appropriate to the hairdressing workplace
- product labels and other sources of product information such as colour charts
- a qualified assessor or assessment team.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - describing a range of product development to other staff members
 - explaining and demonstrating products and services to clients
 - providing advice on products and services according to client needs.
- Written and/or oral questioning to assess knowledge and understanding of a range of hairdressing services, including products, services and treatment needs of clients. Questions will be asked in a manner appropriate to the language, literacy and numeracy level of the learner.
- Completing workplace documentation relevant to the provision of advice on hairdressing services.
- Third-party reports from experienced hairdressers in the workplace.
- Completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

- Events*** may include:
- weddings
 - debutante balls
 - fancy dress balls
 - parties
 - other formal events.

- Clients*** may include:
- women
 - men
 - children
 - people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities
 - new or regular clients with routine or special needs.

- Finished hair designs*** may be reviewed via:
- discussion
 - hair and/or fashion magazines
 - photographic folios.

- Additional available services*** may include:
- haircutting
 - hair colouring
 - hair lightening
 - chemical reformation
 - chemical relaxation
 - hair and/or scalp treatments
 - make-up design and application
 - manicure services
 - hair pieces.

RANGE STATEMENT

- After service maintenance products* may include:
- sprays
 - waxes
 - pins.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC301A Design haircut structures

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required in the two-dimensional application of interior and exterior lines and angles to develop visual representations and plans for haircut structures.

Application of the Unit

Application of the Unit

This unit requires the operator to demonstrate the ability to visualise the components of finished haircut structures and use two-dimensional representations of interior and exterior lines and angles, and the direction of design lines and angles, as aids to planning haircuts.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|---|-----|--|
| 1 | Draw outline shapes. | 1.1 | Finished haircut plan is established via <i>illustration</i> , analysis and discussion. |
| | | 1.2 | <i>Straight and curved design lines and direction of lines</i> that are represented in the finished haircut design are identified by simple line drawing. |
| | | 1.3 | Soft and hard interior and exterior lines are shown on the finished haircut design illustration. |
| 2 | Combine lines and angles to create haircut plans. | 2.1 | Starting point, sectioning and parting pattern are identified and illustrated for each component of the haircut structure. |
| | | 2.2 | <i>Degree of lift</i> is illustrated according to the haircut structure. |
| | | 2.3 | <i>Distribution of hair</i> is illustrated for the haircut structure. |
| | | 2.4 | <i>Structural graphic</i> for the haircut plan is illustrated by drawing lines at 90 degrees to the curve of the head. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- simple line drawing
- interpretation of design to paper
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- elements and principles of design
- physical appearance of different haircut structures
- physical appearance of finished designs
- basic geometric principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently illustrate cutting plans for a range of haircut structures.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- the ability to consistently communicate with clients and interpret finished looks and the components of haircut structures
- demonstrated ability to consistently produce simple line drawings representing finished haircut designs
- the ability to produce two-dimensional representations showing interior and exterior design lines indicating soft or hard lines, starting point of haircut, sectioning and parting patterns, degree of lift, distribution of hair

EVIDENCE GUIDE

and structural graphic.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- analysis sheets
- a variety of illustrations with different haircut requirements
- pictures or examples of a variety of haircut structures.

Relationship to other units

This unit is a co-requisite for a range of haircutting units. It requires an assessment outcome that includes evidence of the application of designing haircut structures to the performance of one or more haircut services.

Prerequisite units:

- none.

Co-requisite units:

- WRHHC302A Apply one length/solid haircut structures
- WRHHC303A Apply graduated haircut structures
- WRHHC304A Apply layered haircut structures
- WRHHC305A Apply over-comb techniques.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - interpreting illustrations to show haircut technique requirements
 - producing simple line drawings that accurately show:
 - the structural graphic
 - interior and exterior straight and curved design lines and directions of design lines that are relevant to the desired finished haircut
 - drawing starting points, sectioning and parting patterns
 - drawing degree of lift angles
 - drawing distribution of hair.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Illustrations must include:

- photograph
- sketch.

Straight and curved design lines and direction of lines may include:

- horizontal
- vertical
- various angles of diagonal lines
- interior and exterior.

Degree of lift may include:

- natural fall
- various lifting angles.

Distribution of hair may include:

- natural fall
- hair combed at a 90 degree angle to the base parting
- shifted distribution.

Structural graphics may include graphics for:

- solid form
- graduation/taper
- increased layering
- uniform layering
- structural combinations.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC302A Apply one length/solid haircut structures

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to design and apply one length/solid haircut structures.

Application of the Unit

Application of the Unit This unit involves planning, and then selecting and applying tools and equipment, to create one length/solid haircut structures and after-haircut finishing techniques. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices, particularly in regard to hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan one length/solid haircut structures.	1.1 <i>Haircut plan</i> is produced to represent the haircut structure.
	1.2 <i>Appropriate tools and cutting techniques</i> are selected to achieve planned haircut.
2 Apply solid form techniques.	2.1 Outline shape and line are established on the skin or free fall to match the plan.
	2.2 Position of head and neck is adjusted for minimum lift and natural fall of hair.
	2.3 Hair is evenly wet or dry and minimum tension is applied.
	2.4 Clean sections with no tangle and minimum lift are maintained throughout the haircut.
	2.5 Hands and scissors are applied parallel to parting lines.
	2.6 Cutting hand is positioned with the palm up or down as a matter of operator comfort related to the length of hair, the line being cut and the area of the head being cut.
	2.7 Comb is placed parallel to the design line and scissors are positioned parallel to the comb when necessary.
	2.8 Finished haircut is checked for solid line and rectified where required.
3 Select and apply finishing techniques.	3.1 Appropriate <i>finishing tools and equipment</i> are selected and applied to achieve planned haircut finish.
	3.2 Waste is disposed of according to relevant legislation and

ELEMENT	PERFORMANCE CRITERIA
	workplace policies and procedures.
	3.3 Equipment is cleaned or disposed of according to relevant legislation and workplace policies and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Skills may include:**
- combing hair for minimum stretch
 - sectioning hair
 - using sectioning clips
 - manipulating haircutting tools and combs
 - manipulating finishing tools and equipment
 - language, literacy and numeracy skills relevant to the role and workplace requirements.
- Knowledge may include:**
- the natural distribution and growth patterns of hair
 - the relationship between the quality of hair and the finished result

REQUIRED SKILLS AND KNOWLEDGE

- the relationship between sectioning/parting patterns and the finished result
- the reasons for natural fall and no lift
- the shapes of one length/solid haircuts
- the structure of one length/solid haircuts
- the texture of one length/solid haircuts
- the relationship between the position of the head and the finished haircut result
- the definition of design/weight line
- the definition of stationary design line.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to use scissors, clippers and combs effectively to create one length/solid form haircuts. They must demonstrate an ability to consistently and methodically approach and perform solid form haircuts, controlling the hair with even tension, and the ability to cut various directions of solid lines. They must also demonstrate knowledge and skill in finishing techniques for one length/solid form haircuts.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this**
- consistently holding and applying scissors and/or clippers or razors to create solid lines
 - consistently parting the hair with clean sections and partings throughout the haircut

EVIDENCE GUIDE

unit

- consistently establishing one length/solid haircut lines on the skin or free fall to match the plan
- consistently applying hands, scissors and/or clippers to base partings in a parallel manner
- consistently adjusting the position of the client's head and neck during the haircut service for minimum lift and natural fall of hair in order to achieve solid form
- consistently maintaining the hair evenly wet or dry and applying minimum tension in order to achieve solid form.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- haircutting tools and equipment
- clients or hair wefts
- finishing tools and equipment.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to analyse and plan one length/solid haircut structures, and to prepare, select and safely apply haircutting tools.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite unit:

- WRHHC301A Design haircut structures.

Method of assessment

The following assessment method is suggested:

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - developing plans for one length/solid haircut structures
 - applying one length/solid haircut techniques
 - applying finishing techniques to one length/solid haircuts.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Haircut plan must include:

- directions of design lines
- sectioning patterns
- parting patterns.

Appropriate tools and cutting techniques must include:

- scissors
- appropriate combs
- clippers
- blunt cutting
- notching
- razors.

Finishing tools and equipment may include:

- lamps
- blow dryer
- Denman style brushes
- round brush
- thermal irons.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC303A Apply graduated haircut structures

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to design and apply graduated haircut structures.

Application of the Unit

Application of the Unit This unit involves communication, analysis, planning and then selecting and applying tools and equipment, to create graduated haircut structures and apply after-haircut finishing techniques. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices, particularly in regard to hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan graduated haircut structures.	1.1 <i>Haircut plan</i> is prepared to represent the haircut structure.
	1.2 <i>Appropriate tools</i> are selected to achieve planned haircut finishes.
	1.3 <i>Appropriate cutting techniques</i> are selected to achieve planned haircut finishes.
2 Apply graduation techniques.	2.1 Outline shape and line are established on the skin, lifted and distributed according to the haircut plan.
	2.2 Position of head and neck is adjusted for desired degree of graduation.
	2.3 Hair is evenly wet or dry and even tension is applied.
	2.4 Clean sections and partings with no tangle and appropriate lift and distribution of hair are maintained throughout the service according to the haircut plan.
	2.5 Hands and scissors are applied parallel to horizontal and diagonal parting lines and non-parallel to vertical parting lines.
	2.6 Cutting hand is positioned with the palm toward or away, up or down as a matter of operator comfort related to the length of hair, the line being cut and the area of the head being cut.
3 Select and apply finishing techniques.	3.1 Appropriate <i>finishing tools</i> are selected and applied to achieve planned haircut finish.
	3.2 Waste is disposed of according to relevant legislation and workplace policies and procedures.

ELEMENT

PERFORMANCE CRITERIA

- 3.3 Equipment is cleaned or disposed of according to relevant legislation and workplace policies and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- sectioning hair with clean partings
- applying even tension
- maintaining appropriate lift and distribution
- manipulating cutting hand, scissors and comb
- manipulating finishing tools and equipment
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the natural distribution and growth patterns of hair
- the relationship between the quality of hair and the graduation technique selected

REQUIRED SKILLS AND KNOWLEDGE

- degrees of lift and distribution of hair to create graduation:
 - natural
 - 90 degree angle to base parting
 - shifted
 - lifting (low, medium and high)
- the relationship between sectioning/parting patterns and the finished result
- the relationship between head position and the finished result
- soft and hard weight lines or weight areas
- the relationship between angle of fingers, angle of scissors and amount of pressure when applying pressure graduation
- the shape, structure and texture of graduation
- horizontal and diagonal design lines
- stationary, mobile and combination guide lines.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to select and use scissors, clippers, razors, chisels and combs effectively and where appropriate, to create graduated haircuts. They must demonstrate an ability to consistently and methodically approach and perform graduated haircuts, controlling the hair with even tension. They must also demonstrate the ability to cut various types of graduated designs, along with knowledge and skill in finishing techniques for graduated haircuts.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistently selecting tools and graduation techniques appropriate to the planned graduated finish
- consistently applying the cutting hand, and holding the cutting tools, to create graduated designs
- consistently parting the hair with clean sections and partings throughout the haircut
- applying hands and haircutting tools in a parallel/non-parallel manner to base partings to achieve planned graduation
- positioning the head and neck and making any necessary adjustments during service to achieve the appropriate degree of graduation
- consistently maintaining the hair evenly wet or dry and applying even tension
- consistently achieving planned degree/s of graduation.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- haircutting tools and equipment
- clients or hair wefts
- finishing tools and equipment.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to analyse and plan graduated haircut structures, and to prepare, select and safely apply haircutting tools.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite unit:

- WRHHC301A Design haircut structures.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - developing plans for graduated haircut structures
 - applying graduated haircut techniques
 - applying finishing techniques to graduated haircuts.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Haircut plan must include:

- straight and curved soft and hard interior and exterior design lines
- starting points, sectioning and parting patterns
- degrees of lift for each section where lifted graduation is planned
- distribution of hair for each section where graduation is planned
- illustrated stationary/mobile guide lines for graduated sections of haircut
- a structural graphic (profile) for the haircut plan, illustrated by drawing lines at 90 degrees to the curve of the head.

Appropriate tools may include:

- combs
- haircutting scissors
- texturising scissors
- razors
- chisels
- clippers.

Appropriate cutting techniques may include:

- blunt cutting
- notching
- razor bevelling/arching
- pressure graduation
- angle of fingers
- angle of scissors
- amount of pressure.

RANGE STATEMENT

- Finishing tools* may include:
- lamps
 - blow dryer
 - Denman style brushes
 - vent style brushes
 - round brushes
 - thermal irons.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC304A Apply layered haircut structures

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to design and apply layered haircut structures.

Application of the Unit

Application of the Unit This unit involves analysis, planning and then selecting and applying tools and equipment, to create layered haircut structures and after-haircut finishing techniques. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|----------------------------------|--|
| 1 | Plan layered haircut structures. | <p>1.1 <i>Haircut plan</i> is prepared to represent the haircut structure.</p> <p>1.2 <i>Appropriate tools</i> are selected to achieve planned haircut finishes.</p> <p>1.3 <i>Appropriate layered cutting techniques</i> are selected to achieve planned haircut finishes.</p> |
| 2 | Apply layering techniques. | <p>2.1 <i>Design/guide lines</i> are established according to the haircut plan.</p> <p>2.2 Position of head and neck is adjusted for desired layering structures.</p> <p>2.3 Hair is evenly wet or dry and even tension is applied.</p> <p>2.4 Clean sections/partings with no tangle and appropriate lift and distribution of hair are maintained throughout the service and according to the haircut plan.</p> <p>2.5 Hands and scissors are applied parallel to base parting to achieve uniform layering.</p> <p>2.6 Hands and scissors are applied parallel and/or non-parallel to base parting to achieve increased layering.</p> <p>2.7 Cutting hand is positioned with the palm toward or away, up or down as a matter of operator comfort in relation to the length of hair, the line being cut and the area of the head being cut.</p> |

ELEMENT	PERFORMANCE CRITERIA
3 Select and apply finishing techniques.	<p>3.1 Appropriate <i>finishing tools</i> and techniques are selected and applied to achieve planned haircut finish.</p> <p>3.2 Waste is disposed of according to relevant legislation and workplace policies and procedures.</p> <p>3.3 Equipment is cleaned or disposed of according to relevant legislation and workplace policies and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Skills may include:**
- sectioning hair with clean partings
 - applying even tension
 - maintaining appropriate lift
 - applying hands and scissors parallel to base parting to achieve uniform layering
 - applying hands and scissors parallel and/or non-parallel to base parting to achieve increased layering
 - manipulating cutting hand, scissors and comb
 - manipulating finishing tools and equipment
 - language, literacy and numeracy skills relevant to the role and workplace requirements.
- Knowledge may include:**
- the natural distribution and growth patterns of hair
 - the relationship between quality of hair and the finished result

REQUIRED SKILLS AND KNOWLEDGE

- degrees of lift to create layering
- the relationship between sectioning/parting patterns and the finished result
- different layered shapes
- soft and hard lines
- design guide lines used in layered haircut structures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to select and use scissors, razors, chisels and combs effectively and where appropriate, to create layered haircuts. They must demonstrate an ability to consistently and methodically approach and perform layered haircuts, controlling the hair with even tension. They must also demonstrate the ability to cut various types of layered designs, along with knowledge and skill in finishing techniques for layered haircuts.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency is unit**
- consistently selecting tools and layering techniques appropriate to the planned graduated finish
 - consistently applying the cutting hand and holding and applying haircutting tools to create layered designs
 - consistently parting the hair with clean sections and partings throughout the haircut

EVIDENCE GUIDE

- applying hands and cutting tools parallel to base parting to achieve uniform layering
- applying hands and cutting tools parallel and/or non-parallel to base parting to achieve increased layering
- positioning the head and neck and making any necessary adjustments during service to achieve planned layering effects
- consistently maintaining the hair evenly wet or dry and applying even tension.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- haircutting tools and equipment
- clients or hair wefts
- finishing tools and equipment.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to analyse and plan layered haircut structures, and to prepare, select and safely apply haircutting tools.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite unit:

- WRHHC301A Design haircut structures.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - developing plans for layered haircut structures
 - applying layered haircut techniques
 - applying finishing techniques to layered haircuts.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

- Haircut plan*** must include:
- soft and hard interior and exterior design/guide lines
 - taper width for each section where tapering is planned
 - distribution of hair for each section where layering is planned
 - stationary/mobile guide lines for layered sections of the haircut
 - a structural graphic for the haircut plan, illustrated by drawing lines at 90 degrees to the curve of the head.

- Appropriate tools*** may include:
- appropriate combs
 - haircutting scissors
 - texturising scissors
 - razors
 - chisels
 - clippers.

- Appropriate layered cutting techniques*** may include:
- blunt cutting
 - razor bevelling/arching and rotation
 - notching
 - pointing
 - slicing
 - end tapering with texturising scissors
 - strand tapering with texturising scissors.

RANGE STATEMENT

Design/guide lines may include:

- increased layering
 - single stationary design line
 - multiple stationary design lines
- uniform layer
 - mobile design lines.

Finishing tools may include:

- lamps
- blow dryer
- Denman style brushes
- vent style brushes
- round brushes
- thermal irons.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC305A Apply over-comb techniques

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to apply over-comb techniques.

Application of the Unit

Application of the Unit This unit involves analysis and planning, and selecting and applying scissor over comb and clipper over-comb techniques, to remove bulk, to blend different structures within haircuts and to outline or blend perimeters on specific haircut finishes. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan tapered haircut structures.	<p>1.1 <i>Haircut plan</i> is prepared to represent the haircut structure.</p> <p>1.2 <i>Appropriate tools</i> are selected to achieve planned haircut finishes.</p> <p>1.3 <i>Tapered cutting techniques</i> are selected to achieve planned haircut finishes.</p>
2 Apply scissor over-comb techniques.	<p>2.1 Scissor over-comb techniques are applied in a logical sequence and pattern and with a continuous comb and scissoring action to <i>the exterior of the haircut</i>.</p> <p>2.2 Position of head and neck is adjusted during service for desired access and application of technique.</p> <p>2.3 <i>Taper effect</i> is varied by application of scissors over the fine or coarse end of the comb for <i>a variety of neckline shapes and lengths</i>.</p> <p>2.4 Scissors and comb are applied at various angles to blend structures in the interior and exterior of the haircut.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Apply clipper over-comb techniques.	<p>3.1 Clipper over-comb techniques are applied behind ears and to neckline to blend haircuts according to predetermined designs.</p> <p>3.2 Clipper over-comb techniques are applied to create a variety of neckline shapes and lengths.</p> <p>3.3 Clippers with attachments are used to create a variety of haircut effects.</p>
4 Outline haircuts.	<p>4.1 Haircut outlines are marked over and behind ears using clippers where indicated by the planned finish.</p> <p>4.2 Clippers are used to outline sideburns where indicated by the planned finish.</p> <p>4.3 Necklines are lathered and skin is stretched and shaved in the direction of hair growth to ensure a smooth result without discomfort to the skin.</p> <p>4.4 Client comfort and safety are ensured during each stage.</p>
5 Select and apply finishing techniques.	<p>5.1 Appropriate <i>finishing products, equipment</i> and techniques are selected and applied to achieve planned haircut finish.</p> <p>5.2 Waste is disposed of according to relevant legislation and workplace policies and procedures.</p> <p>5.3 Equipment is cleaned or disposed of according to relevant legislation and workplace policies and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- scissor over-comb techniques
- clipper over-comb techniques
- applying serrated scissors to remove bulk
- cutting outline shapes
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the relationship between the size of the comb and tapering effects
- soft and hard lines
- different tapered shapes.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to select and use scissors, clippers and combs effectively to create tapered effects. They must demonstrate an ability to consistently and methodically approach and perform tapered haircuts. They must also demonstrate the ability to cut short, medium and long tapered designs, along with knowledge and skill in finishing techniques for layered haircuts.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- consistently selecting tools and tapering techniques appropriate to the planned finish
- maintaining hands and cutting tools parallel to the exterior design line when applying over-comb techniques
- positioning the head and neck and making any necessary adjustments during service to achieve planned layering effects
- consistently using over-comb techniques to blend in tapered area and other areas of haircut
- consistently outlining tapered haircuts using clippers and or shaving techniques as required.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- haircutting tools and equipment
- clients or hair wefts
- finishing tools and equipment.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to analyse and plan tapered haircut structures and to prepare, select and safely apply haircutting tools.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite unit:

- WRHHC301A Design haircut structures.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - developing plans for tapered haircut structures
 - applying over-comb techniques
 - applying finishing techniques to tapered haircuts.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

- Haircut plan*** must include:
- soft and hard interior and exterior design lines
 - taper width for each section where tapering is planned.
- Appropriate tools*** may include:
- tapering combs
 - scissors
 - serrated scissors
 - thinning scissors
 - straight razors
 - electric clippers
 - clipper attachments
 - flat top tools.
- Tapered cutting techniques*** may include:
- high, medium and low graduation
 - gradation
 - scissor over comb
 - clipper over comb.
- The exterior of the haircut*** may include:
- varying width of area up to the occipital bone.
- Taper effects*** may include:
- long
 - medium
 - short.

RANGE STATEMENT

Variety of neckline shapes and lengths may include:

- short, medium and long tapered
- short, medium, long square and curved necklines.

Finishing products and equipment may include:

- blow dryers
- brushes
- combs
- dressings
- waxes.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC306B Combine haircut structures on women

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to combine haircut structures for finished haircut designs on women.

Application of the Unit

Application of the Unit This unit involves communication, analysis, planning and then selecting and applying tools and equipment, to create current commercial haircut structures and after-haircut finishing techniques on women. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|--|
| 1 | Analyse client characteristics and requirements. | <p>1.1 <i>Natural hair type, texture, growth patterns</i>, fall and <i>movement</i> are established by physical and visual examination.</p> <p>1.2 Facial features and bone structure are observed by visual examination.</p> <p>1.3 Based on analysis, <i>finished haircut designs</i> are suggested and agreed with <i>clients</i>.</p> |
| 2 | Apply cutting techniques. | <p>2.1 <i>Haircutting tools</i> and cutting techniques are selected to achieve planned haircut results.</p> <p>2.2 <i>External design lines and direction of design lines</i> and/or internal design/guide lines are established according to the haircut plan.</p> <p>2.3 Position of head and neck is adjusted during service for desired access and angles of lift.</p> <p>2.4 Hair is evenly wet or dry and even tension is applied.</p> <p>2.5 Clean sections with no tangle and appropriate lift and distribution of hair are maintained throughout the service and according to the haircut plan.</p> <p>2.6 Haircut structures are combined or blended where appropriate with the planned finished design.</p> <p>2.7 Appropriate cutting techniques are applied to enhance the design.</p> <p>2.8 Client comfort, safety and hygiene are maintained throughout the haircut according to <i>relevant legislation and workplace policies and procedures</i>.</p> |

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|--|
| 3 | Select and apply finishing techniques. | 3.1 Client is prepared for finishing technique according to workplace procedures. |
| | | 3.2 Appropriate <i>finishing tools</i> are selected and applied to achieve planned haircut finish. |
| | | 3.3 Client satisfaction is confirmed in accordance with her expressed haircut requirements. |
| | | 3.4 After care product and haircut management advice is provided according to client needs. |
| | | 3.5 Client records are updated with details of service and after care products purchased. |
| | | 3.6 Waste is disposed of according to relevant legislation and workplace policies and procedures. |
| | | 3.7 Equipment is cleaned or disposed of according to relevant legislation and workplace policies and procedures. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- conducting pre-haircutting service design analysis
- communication skills, that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- haircut design skills
- cutting hair for one length/solid effects
- applying a variety of graduation techniques
- applying a variety of layering techniques
- tapering hair
- texturising hair
- using and applying safely a wide range of haircutting tools
- combining haircut structures
- manipulating finishing tools and equipment
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the natural distribution and growth patterns of hair
- the relationship between the quality of the hair and the finished result

REQUIRED SKILLS AND KNOWLEDGE

- degrees of lift and distribution to achieve solid, graduated and layered structures
- techniques that create texture
- techniques for solid finishes
- techniques for tapered finishes
- weight lines
- weight areas
- proportional relationships between structures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency will be able to analyse, plan and then select and apply tools and equipment to create current commercial haircut structures and after-haircut finishing techniques on women. They will demonstrate knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- pre-haircutting service analysis on a variety of clients
- demonstrated ability to plan and combine haircut structures for a variety of haircut looks
- safe application of a variety of haircutting tools and techniques

EVIDENCE GUIDE

- demonstrated ability to consistently apply finishing techniques to enhance haircuts
- the ability to complete haircut services within designated workplace timeframes.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- haircutting tools and equipment
- clients with a variety of haircut requirements
- finishing tools and equipment.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to design and combine haircut structures and apply a wide variety of haircutting techniques to achieve different haircut designs.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite units:

- WRHHC301A Design haircut structures
- WRHHC302A Apply one length/solid haircut structures
- WRHHC303A Apply graduated haircut structures
- WRHHC304A Apply layered haircut structures
- WRHHC305A Apply over-comb techniques
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service analysis
 - planning a number of haircuts involving a variety of structural combinations
 - safely applying a number of haircuts involving a variety of haircutting techniques to combine haircut structures
 - applying after-haircut finishing techniques.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Natural hair type may include:

- European
- Asian
- Afro.

Texture may include:

- coarse
- medium
- fine.

Growth patterns may include:

- crown area
- hairline
- neckline
- cowlicks (whorls).

RANGE STATEMENT

Movement may include:

- straight
- wavy
- natural curl
- chemical curl or waves.

Finished haircut designs must include combinations of two or more of the following:

- solid structures
- graduated structures
- layered structures
- over-comb techniques
- tapered areas
- textured areas
- straight and/or curved lines
- soft and/or hard lines.

Clients may include:

- women
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Haircutting tools may include:

- scissors
- razors
- clippers
- combs
- texturising scissors.

External design lines and direction of design lines may include:

- hard and soft interior or exterior lines
- straight, curved and diagonal lines.

Relevant legislation may include:

- local health
- skin penetration.

RANGE STATEMENT

Workplace policies and procedures may include:

- workplace health and safety.

Finishing tools may include:

- lamps
- blow dryer
- Denman style brushes
- vent style brushes
- round brushes
- thermal irons.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC307B Combine haircut structures for traditional and classic designs on men

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to combine haircut structures for traditional and classic finished haircut designs on men.

Application of the Unit

Application of the Unit This unit involves communication, analysis, planning and then selecting and applying tools and equipment, to create current commercial haircut structures and after-haircut finishing techniques on men. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Analyse client characteristics and requirements.	<p>1.1 <i>Natural hair type, texture, growth patterns</i>, fall and <i>movement</i> are established by physical and visual examination.</p> <p>1.2 Facial features and bone structure are observed by visual examination.</p> <p>1.3 Based on analysis, <i>finished haircut designs</i> are suggested and agreed with <i>clients</i>.</p>
2 Apply cutting techniques.	<p>2.1 <i>Haircutting tools</i> and <i>techniques</i> are selected and applied to achieve the planned haircut result.</p> <p>2.2 Exterior lines and angles and/or interior guide lines are established according to the planned design.</p> <p>2.3 Hair is evenly wet or dry and even tension is applied.</p> <p>2.4 Clean sections with no tangle and appropriate lift and distribution of hair, or a logical sequence of over-comb techniques of hair, are maintained throughout the service and according to the haircut design.</p> <p>2.5 Haircut structures are combined or blended and bulk is removed where appropriate to the planned haircut.</p> <p>2.6 Client comfort, safety and hygiene are maintained throughout the haircut according to <i>relevant legislation</i> and <i>workplace</i></p>

ELEMENT

PERFORMANCE CRITERIA

policies and procedures.

- | | | |
|---|--|---|
| 3 | Outline haircuts. | 3.1 Haircut outlines are marked over and behind ears using clippers where indicated by the planned finish. |
| | | 3.2 Clippers are used to outline sideburns where indicated by the planned finish. |
| | | 3.3 Necklines are lathered and skin is stretched and shaved in the direction of the hair growth to ensure a smooth result without discomfort to the skin. |
| | | 3.4 Client comfort and safety are ensured during each stage. |
| 4 | Select and apply finishing techniques. | 4.1 Client is prepared for finishing technique according to workplace procedures. |
| | | 4.2 Appropriate <i>finishing tools</i> are selected and applied to achieve planned haircut finish. |
| | | 4.3 Client satisfaction is confirmed according to his expressed haircut requirements. |
| | | 4.4 After care product and haircut management advice is provided according to client needs. |
| | | 4.5 Client records are updated with details of service and after care products purchased. |
| | | 4.6 Waste is disposed of according to relevant legislation and workplace policies and procedures. |
| | | 4.7 Equipment is cleaned or disposed of according to relevant legislation and workplace policies and procedures. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- conducting pre-haircutting service design analysis
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- haircut design skills
- cutting hair for one length/solid effects
- applying a variety of graduation techniques
- applying a variety of layering techniques
- tapering hair
- thinning hair to remove bulk
- texturising hair
- using and safely applying a wide range of haircutting tools
- combining haircut structures
- manipulating finishing tools and equipment
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the natural distribution and growth patterns of hair
- the relationship between the quality of the hair and the finished result

REQUIRED SKILLS AND KNOWLEDGE

- degrees of lift and distribution to achieve solid, graduated and layered structures
- techniques that create texture
- techniques for solid finishes
- techniques for tapered finishes
- weight lines
- weight areas
- proportional relationships between structures.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to select and use scissors, clippers, razors and combs effectively to create men's haircuts. They must demonstrate the ability to consistently and methodically approach and perform men's haircuts. They must also demonstrate the consistent ability to cut short, medium and long tapered designs, square neckline shapes, flat and spiked tops, along with knowledge and skills in finishing techniques for men's haircuts.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- pre-haircutting service analysis on a variety of clients
- demonstrated ability to use haircutting tools to combine haircut structures for a variety of haircut looks including:
 - short back and sides
 - short, medium and long tapered haircuts

EVIDENCE GUIDE

- medium fashion cut spiked on top
- medium style cut with square back
- flat top (crew)
- outlining haircuts using:
 - clippers
 - scissors
 - neck shaving techniques
- safe application of a variety of haircutting tools and techniques
- demonstrated ability to consistently apply finishing techniques to enhance haircuts
- ability to complete haircut services within designated workplace timeframes.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- haircutting tools and equipment
- clients with a variety of haircut requirements
- finishing tools and equipment.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to design and combine haircut structures and apply a wide variety of haircutting techniques to achieve different haircut designs.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite units:

- WRHHC301A Design haircut structures
- WRHHC302A Apply one length/solid haircut structures
- WRHHC303A Apply graduated haircut structures
- WRHHC304A Apply layered haircut structures
- WRHHC305A Apply over-comb techniques
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service haircut analysis
 - planning and safely applying:

short back and sides haircuts

medium fashion cuts spiked on top

medium style cuts with square backs

flat top (crew) haircuts

other haircut combinations

- applying after-haircut finishing techniques.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Natural hair type may include:

- European
- Asian
- Afro.

Texture may include:

- coarse
- medium
- fine.

Growth patterns may include:

- crown area
- hairline
- neckline
- cowlicks (whorls).

RANGE STATEMENT

Movement may include:

- straight
- wavy
- natural curl
- chemical curl or waves.

Finished haircut designs must include:

- short back and sides
- short, medium and long tapered
- short, medium and long style cuts with square necklines
- flat top (crew)
- medium fashion cut spiked on top.

Clients may include:

- men
- boys
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Haircutting tools may include:

- scissors
- serrated scissors
- razors
- clippers
- combs.

Techniques may include:

- scissors over-comb tapering
- clippers over-comb tapering
- serrated scissors over-comb thinning
- layering
- clubbing
- graduation
- texturising
- cutting straight and/or curved lines
- cutting square shapes
- cutting soft and/or hard lines.

RANGE STATEMENT

Relevant legislation may include:

- local health
- skin penetration.

Workplace policies and procedures may include:

- workplace health and safety.

Finishing tools may include:

- lamps
- blow dryer
- Denman style brushes
- vent style brushes
- round brushes
- combs
- thermal irons.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC308B Design and maintain beards and moustaches

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to design and apply a range of beard and moustache styles and also to maintain existing beards and/or moustaches.

Application of the Unit

Application of the Unit This unit involves communication, analysis, planning and then selecting and applying tools and equipment, to create beard and moustache designs. Demonstrated knowledge of the safe application of haircutting tools and finishing equipment, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Design beards and moustaches.	<p>1.1 <i>Beard characteristics</i> are established by physical and visual examination.</p> <p>1.2 Facial features and bone structure are observed by visual examination.</p> <p>1.3 Based on analysis, moustache and beard designs that provide balance and emphasis to facial characteristics are recommended and agreed with clients.</p>
2 Select and apply tools and equipment.	<p>2.1 <i>Over-comb techniques</i> are applied in a logical sequence to remove bulk and to shape beard and moustache.</p> <p>2.2 Beard and moustache lines are defined according to agreed design using scissors and/or clippers.</p> <p>2.3 Client comfort, safety and hygiene are maintained throughout the service according to <i>relevant legislation</i> and <i>workplace practices</i>.</p>
3 Perform an outline shave.	<p>3.1 Wet lather of shaving cream is applied to the area to be shaved.</p> <p>3.2 Shaving strokes are applied with <i>razor</i> at the appropriate angle and to a predetermined pattern with the skin stretched taut.</p> <p>3.3 Face area is shaved to a predetermined pattern and against the grain for a smooth shave.</p> <p>3.4 Neck area is shaved to a predetermined pattern and in the direction of hair growth to avoid tearing skin.</p>

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|-------------------|-----|---|
| 4 | Finalise service. | 3.5 | Blood spots are treated according to relevant legislation and workplace practice. |
| | | 4.1 | Client satisfaction is confirmed in accordance with his expressed beard design requirements. |
| | | 4.2 | Excess hair is disposed of according to relevant legislation and workplace policies and procedures. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

Required skills and knowledge to achieve the performance criteria.

Skills may include:

- pre-service analysis
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- beard design skills
- over-comb techniques
- outline shaving
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the natural distribution and growth patterns of hair
- the relationship between beard characteristics and the finished result
- the provisions of relevant health and hygiene legislation

REQUIRED SKILLS AND KNOWLEDGE

and regulations

- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this unit of competency must be able to select and use scissors, clippers, razors and combs effectively to design and maintain beards and moustaches. They must consistently demonstrate the ability to cut beards and moustaches and perform outline shaves where required to complete the service. Relevant local health regulations and skin penetration legislation must be consistently implemented.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- pre-service analysis of a variety of clients
- applying scissors and clippers to complete a variety of beard and moustache styles
- outlining beard areas with shaving techniques
- safely applying tools and techniques

- consistently implementing relevant health and skin penetration legislation and regulations
- completing beard and moustache services within designated workplace timeframes.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as occupational health and safety legislation and regulations and workplace policy and procedures manuals
- a salon or simulated salon environment
- beard and moustache cutting tools and equipment
- clients with a variety of beard and moustache design and maintenance requirements
- finishing tools and equipment.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite unit:

- WRHHC305A Apply over-comb techniques.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested:

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consulting with clients
 - designing and applying a variety of beard and moustache designs.
- Written questions on relevant health and skin penetration legislation and regulations.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

RANGE STATEMENT

Beard characteristics may include:

- hair texture
- hair density
- growth patterns
- contagious disorders of the face or beard
- blemishes or other facial conditions requiring special consideration.

Over-comb techniques must include:

- scissor over comb
- clipper over comb
- clippers with comb guards.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace practices may include:

- procedures for safe work practices.

Razors may include:

- disposable-blade straight razors
- straight blade razors.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC309A Perform face and head shaves

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to perform face shaves and head shaves.

Application of the Unit

Application of the Unit This unit involves communicating with clients and selecting and applying tools and equipment to perform full face shaves and full head shaves. Demonstrated knowledge of the safe application of shaving tools, along with the application of relevant legislation and workplace practices particularly in regard to hygiene, workplace safety and client comfort are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|---|
| 1 | Prepare client for a face or head shave. | <p>1.1 <i>Client characteristics</i> are identified by physical and visual examination.</p> <p>1.2 <i>Contraindications to shaving</i> are discussed with the client.</p> <p>1.3 Hot towel is applied to soften the <i>area to be shaved</i>.</p> |
| 2 | Select and apply tools and equipment. | <p>2.1 <i>Tools and equipment</i> are selected for service.</p> <p>2.2 Lather technique for face or head shave is applied according to workplace procedures, and lather is removed from areas that will not be shaved.</p> <p>2.3 Using the free hand, skin is stretched taut and shaved over once using a variety of <i>razor movements</i>.</p> <p>2.4 Second and close shave is performed against the hair growth for a smooth result.</p> <p>2.5 Hot then cold towels are applied on completion of shaving technique.</p> <p>2.6 <i>After shave products</i> are applied to complete the service.</p> <p>2.7 Client comfort, safety and hygiene are maintained throughout the service according to <i>relevant legislation</i> and <i>workplace practices</i>.</p> <p>2.8 Services are completed within a defined workplace timeframe.</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- pre-service analysis
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- applying hot towels
- shaving strokes
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- contraindications to shaving
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- workplace procedures in regard to:
 - infection control
 - safe handling and disposal of sharps
 - contingency strategies for blood and body fluid contact
- the workplace after shave product range.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consistently and safely perform full face shaves and full head shaves. They must be able to consistently use shaving tools in a safe manner while complying with all relevant occupational health and safety requirements.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
- pre-service analysis on a variety of clients
 - consistently demonstrated ability to safely apply razors to produce a smooth, hair-free finish
 - consistent application of relevant health regulations and skin penetration legislation
 - the ability to consistently complete shaving services within designated workplace timeframes.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, including occupational health and safety legislation and regulations and workplace policy and procedures manuals
- a salon or simulated salon environment
- shaving tools and equipment
- clients requiring face and/or head shaves
- after shave products.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite units:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consulting with clients
 - performing face and/or head shaves.
- Written questions on relevant health regulations and skin penetration legislation and regulations.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

RANGE STATEMENT

Client characteristics may include:

- bone structure
- wrinkles
- sunburn
- chapped lips
- pimples
- moles
- dense, strong beard
- hair growth pattern on head.

Contraindications to shaving may include:

- contagious disorders of the skin, hair and scalp
- abnormal skin and scalp conditions.

Areas to be shaved may include:

- face
- head.

Tools and equipment may include:

- disposable-bladed straight razors
- straight blade razors
- shaving brushes
- shaving lather
- towels
- after shave products.

Razor movements may include:

- freehand position and stroke
- backhand position and stroke
- reverse freehand stroke
- reverse backhand stroke.

After shave products may include:

- styptic lotion (not pencil)
- after shave lotion
- after shave skin conditioning cream
- talcum powder.

RANGE STATEMENT

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace practices may include:

- shaving service procedures
- procedures for safe work practices.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHC410B Design and perform creative haircuts

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to combine haircut structures in the performance of creative haircuts on a range of clients.

Application of the Unit

Application of the Unit

This unit involves research, analysis, planning and then selecting and applying tools and equipment, to design and apply creative haircut structures and after-haircut finishing techniques on a range of clients. The demonstrated ability to research and develop knowledge of local and international current and coming hair fashion trends is required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|---|
| 1 | Research and analyse haircut trends. | <p>1.1 A <i>portfolio of creative haircut designs</i> is developed using a <i>range of available sources</i>.</p> <p>1.2 Haircut designs are analysed and haircut structures are identified in a <i>haircut plan</i> and recorded in the portfolio.</p> |
| 2 | Analyse client characteristics and requirements. | <p>2.1 <i>Natural hair type, texture, growth patterns</i>, fall and movement are established by physical and visual examination.</p> <p>2.2 Facial features and bone structure are observed by visual examination.</p> <p>2.3 Based on analysis, portfolio haircut structures are adapted and agreed with <i>clients</i>.</p> |
| 3 | Apply cutting techniques. | <p>3.1 <i>Haircutting tools</i> and cutting <i>techniques</i> are selected to achieve planned haircut results.</p> <p>3.2 <i>Exterior design lines, direction of design lines and/or interior design/guide lines</i> are established according to the haircut plan.</p> <p>3.3 Structures are combined or blended, where appropriate to the planned finished design.</p> <p>3.4 Cutting techniques are applied to enhance the design where relevant.</p> <p>3.5 Client and operator comfort, safety and hygiene are maintained throughout the haircut according to <i>relevant legislation and workplace policies and procedures</i>.</p> |

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|--|-----|--|
| 4 | Select and apply finishing techniques. | 4.1 | Client is prepared for finishing techniques according to workplace procedures. |
| | | 4.2 | Appropriate <i>finishing tools</i> are selected and applied to achieve planned haircut finish. |
| | | 4.3 | After care haircut management advice is provided and home care products are suggested according to client needs. |
| | | 4.4 | Client satisfaction is confirmed against predetermined haircut result. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- research skills
- design analysis
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- haircut planning skills
- cutting hair for one length/solid effects
- applying a variety of graduation techniques
- applying a variety of layering techniques
- tapering hair

REQUIRED SKILLS AND KNOWLEDGE

- texturising hair
- using and safely applying a wide range of haircutting tools
- combining haircut structures
- manipulating finishing tools and equipment
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- the components of haircut design:
 - shape
 - structure
 - proportion
 - texture
 - form
- the natural distribution and growth patterns of hair
- the relationship between the quality of the hair and the finished result
- degrees of lift and distribution to achieve solid, graduated and layered structures
- techniques that create texture
- techniques for solid finishes
- techniques for tapered finishes
- weight lines
- weight areas
- proportional relationships between structures
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency analyses client requirements, and selects and applies tools and equipment to design and apply creative haircut structures and finishing techniques on a range of clients. Demonstrated ability to research and develop knowledge of local and international current and coming hair fashion trends is also required.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- the development of a comprehensive portfolio of creative haircuts
- demonstrated design analysis for a range of looks
- demonstrated ability to plan for and combine haircut structures for a variety of haircut looks
- safe application of a variety of haircutting tools and techniques
- demonstrated ability to consistently apply finishing techniques to enhance haircuts
- ability to complete haircut services within designated workplace timeframes.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation such as occupational health and safety legislation and regulations, and workplace policy and procedures manuals
- a salon or simulated salon environment
- available sources of information on creative haircuts
- haircutting tools and equipment
- clients with a variety of haircut requirements
- finishing tools and equipment.

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to design and combine haircut structures and apply a wide variety of haircutting techniques to achieve different haircut designs.

Prerequisite unit:

- WRHHC306B Combine haircut structures on women
- or*
- WRHHC307B Combine haircut structures for traditional and classic designs on men.

Co-requisite units:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- The development of a portfolio of at least six creative haircuts, including design analyses.
- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service analysis
 - planning a number of creative haircuts involving a variety of structural combinations
 - safely applying a number of haircuts involving a variety of haircutting techniques to combine haircut structures
 - applying after-haircut finishing techniques.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

A portfolio of creative haircut designs may include:

- magazine shots
- photographs
- sketches
- material sourced on the Internet.

A range of available sources may include:

- fashion magazines
- hair magazines
- product manufacturer's materials
- the Internet
- hair fashion videos
- hair shows and competitions
- product manufacturer's promotions
- platform artist's demonstrations
- fashion parades
- pop culture, such as video clips.

Haircut plans may include:

- outline shapes
- lines and angles
- structural graphic for the haircut plan.

Natural hair type may include:

- European
- Asian
- Afro.

Texture may include:

- coarse
- medium
- fine.

RANGE STATEMENT

Growth patterns may include:

- crown area
- hairline
- neckline
- cowlicks (whorls).

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Haircutting tools may include:

- scissors
- razors
- clippers
- combs.

Techniques may include:

- scissor over-comb tapering
- clippers over-comb tapering
- serrated scissors over-comb thinning
- layering
- clubbing
- graduation
- texturising
- cutting straight and/or curved lines
- cutting square shapes
- cutting soft and/or hard lines.

Exterior design lines, direction of design lines and/or interior design/guide lines may include:

- hard and soft interior or exterior lines
- straight, curved and diagonal lines.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

RANGE STATEMENT

Workplace policies and procedures may include:

- workplace health and safety.

Finishing tools may include:

- fingers
- lamps
- blow dryer
- a wide variety of brushes
- straightening irons
- thermal irons.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD201A Dry hair to shape

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to dry hair to shape, as directed by a senior operator.

Application of the Unit

Application of the Unit This unit requires the operator to communicate with a senior operator to confirm desired drying finishes and techniques. The operator is required to dry the hair using a blow dryer or heat lamps and fingers or selected brushes. This unit requires knowledge and skill in the safe use of drying tools and equipment, along with the application of legislation and workplace procedures, particularly in regard to hygiene and client comfort.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|---|--|
| 1 | Consult with senior operator and prepare for service. | <p>1.1 <i>Desired finish</i> is confirmed with senior operator.</p> <p>1.2 <i>Tools, equipment and styling aids</i> to achieve desired finish are selected as directed by senior operator.</p> <p>1.3 Styling aids are applied according to manufacturer's instructions and workplace procedures.</p> |
| 2 | Complete dry. | <p>2.1 Drying is commenced on the area of the head directed by senior operator.</p> <p>2.2 Brushes or fingers and warm air are applied in the direction of imbrications on hair shaft.</p> <p>2.3 Hair is dried thoroughly using systematic sectioning.</p> <p>2.4 <i>Client</i> comfort and safety and operator safety are ensured throughout the service according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p> |
| 3 | Finish hair. | <p>3.1 Dry hair is checked and finished as directed by senior operator.</p> <p>3.2 <i>Finishing products</i> are applied where directed by senior operator and requested by client.</p> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- communication skills that take into account the culture, background and abilities of clients and other operators, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- language, literacy and numeracy skills relevant to the role and workplace requirements
- sectioning skills
- manipulation of brushes
- finger drying
- safe handling of blow dryer
- safe use of heat diffusers
- safe use of lamps.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- relevant workplace procedures to ensure the comfort and safety of client and operator
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- the safe use of electrical equipment
- workplace procedures for drying hair using lamps
- the workplace approach to basic blow drying.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to use simple brush or finger drying techniques to dry hair to shape as directed by a senior operator. Relevant health regulations and occupational health and safety legislation must be consistently implemented.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to confirm service/s with clients and/or other operators
- ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the required services
- ability to accurately interpret and follow verbal

EVIDENCE GUIDE

instructions from senior operators

- knowledge and consistent application of workplace policies and procedures, and safe work practices in regard to drying hair to shape as directed
- knowledge and consistent application of federal, state and local health and hygiene regulations applicable to the workplace.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation including occupational health and safety legislation and regulations and workplace policy and procedures manuals
- a working hairdressing salon or simulated salon
- hair drying equipment including blow dryers, heat diffusers and heat lamps
- workplace safety data for the safe use of electrical equipment.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS201A Prepare clients for salon services
- WRHWP201A Assist colleagues providing multiple salon services as a team member.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - organising the work area, tools and equipment
 - consulting with senior operators to receive direction on drying method tools and techniques
 - drying to shape using a blow dryer and brushes/fingers
 - drying to shape using heat lamps and fingers
 - applying finishing products or techniques as directed by a senior operator.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Desired finishes may include:

- smooth finishes
- textured finishes
- volume.

Tools may include:

- brushes:
 - vent style
 - Denman style
 - round
- fingers.

Equipment may include:

- blow dryers
- heat diffusers
- heat lamps.

RANGE STATEMENT

Styling aids may include:

- mousses
- lotions.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Relevant legislation may include:

- federal, state and local health legislation and regulations
- occupational health and safety legislation.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Finishing products may include:

- waxes
- mousses
- sprays.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD202A Apply single, two and three strand braiding techniques

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply single, two and three strand braiding techniques to achieve quick service designs.

Application of the Unit

Application of the Unit This unit requires the operator to communicate with clients or more senior operators to confirm full head or partial braid finishes. The unit also requires knowledge and skill in the safe use of tools and equipment, along with the application of legislation and workplace procedures, particularly in regard to hygiene and client comfort.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with client or senior operator and prepare for service.	1.1 Desired finish is confirmed with <i>client</i> or senior operator.
	1.2 <i>Tools, equipment and techniques</i> are selected to achieve desired finish.
	1.3 Hair is prepared according to workplace procedures.
2 Apply braiding technique.	2.1 Clean, even sections are picked up throughout the service.
	2.2 Hair is picked up and braided systematically and with even tension.
	2.3 End of braid is secured using rubber bands and/or pins.
	2.4 Client and operator comfort and safety are ensured throughout the service according to <i>relevant legislation and workplace policies and procedures</i> .
3 Finish hair.	3.1 Client satisfaction is confirmed and adjustments are made as required.
	3.2 <i> Holding products </i> are applied where directed by senior operator and/or requested by client.
	3.3 Maintenance procedures are clearly explained to client.

ELEMENT

PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- sectioning skills
- braiding skills.

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge may include:**
- relevant workplace procedures to ensure the comfort and safety of client and operator
 - simple braided effects
 - the provisions of relevant health and hygiene legislation and regulations
 - the provisions of occupational health and safety legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency is able to apply a variety of simple quick service braided finishes. These may be applied on the full head or partial areas of the head. Relevant health regulations and occupational health and safety legislation must be consistently implemented.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
- ability to consistently use effective questioning and active listening techniques to confirm service/s with client and senior operators
 - ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the service
 - ability to consistently apply single, two and three strand braiding techniques

EVIDENCE GUIDE

- knowledge and consistent application of workplace policies and procedures, and safe work practices in regard to drying hair to shape after other treatments
- knowledge and consistent application of federal, state and local health and hygiene regulations applicable to the workplace.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a working hairdressing salon or simulated salon
- clients or simulated clients
- relevant health regulations and workplace procedures.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS201A Prepare clients for salon services
- WRHWP201A Assist colleagues providing multiple salon services as a team member.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consulting with senior operators to receive direction on braiding style and area to be braided
 - organising the work area, tools and equipment
 - applying single, two and three strand braiding techniques
 - applying finishing products as directed by a senior operator.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Tools and equipment may include:

- combs
- sectioning clips
- pins
- rubber bands
- ribbons
- ornamentation.

RANGE STATEMENT

Techniques may include:

- on scalp
- off scalp
- fish tail
- fish scale
- tying knots.

Relevant legislation may include:

- federal, state and local health legislation and regulations
- occupational health and safety legislation and regulations.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Holding products may include:

- sprays.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD303A Design and apply short to medium-length hair design finishes

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply the elements and principles of design to create classic and current short to medium-length hair design finishes on a range of clients. This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit involves communication, analysis, planning and then selecting and applying tools and equipment, to create finished classic and current hair designs on short to medium-length hair. It requires knowledge of the elements of design and the application of these elements using design principles to create finished hair designs that enhance client characteristics. Demonstrated knowledge of the safe application of hair design tools and equipment, along with the application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1 Analyse characteristics and consult with client. | <p>1.1 <i>Natural hair type, texture, growth patterns</i>, fall and <i>movement</i> are established by physical and visual examination.</p> <p>1.2 <i>Facial features and bone structure</i> are observed by visual examination.</p> <p>1.3 Alternative finished hair designs are reviewed and discussed to confirm client expectations.</p> <p>1.4 Style concepts to complement facial features, bone structure and client expectations are discussed and agreed with <i>clients</i>.</p> |
| 2 Design and apply finished designs. | <p>2.1 Classic and current hair designs are created for short to medium-length hair using the <i>elements and principles of design</i>.</p> <p>2.2 <i>Styling products</i> are selected according to hair type and planned design, and are applied following manufacturer's instructions.</p> <p>2.3 <i>Relevant tools and techniques</i> are selected and applied to achieve the overall finished design.</p> |

ELEMENT

PERFORMANCE CRITERIA

- 2.4 Client comfort and safety are ensured during the process according to *relevant legislation* and *workplace policies and procedures*.
- 2.5 *Finishing tools and techniques* are selected and applied to achieve planned design.
- 2.6 Hair designs are completed within designated workplace timeframes.
- 2.7 Client satisfaction is confirmed and hair design finish is adjusted where required.
- 2.8 Styling products are applied for finished texture or hold as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- design skills
- skills in the safe use and application of a broad range of styling products, tools and equipment.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- relevant workplace policies and procedures to ensure the comfort and safety of client and operator
- the effects of humidity on temporary design finishes
- the elements and principles of design as they are applied to hair design
- the workplace styling products range.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency is able to create classic and current short to medium-length hair design finishes on a range of clients. Relevant health regulations and occupational health and safety legislation must be consistently implemented.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to confirm service/s with senior operators
- ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the service
- ability to analyse and identify the elements of hair designs, and alternative techniques that may be applied

to achieve those designs

- ability to apply a range of classic and current hair designs on short to medium-length hair
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations applicable to the workplace
- knowledge and consistent application of occupational health and safety regulations and workplace procedures relevant to hair design services
- ability to complete short to medium finished designs within designated workplace timeframes.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a working hairdressing salon or simulated salon
- clients with short to medium-length hair and a range of hair design requirements
- a range of workplace styling products
- relevant health regulations and workplace procedures.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite units:

- none.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - collecting pictures and analysing the elements of a variety of hair designs
 - organising the work area, tools and equipment
 - analysing characteristics and consulting with clients to negotiate a planned design outcome
 - applying styling products, tools and equipment to achieve a range of designs on short to medium-length hair
 - implementing relevant health and hygiene, and occupational health and safety regulations and workplace procedures relevant to hair design services.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Natural hair type may include:

- European
- Afro
- Asian.

Texture may include:

- coarse
- medium
- fine.

Growth patterns may include:

- crown area
- hairline
- neckline
- cowlicks (whorls).

RANGE STATEMENT

Movement may include:

- straight
- wavy
- natural curl
- chemical curl or waves.

Facial features and bone structure may include:

- square
- round
- oval
- combination of shapes
- unusual facial shapes.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Elements and principles of design may include:

- elements:
 - line: straight or curved
 - shape
 - direction
 - size
 - texture
 - colour
- principles:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity.

RANGE STATEMENT

- Styling products*** may include:
- setting lotions
 - gels
 - glazes
 - mousses
 - waxes
 - sprays.
- Relevant tools and techniques*** may include:
- tools:
 - combs
 - brushes
 - clips
 - rollers
 - blow dryers
 - heat diffusers
 - drying lamps
 - techniques:
 - blow drying
 - blow waving
 - moulding
 - water waving
 - roller placement
 - pin curling
 - lamp drying
 - use of heat diffusers.
- Relevant legislation*** may include:
- federal, state and local health and hygiene
 - occupational health and safety.
- Workplace policies and procedures*** may include:
- client comfort and safety
 - operator safety
 - health and hygiene.

RANGE STATEMENT

Finishing tools and techniques may include:

- tools:
 - combs
 - brushes
 - blow dryer
 - tongs
 - straightening irons
- techniques:
 - brushing
 - dry moulding
 - placing
 - backcombing
 - smoothing.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD304A Design and apply long hair design finishes

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply the elements and principles of design to create classic and current long hair design finishes on a range of clients. The unit will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit involves communication, analysis, planning and then selecting and applying tools and equipment, to create finished classic and current hair designs on long hair. It requires knowledge of the elements of design and the application of these elements using design principles to create finished hair designs that enhance client characteristics. Demonstrated knowledge of the safe application of hair design tools and equipment, along with the application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with clients.	<p>1.1 <i>Natural hair type, texture, growth patterns, length, structure and movement</i> are established by physical and visual examination.</p> <p>1.2 <i>Facial features and bone structure</i> are observed by visual examination.</p> <p>1.3 Alternative <i>long hair designs</i> are reviewed and discussed to confirm clients' expectations.</p> <p>1.4 Long hair style concepts to complement facial features, bone structure and client requirements are discussed and agreed with clients.</p>
2 Design and apply finished designs.	<p>2.1 Classic and current hair designs are created for long hair using the <i>elements and principles of design</i>.</p> <p>2.2 <i>Styling products</i> are selected according to hair type and planned design, and are applied according to manufacturer's instructions.</p> <p>2.3 <i>Relevant tools and techniques</i> are selected and applied to achieve the overall finished design.</p> <p>2.4 Client comfort and safety are ensured during the process according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p>

ELEMENT

PERFORMANCE CRITERIA

- 2.5 *Finishing tools and techniques* are selected and applied to achieve planned design.
- 2.6 Hair designs are completed within designated workplace timeframes.
- 2.7 Client satisfaction is confirmed and hair design finish is adjusted where required.
- 2.8 Styling products are applied for finished texture or hold as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- design skills
- skills in the safe use and application of a broad range of styling products, tools and equipment.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- relevant workplace policies and procedures to ensure the comfort and safety of client and operator
- the effects of humidity on temporary design finishes
- the elements and principles of design as they are applied to long hair design
- the workplace styling products range.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency is able to design and create classic and current long hair design finishes on a range of clients. Relevant health regulations and occupational health and safety legislation must be consistently implemented.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to confirm service/s with clients
- ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, to take into account any cultural or physical requirements, and to ensure client comfort and safety throughout the service
- ability to analyse and identify the elements of long hair designs and alternative techniques that may be applied

EVIDENCE GUIDE

to achieve those designs

- ability to apply a range of classic and current hair designs on long hair
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations applicable to the workplace
- knowledge and consistent application of occupational health and safety regulations and workplace procedures relevant to hair design services
- ability to complete long hair design services within designated workplace timeframes.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a working hairdressing salon or simulated salon
- clients with long hair and a range of hair design requirements
- a range of workplace styling products
- relevant health regulations and workplace procedures.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite unit:

- WRHCS201A Prepare clients for salon services.

Co-requisite units:

- none.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - collecting pictures and analysing the elements of a variety of long hair designs
 - organising the work area, tools and equipment
 - analysing characteristics and consulting with clients to negotiate a planned design outcome
 - applying styling products, tools and equipment to achieve a range of designs on long hair
 - implementing relevant health and hygiene and occupational health and safety regulations and workplace procedures relevant to hair design services.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Natural hair type may include:

- European
- Afro
- Asian.

Texture may include:

- coarse
- medium
- fine.

Growth patterns may include:

- crown area
- hairline
- neckline
- cowlicks (whorls).

RANGE STATEMENT

Length, structure and movement may include:

- shoulder length
- below shoulder length
- one length/solid
- graduated
- combination of structures
- straight
- wavy
- natural curl
- chemical curl or waves.

Facial features and bone structure may include:

- square
- round
- oval
- combination of shapes
- unusual facial shapes.

Long hair designs may include:

- hair up, down or combinations
- rolls
- twists
- braids
- knots
- curls
- waves
- texture
- ornamentation
- attached postiche.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Elements and principles of design may include:

- elements:
 - line: straight or curved
 - shape
 - direction
 - size
 - texture
 - colour
- principles:
 - balance
 - gradation
 - repetition
 - contrast
 - harmony
 - dominance
 - unity.

Styling products may include:

- setting lotions
- gels
- glazes
- mousses
- waxes
- sprays.

RANGE STATEMENT

- Relevant tools and techniques*** may include:
- tools:
 - combs
 - brushes
 - clips
 - rubber bands
 - pins
 - rollers
 - blow dryers
 - heat diffusers
 - drying lamps
 - techniques:
 - blow drying
 - blow waving
 - moulding
 - water waving
 - roller placement
 - lamp drying
 - use of heat diffusers.
-
- Relevant legislation*** may include:
- federal, state and local health and hygiene
 - occupational health and safety.
-
- Workplace policies and procedures*** may include:
- client comfort and safety
 - operator safety
 - health and hygiene.

RANGE STATEMENT

Finishing tools and techniques may include:

- tools:
 - combs
 - brushes
 - blow dryer
 - tongs
 - straightening irons

- techniques:
 - brushing
 - dry moulding
 - placing hair in pinned positions
 - back combing
 - smoothing.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD405B Select and apply hair extensions

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to select hair type and apply appropriate hair extensions. This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit involves communication, analysis, planning and then selecting hair type, preparing materials and applying hair extensions to create finished hair designs. It requires knowledge of human and synthetic hair types, hair mixing and application techniques. Demonstrated knowledge of the safe application of hair extensions, along with the application of relevant legislation and workplace practices particularly in regard to workplace safety and hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with clients.	<p>1.1 Client's needs and expectations are determined through questioning and discussions.</p> <p>1.2 <i>Hair extension concepts</i> are designed to match facial features, bone structure, natural hair and client requirements.</p> <p>1.3 Finished design is discussed with client to confirm that design meets client characteristics and requirements.</p> <p>1.4 Cost, application technique, maintenance requirements and features and benefits of the service are identified and clearly explained to clients.</p>
2 Analyse and select hair type.	<p>2.1 Client <i>hair type</i> is correctly identified.</p> <p>2.2 Hair colour and texture of hair extension are accurately identified and selected according to confirmed design.</p> <p>2.3 Number of strands in hair extension is selected and fibres are mixed according to manufacturer's instructions and confirmed design.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Prepare client's natural hair.	<p>3.1 Client's natural hair is prepared so that it is clean, dry and free of all styling aids.</p> <p>3.2 Existing hair extensions are removed where required, using workplace system.</p> <p>3.3 Client's natural hair is sectioned according to confirmed design.</p>
4 Apply hair extensions.	<p>4.1 Strand sizes are selected to match the confirmed design.</p> <p>4.2 Section sizes are selected that are appropriate for the strand size chosen.</p> <p>4.3 Strands are applied and securely sealed using <i>bonding equipment</i> according to manufacturer's instructions, <i>relevant legislation</i> and <i>workplace policies and procedures</i>, and to match confirmed design.</p>
5 Complete hair design.	<p>5.1 Cutting and finishing techniques are applied where required to blend extensions and natural hair, and to achieve the planned finished design.</p> <p>5.2 Client satisfaction is confirmed and adjustments are made if required.</p> <p>5.3 Maintenance procedures are clearly explained to client.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- communication techniques, including:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- selecting, mixing and applying hair extensions
- removing existing hair extensions
- safely using and applying a hair extensions system including hair, bonding products, application and removal tools, and equipment
- haircutting techniques to blend hair extensions and natural hair.

Knowledge may include:

- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- relevant workplace policies and procedures to ensure the comfort and safety of client and operator during hair extension services
- a hair extension system, including its components and applications.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

A person who demonstrates competency in this unit of competency is able to consistently communicate, analyse, plan and then select hair type; prepare materials; and safely apply hair extensions to create finished hair designs. They must demonstrate knowledge of human and synthetic hair types, hair mixing and application techniques. They must also demonstrate knowledge and application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to confirm services with clients
- ability to consistently use effective questioning and active listening techniques to negotiate appropriately with clients, take into account any cultural or physical requirements, and ensure client comfort and safety throughout the service
- ability to select and mix hair colours and textures to blend with client's natural hair
- ability to use a hair extension system to apply hair extension services to full and partial head
- ability to remove and adjust existing hair extensions
- ability to apply haircutting and finishing techniques to blend hair extensions with natural hair for finished designs
- knowledge and consistent application of federal, state and local health and hygiene regulations applicable to the workplace
- knowledge and consistent application of safe work practices and the safe use of hair extension products and equipment according to manufacturer's safety manuals, occupational health and safety requirements, and workplace procedures relevant to hair extension services
- ability to complete hair extension services within designated workplace timeframes.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as hair extension system manuals that include product and equipment information
- workplace policy and procedures manuals
- occupational health and safety legislation and regulations
- a working hairdressing salon or simulated salon
- clients with a range of hair extension requirements
- a hair extension system that includes hair, bonding products and tools
- relevant health regulations and workplace procedures.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- WRHHD303A Design and apply short to medium-length hair design finishes

and

- WRHHC306B Combine haircut structures on women

or

- WRHHC307B Combine haircut structures for traditional and classic designs on men.

Co-requisite unit:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - analysing characteristics and consulting with clients to negotiate a planned hair extensions outcome
 - organising the work area, tools and equipment
 - selecting and mixing hair colours and textures to blend with client's natural hair
 - removing and adjusting existing hair extensions
 - using a hair extension system to apply hair extension services for full and partial head
 - applying haircutting and finishing techniques to blend hair extensions with natural hair for finished designs
 - ensuring client and operator comfort and safety throughout the service
 - implementing relevant health and hygiene and occupational health and safety regulations and workplace procedures relevant to hair extension services.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Clients may include:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Hair extension concepts may include:

- adding length
- increasing volume
- adding colour
- applying to full or partial head.

Hair type may include:

- human hair
- animal hair
- synthetic hair.

Bonding equipment may be :

- electrical
- mechanical

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

RANGE STATEMENT

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD406B Work as a session stylist

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to create finished hair designs especially applicable to events, film sets, photographic studios or platform work. This unit will apply to hairdressers who work in fashion parades, hair shows, hairdressing technical seminars, demonstrations, training sessions and on fashion shoots.

Application of the Unit

Application of the Unit

This unit involves research, communication, analysis, planning and then selecting, combining and applying products, tools and equipment to create finished hair designs. These designs may be creative, classic, current and historical; or in character for events, photographic assignments, film sets, catwalks or platform work. The unit requires in-depth knowledge and experience in the application of design, haircutting, hair colouring, hair lightening, chemical reformation and relaxation techniques. Advanced communication and team skills are required when working with other professionals such as fashion designers, photographers, photographic stylists, models and session stylist teams.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the creative brief.	<p>1.1 Performance outline for script or fashion session objectives are analysed to determine <i>overall design concepts</i>.</p> <p>1.2 Preliminary concept meetings with relevant personnel are participated in to discuss the hair design requirements for the <i>type of production</i>.</p> <p>1.3 All relevant factors that may determine and affect the finished designs are identified.</p>
2 Conduct and evaluate research and planning.	<p>2.1 Research is undertaken and findings are analysed to develop hair design concepts.</p> <p>2.2 <i>Research materials</i>, findings and <i>documentation</i> are organised for use throughout the design development process, updating as required.</p> <p>2.3 Initial concepts are generated against the research findings and discussed with <i>relevant personnel</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Consult and discuss finished design.	<p>3.1 Specific requirements are established by physical and visual examination.</p> <p>3.2 <i>Finished hair designs</i> appropriate to the character, performance, production or event are established in consultation with relevant personnel.</p>
4 Create current, creative and period hair designs.	<p>4.1 Products, materials, tools and techniques appropriate to the established design results are selected and used.</p> <p>4.2 A <i>predetermined era</i> is accurately reflected in finished hair designs where relevant to the production/event.</p> <p>4.3 Comfort and safety of the model/performer are ensured during all processes.</p> <p>4.4 Finished designs are completed within required timeframes.</p> <p>4.5 Director/coordinator/model/performer satisfaction with finished hair design is confirmed.</p> <p>4.6 Finished hair designs are documented for future performances/events and continuity purposes.</p>
5 Plan hairdressing presentations.	<p>5.1 Session objectives, <i>target audience</i>, and <i>presentation type</i>, <i>scale</i> and <i>presentation team</i> are identified.</p> <p>5.2 <i>Variables of the presentation environment</i> are determined and appropriate adjustments are made.</p> <p>5.3 Garments for models are sourced directly via retail outlets, fashion designers or fashion stylists.</p> <p>5.4 Presentation team members are briefed on overall design concepts and supported in fulfilling all aspects of their roles.</p> <p>5.5 Make-up designs are coordinated in conjunction with make-up artists.</p> <p>5.6 Hairdressing products, equipment and props to be used in presentation are assembled where required.</p>

ELEMENT	PERFORMANCE CRITERIA
6 Make hairdressing presentations.	<p>6.1 Models and information are introduced and presented in a clear, logical and interesting manner, and with a strong conclusion.</p> <p>6.2 Public speaking techniques, including <i>visual and audio aids</i>, are used effectively as required.</p> <p>6.3 Chemical procedures, haircut structures and the application of finishing products and techniques are explained in a clear and logical sequence.</p> <p>6.4 Audience participation is encouraged where possible to provide a means for audience questions and feedback.</p> <p>6.5 Audience reactions are monitored and responded to where possible in order to ensure ongoing rapport and audience engagement in the presentation.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- communication skills that take into account the culture, background and abilities of the production/presentation team and the target audience, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication
- negotiation techniques
- planning skills
- presentation skills
- team skills
- research skills that involve using the Internet, and print and film media sources to identify contemporary and period hair designs that were popular in specific eras
- language, literacy and numeracy skills relevant to the role and workplace requirements
- highly developed short, medium and long hair design skills using a broad range of products and equipment
- the ability to attach and incorporate postiche and ornaments in hair designs
- highly developed hair colouring and lightening skills using a broad range of products and techniques
- highly developed haircutting skills using a variety of tools to achieve haircut structures
- demonstrated skills in the safe use and application of a broad range of hairdressing tools and equipment.

Knowledge may include:

- the elements and principles of design and their combination and application for a wide variety of finished hair designs
- the history of contemporary and period hair design, including eras and their popular designs and colours
- a broad range of technical knowledge in the selection, safe application and effects of colour and lightening products
- a broad range of technical knowledge in the selection, safe application and effects of chemical reformation products on the hair
- the care and maintenance of, and techniques for attaching, human and synthetic postiche

REQUIRED SKILLS AND KNOWLEDGE

- the product range available for the session
- the provisions of relevant occupational health and safety legislation and regulations
- relevant workplace policies and procedures to ensure the comfort and safety of client and operator
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency is able to communicate, analyse, research, plan, design and then combine and apply products, tools and equipment to create finished hair designs in quick turnaround times. These applied designs may be creative, classic, current and historical; or in character for events, photographic assignments, film sets, catwalks or platform work.

The person will consistently apply advanced communication and team skills when working with other professionals such as fashion designers, photographers, photographic stylists, models and session stylists and/or hair show teams.

Relevant health regulations and occupational health and safety legislation must be consistently implemented.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to negotiate appropriately with other production team members, to take into account any cultural or physical requirements, and to ensure client/model comfort and safety throughout the service
- ability to source and organise equipment and props, including garments for a platform presentation
- ability to present well-planned sessions to live audiences, communicate technical explanations and clearly answer audience questions regarding hairdressing techniques and designs
- ability to apply the elements and principles of design and a broad range of technical hairdressing skills to create contemporary and period hair designs
- ability to apply a range of classic and current hair designs on short, medium and long hair in short turnaround times
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations applicable to the workplace
- knowledge and consistent application of occupational health and safety requirements and workplace procedures relevant to hair design services.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment and in a platform presentation or simulated platform presentation environment, including in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a salon or simulated salon environment
- a platform production venue or event, such as a hairdressing show or competition
- models for platform demonstrations
- library, Internet and film media research sources
- a range of hairdressing products, equipment, hair accessories, props and audiovisual resources
- relevant health regulations and workplace procedures.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to design and apply combined structures for haircut designs, apply a broad range of chemical reformation techniques and hairdressing chemical services, and communicate effectively with production team members and audiences.

Prerequisite units:

- WRHHC306B Combine haircut structures on women

or

- WRHHC307B Combine haircut structures for traditional and classic designs on men

and

- WRHCL302B Colour and lighten hair
- WRHCL303B Design and perform full and partial highlighting techniques
- WRHCL304A Perform colour correction
- WRHCR302B Perform chemical curling and volumising services
- WRHCR303B Perform chemical straightening and relaxing services
- WRHHD303A Design and apply short to medium-length hair design finishes.

Co-requisite units:

- WRHCL305B Perform on scalp full head and re-touch bleach services
- WRHCL406B Solve complex colour problems
- WRHHC410B Design and perform creative haircuts
- WRHHD304A Design and apply long hair design finishes.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks may include:
 - researching and planning for a hair show or presentation and sourcing models, garments, props and equipment and conducting rehearsals where required
 - designing and applying finished looks, incorporating chemical reformation and haircutting and/or design services according to an agreed plan
 - interacting with an audience to give technical explanations of work in progress or completed, and responding to their questions
 - implementing relevant health and hygiene and occupational health and safety regulations and workplace procedures relevant to hair design services.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

- Overall design concepts*** may include:
- hair designs and/or total looks
 - current, creative or period designs
 - elements of design
 - principles of design
 - overall design concepts.

- Types of productions*** may include:
- feature films
 - advertisements
 - theatre
 - television
 - fashion shoots
 - hair fashion shoots
 - hair shows
 - in-salon presentations
 - technical workshops.

- Research materials*** may include:
- fashion magazines
 - history books
 - photographs, paintings and illustrations from a particular period
 - film and video
 - the Internet
 - manufacturer's materials
 - design concept, fashion or stage.

RANGE STATEMENT

- Documentation*** may include:
- folio including photographs and sketches
 - haircut structural graphics
 - technical notes on chemical processes
 - manual files
 - computer database.
- Relevant personnel*** may include:
- director
 - event coordinator
 - presentation team member
 - costume designer
 - fashion designer
 - choreographer
 - photographic stylist
 - photographer.
- Finished hair designs*** may include:
- colour effects
 - chemical curling and volumising effects
 - chemical straightening effects
 - haircut structures
 - temporary straight and/or curved design finishes for direction, volume, curl, waves and texture
 - wigs and hairpieces
 - hair ornaments.
- A predetermined era*** may include:
- historical period
 - current period
 - futuristic period
 - forecasting of looks.

RANGE STATEMENT

- Target audience** may include:
- hairdressers
 - hairdressing educators
 - magazine readers
 - a live audience
 - a film audience
 - members of the general public representing a specific age or socioeconomic demographic
 - people from a range of social, cultural or ethnic backgrounds and with a range of with a range of physical and mental abilities.

- Presentation type** may include:
- workshop
 - exhibition
 - seminar
 - 'look and learn'.

- Presentation scale** may include:
- single model demonstration with technical explanation
 - multiple model demonstration with technical explanation
 - compered presentations with technical input from session stylists
 - choreographed parades.

- Presentation team** may include:
- other hairdressers and session stylists
 - fashion designers
 - makeup artists
 - choreographers
 - compere
 - audiovisual and sound technicians
 - assistants and stage hands.

- Variables of the presentation environment** may include:
- event venues:
 - stage or catwalk
 - indoor or outdoor film sets
 - salon
 - training facility
 - backstage.

RANGE STATEMENT

Visual and audio aids may include:

- whiteboards
- butcher's paper
- sketch pads
- PowerPoint
- slides
- film and video
- music
- sound, microphones, etc.
- visual collages of design ideas.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD407A Apply and maintain wigs and hairpieces

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to select and apply hairpieces to complement a hair design, and to carry out the cleaning and maintenance of wigs and hairpieces. This unit of competency will apply to hairdressers who work as session stylists, use hairpieces to enhance hair designs, and provide a service to clients who regularly wear wigs or hairpieces.

Application of the Unit

Application of the Unit

This unit involves communicating; designing, and then selecting hair type; preparing materials; and making wigs and hairpieces to fit and/or be incorporated into finished hair designs. It requires knowledge of human and synthetic hair types and the techniques for hair sorting, mixing hair, hackling, base materials, stitching and knotting; and cleaning, cutting and styling hairpieces. Knowledge of the safe application of hairpieces, along with the application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Select and use cleaning products and techniques.	<p>1.1 <i>Stitching, knotting and fibre type</i> are identified by visual and physical examination of <i>wigs and hairpieces</i>.</p> <p>1.2 Cleaning and conditioning products are selected from the workplace range to match stitching, knotting and fibre type and are applied according to workplace procedures and manufacturer's instructions.</p>
2. Cut wigs and hairpieces.	<p>2.1 Hairpieces are applied to scalp area and trimmed to blend with existing natural hair.</p> <p>2.2 Wigs are applied to clients and adjusted to ensure a comfortable fit.</p> <p>2.3 Finished look is discussed with <i>client</i> and haircutting techniques are applied to achieve the predetermined result.</p> <p>2.4 Switches and postiche are cut as required to blend with a planned finished look.</p>
3 Apply design finishes to wigs and hairpieces.	<p>3.1 Alternative finished hair designs are reviewed and discussed to confirm client expectations.</p> <p>3.2 Style concepts to complement facial features, bone structure and client expectations are predetermined with clients.</p>

ELEMENT

PERFORMANCE CRITERIA

- 3.3 Wigs or hairpieces are attached to a working block, and *styling products* are selected and applied according to fibre type, base materials, planned design and manufacturer's instructions.
- 3.4 *Relevant tools and techniques* are selected according to fibre type, and base materials are applied to achieve the overall finished design.
- 3.5 Wigs or hairpieces are applied to clients and secured to ensure a secure and comfortable fit.
- 3.6 Client comfort and safety are ensured during the process according to *relevant legislation* and *workplace policies and procedures*.
- 3.7 Client satisfaction is confirmed and hair design finish is adjusted where required.
- 3.8 Styling products are applied for finished texture or hold, as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- communication skills that take into account the culture, background and abilities of the client, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication
 - negotiation techniques
- conducting client consultation and analysis, and consistently responding appropriately to each client's service requirements
- language, literacy and numeracy skills relevant to the role and the workplace requirements
- consistent prevention of fibre stitching and base damage
- consistent safe application of cleaning procedures to human and synthetic hair fibres with a variety of knotting, stitching and base materials
- consistent safe application of a range of cutting, styling and finishing techniques to achieve predetermined looks on wigs and hairpieces.

Knowledge may include:

- the provisions of relevant occupational health and safety legislation and regulations
- the elements and principles of design
- a range of head blocks and their suitability for attaching wigs and hairpieces
- a range of attachment tools
- knowledge of a range of wigs and hairpieces and their applications
- different hair fibres used in wigs and hairpieces including:
 - human hair: European, Euro-Asian and Asian
 - synthetic fibre
 - animal hair.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be

EVIDENCE GUIDE

demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consult with clients, recommend fibres and produce made-to-measure full head wigs and hairpieces to meet client requirements for a range of applications.

Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

- Critical aspects for assessment and evidence required to demonstrate competency in this unit**
- knowledge and consistent application of relevant workplace policies and procedures
 - knowledge and consistent application of federal, state and local health and hygiene legislation and regulations

EVIDENCE GUIDE

- knowledge and consistent application of safe work practices and the safe use of wig servicing, hair cutting and styling equipment, including the use of protective measures, according to occupational health and safety legislation, regulations and requirements
- ability to consistently use effective questioning and active listening techniques to sympathetically consult and negotiate with clients, identify client requirements, maintain confidentiality and ensure client comfort and safety throughout the service
- ability to analyse and identify the elements of hair designs and alternative techniques that may be applied to achieve those designs
- ability to complete finished designs on wigs and hairpieces within designated workplace timeframes
- ability to evaluate completed wig and hairpiece designs and confirm client satisfaction with the finished result.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced wig maker at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a range of wigs and hairpieces
- haircutting and hair design products, tools and equipment
- clients requiring a range of wig or hairpiece applications.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- WRHHC306B Combine haircut structures on women
- or*

- WRHHC307B Combine haircut structures for traditional and classic designs on men

and

- WRHHD303A Design and apply short to medium-length hair design finishes
- WRHHD304A Design and apply long hair design finishes.

Co-requisite units:

- none.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consulting with clients
 - cleaning wigs and hairpieces
 - cutting switches and postiche to blend with natural hair
 - cutting wigs and hairpieces
 - styling and finishing wigs and hairpieces
 - applying relevant health regulations
 - applying relevant workplace procedures that ensure client and operator comfort and safety.
- Written or oral questions.
- Third-party reports from experienced hairdressers and/or wig makers.
- Completion of self-paced learning materials, including personal reflection and feedback from the trainer, coach or supervisor.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

RANGE STATEMENT

Stitching, knotting and fibre type may include:

- machine stitching
- hand knotting
- human hair:
 - European
 - Asian
 - Euro-Asian
- synthetic fibre
- animal hair.

Wigs and hairpieces may include:

- full head wigs
- toupees
- artificial beards and moustaches
- frangia: long or short
- switch: one, two or three stem
- button
- postiche: square, round, heart or fantasy shape
- wiglet: variety of base shapes
- hair: long, short, straight, wavy or curly
- natural or artificial colours.

Clients may include:

- men
- women
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Styling products may include:

- setting lotions
- gels
- glazes
- mousses
- waxes
- sprays.

RANGE STATEMENT

Relevant tools and techniques may include:

- tools:
 - combs
 - wire brushes
 - styling brushes
 - clips
 - rollers
 - blow dryers
 - tongs
- techniques:
 - blow drying
 - blow waving
 - moulding
 - water waving
 - roller placement
 - pin curling
 - lamp drying
 - using heat diffusers.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHD408A Make wigs and hairpieces

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to select hair type and hand make wigs and hairpieces. This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit involves communication, analysis and planning to establish client requirements; selecting hair type; preparing materials; and making wigs and hairpieces to fit and/or incorporate into finished hair designs. It requires knowledge of human and synthetic hair types; techniques associated with hair sorting, mixing, hackling, selection of base materials, stitching and knotting; along with an ability to clean, cut and style hairpieces. Knowledge of the safe application of hairpieces, along with the application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|---|---|
| 1 | Consult with clients. | 1.1 <i>Client's needs and expectations</i> are determined through questioning and discussions. |
| | | 1.2 Cost, application, maintenance requirements, features benefits and applications of different <i>wigs and hairpieces</i> are identified and clearly explained to clients. |
| | | 1.3 Finished wig/hairpiece designs that meet <i>client</i> requirements are confirmed. |
| 2 | Analyse and select hair type. | 2.1 <i>Human hair types</i> are correctly identified. |
| | | 2.2 Synthetic hair is correctly identified. |
| | | 2.3 Contraindications for hair types are correctly identified. |
| | | 2.4 Hair type is matched to the client's hair to achieve colour match and wave/curl match, according to client requirements. |
| 3 | Prepare hair for use in wig or hairpiece. | 3.1 Safe use of hack is demonstrated according to <i>relevant legislation</i> , and workplace policies and procedures. |
| | | 3.2 Root-turning procedure is applied root to root and end to end, according to natural hair growth pattern. |

ELEMENT	PERFORMANCE CRITERIA
	3.3 Various hair types and textures are selected according to appropriate texture, colour, and curl and in line with predetermined client requirements.
4 Make wigs and hairpieces.	<p>4.1 <i>Appropriate measurements</i> for base of wig are selected that match client requirements.</p> <p>4.2 Measurements are accurately transferred from head to block.</p> <p>4.3 <i>Materials</i> are selected for wig or hairpiece base and other parts of the wig to meet predetermined client requirements.</p> <p>4.4 <i>Procedure for placing hair on base</i> is determined according to client requirements.</p> <p>4.5 <i>Wig-making tools</i> are selected, used, applied and maintained according to safe workplace procedures.</p> <p>4.6 <i>Ventilating</i> procedures are selected and applied where required according to workplace practice to achieve predetermined results.</p> <p>4.7 Wig or hairpiece is made according to client requirements.</p>
5 Fit wigs and hairpieces.	<p>5.1 Client is fitted according to workplace practice to ensure a firm but comfortable fit.</p> <p>5.2 Client satisfaction is established through questioning and active listening, and necessary adjustments are made.</p> <p>5.3 Home-care advice is offered according to workplace practice.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- communication skills that take into account the culture, background and abilities of the client, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication
 - negotiation techniques
- conducting client consultation and analysis and consistently responding appropriately to each client's service requirements
- ability to select and prepare hair for a variety of wig-making procedures, including:
 - hackling
 - root turning
 - hair colouring and curling
 - matching client's hair type
 - hair blending
- client measurement and fitting
- language, literacy and numeracy skills relevant to the role and the workplace requirements.

Knowledge may include:

- the provisions of relevant occupational health and safety legislation and regulations
- ability to determine the effects on the design of the wig or hairpiece of factors including:
 - selection of hair type
 - preparation of materials
 - design and structure of wigs, hairpieces and postiche
 - different hair fibres, hair types and bases
 - head blocks and tools
 - facial shapes and features, bone structure and body shape
 - client characteristics and limitations
 - client preferences and expressed requirements
 - occasion
 - balancing hair length and volume
 - the elements and principles of design
- a range of head blocks and their suitability for attaching wigs and hairpieces
- a range of attachment tools and tools of trade for making

REQUIRED SKILLS AND KNOWLEDGE

- wigs and hairpieces
- a range of measuring and fitting requirements and procedures for wigs and hairpieces
- different hair fibres used in wigs and hairpieces, including:
 - human hair: European, Euro-Asian and Asian
 - synthetic
 - animal.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consult with clients, recommend fibres and produce made-to-measure full head wigs and hairpieces to meet client requirements for a range of applications.

Knowledge and skill in the application of relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations

EVIDENCE GUIDE

- knowledge and consistent application of safe work practices and the safe use of wig-making equipment, including the use of protective measures, according to occupational health and safety regulations and requirements
- ability to consistently use effective questioning and active listening techniques to sympathetically consult and negotiate with clients, identify client requirements, maintain confidentiality and ensure client comfort and safety throughout the service
- ability to integrate a range of wig-making techniques suitable for photographic, theatre, film, television, special effects and prosthesis application
- ability to evaluate completed wigs or hairpieces and confirm client satisfaction with the finished result
- ability to consistently demonstrate procedures for making wigs and hairpieces, analyse client characteristics and requirements, and take into account factors including:
 - design and structure of wigs, hairpieces and postiche
 - hair fibres, hair types and bases
 - head blocks and tools
 - preparation of hair
 - hair blending
 - hair colouring and curling
 - client measurements and fitting
 - ventilating procedures.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced wig maker at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a range of wig-making materials, tools and equipment
- clients requiring a range of wig or hairpiece applications.

Relationship to other units

In the context of an assessment only and/or training delivery and assessment pathway, all units that relate to a job function can be integrated for assessment purposes.

Prerequisite units:

- none.

Co-requisite units:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consulting with clients
 - measuring clients for full head wigs and hairpieces
 - selecting, preparing and blending hair/fibre
 - selecting base materials
 - applying ventilating and wefting techniques
 - completing workplace documentation relating to client analysis prior to wig-making treatments
 - consultation
 - hair and scalp analysis
 - safely performing a variety of treatment processes.
- Written or oral questions.
- Third-party reports from experienced hairdressers and/or wig makers.
- Completion of self-paced learning materials, including personal reflection and feedback from the trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Client's needs and expectations may include:

- for theatrical or film character roles
- to simulate or replace their own hair in response to hair loss
- for fashion effects.

Wigs and hairpieces may include:

- full head wigs
- toupees
- artificial beards and moustaches
- frangia: long or short
- switch: one, two or three stem
- button
- postiche: square, round, heart or fantasy shape
- wiglet: variety of base shapes
- hair: long, short, straight, wavy or curly
- natural or artificial colours.

RANGE STATEMENT

Client may include:

- men
- women
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Human hair types may include:

- European
- Asian
- Euro-Asian.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Appropriate measurements may include:

- circumference from head to nape
- ear to ear over top of head
- front hairline to centre of forehead
- ear to ear over the occipital area.

Materials may include:

- galloon
- tulle
- net (caul)
- springs
- weft.

Procedure for placing hair on base may include:

- ventilating
- wefting.

Wig-making tools may include:

- wefting frame
- crochet hook.

Ventilating may include:

- single
- double
- triple
- English.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS301A Apply the principles of hairdressing science

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply the principles of skin and hair biology and cosmetic chemistry to hairdressing services. This unit of competency will apply to a range of hairdressing services and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires operators to demonstrate in their practice an understanding of skin and hair biology and cosmetic chemistry as they apply to the performance of hairdressing services. Knowledge of the physical and chemical action of hairdressing products on the skin and hair is required to inform the selection and safe application of a range of services.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|---|
| 1 | Apply knowledge of skin structure and function. | <p>1.1 The <i>main structure, functions and role of the skin</i> are identified and applied to the provision of hairdressing services.</p> <p>1.2 The <i>structure and function of the glands of the skin</i> are identified and applied to the provision of hairdressing services.</p> <p>1.3 The <i>physical effects of scalp treatments</i> on the skin are identified and related to the performance of hairdressing treatments.</p> |
| 2 | Apply knowledge of the structure and function of hair. | <p>2.1 The <i>main functions and role of hair</i> are identified and applied to the provision of hairdressing services.</p> <p>2.2 The <i>glands and muscles associated with the hair and hair follicles</i> are identified and applied to the provision of hairdressing services.</p> <p>2.3 The <i>structural and cellular features of hair and hair follicles</i> are identified and applied to the provision of hairdressing services.</p> <p>2.4 The <i>process of hair growth and the hair growth cycle</i> are identified and applied to the provision of hairdressing services.</p> |

ELEMENT	PERFORMANCE CRITERIA
	<p>2.5 The <i>characteristics of normal and damaged hair</i> are identified and applied to the provision of hairdressing services.</p> <p>2.6 Factors affecting <i>hair colour and chemical reformation</i> are identified and applied to the provision of hairdressing services.</p> <p>2.7 The <i>physical effects of hairdressing services</i> on the hair are identified and applied to the provision of hairdressing services.</p>
3 Apply knowledge of cosmetic chemistry.	<p>3.1 The relevant <i>concepts of cosmetic chemistry</i> are identified and related to the safe performance of hairdressing services, according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p> <p>3.2 The range of chemicals used in hairdressing treatments is assessed and related to the performance of hairdressing services.</p> <p>3.3 Suitability of the hair for chemical services is based on analysis of the effect of previous chemical services or environmental factors on the condition of the hair.</p>
4 Apply knowledge of hairdressing products.	<p>4.1 The formulation of a <i>range of hairdressing products</i> is assessed in relation to the products' purpose and action on the hair.</p> <p>4.2 <i>Contraindications</i> are identified where they relate to client health and safety, hair condition and/or service outcomes.</p>
5 Promote hair and scalp care.	<p>5.1 Knowledge of the physical and chemical actions of a range of hairdressing products is applied during services to maximise the promotion of hair and scalp care, and client and operator safety.</p> <p>5.2 Knowledge of <i>potential environmental damage</i> to hair is applied in the provision of after care service and advice.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- preventing possible skin and hair damage situations
- identifying client characteristics and recommending and performing a service, including:
 - preparing the service area
 - preparing products and equipment
 - preparing the client
- communication skills that take into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal and written communication
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- knowledge of the principles of hairdressing science as they relate to hairdressing treatments
- workplace policies and procedures in regard to the performance of hairdressing services
- knowledge of skin biology in relation to scalp treatments and procedures
- knowledge of hair biology in relation to common hairdressing treatments
- the workplace product, treatment and equipment range and manufacturer's instructions and product safety data sheets.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to identify and describe skin and hair science, including the anatomy of human skin and hair, and apply knowledge of the action of common tools and chemicals to the performance of hair and scalp treatments. Knowledge and understanding of the principles of skin and hair biology as they relate to hair and scalp treatments must be demonstrated.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations
- knowledge and consistent application of safe work practices and the safe use of products and equipment (including the use of preventative measures) according to manufacturer safety manuals and occupational health and safety legislation and regulations
- knowledge and consistent application of the principles of skin and hair science as they apply to hairdressing services including:
 - main functions and roles of the skin
 - structural and cellular features of hair and hair follicles
 - process of hair growth and the hair growth cycle
 - physical and chemical effects of hairdressing services on the skin and hair
 - characteristics of normal and damaged hair
 - contraindications to particular services.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or trichologist and may be in a simulated environment.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals
- a range of clients with different requirements
- a range of equipment and products appropriate to the hairdressing/trichology workplace
- product labels, charts and sources of product information
- a qualified workplace assessor or assessment team.

Relationship to other units

This unit is a co-requisite to a range of hairdressing units. It requires an assessment outcome that includes the application of hairdressing science knowledge to the performance of one or more hairdressing treatments.

Prerequisite units:

- none.

Co-requisite units:

- WRHCL302B Colour and lighten hair
- WRHCL303B Design and perform full and partial highlighting techniques
- WRHCL304A Perform colour correction
- WRHCR302B Perform chemical curling and volumising services
- WRHCR303B Perform chemical straightening and relaxing services
- WRHHS302A Consult with clients and treat hair and scalp conditions.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - identifying the principles of hair science and developing and maintaining safe work practices
 - completing workplace documentation relevant to client analysis prior to hairdressing treatments
 - performing consultation, and hair and scalp analysis
 - safely performing a variety of treatment processes.
- Written and/or oral questioning to assess knowledge and understanding of:
 - structural and cellular features of the hair and hair follicles
 - hair growth cycle
 - hair colour
 - effects of chemical curling, volumising and straightening products on the structure of the hair
 - relationship between the pre-existing condition of the hair and scalp and the provision and/or contraindication of some services.
- Third-party reports from experienced hairdressers.
- Completion of self-paced learning materials, including personal reflection and feedback from the trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

The ***main structure, functions and role of the skin*** may include:

- structure and function of the glands of the skin
- relevant skin surface anatomy
- major epidermal appendages and dermal structures
- major cells of the epidermis
- role of vascular, connective and nervous tissue in the dermis.

The ***structure and function of the glands of the skin*** may include:

- structure, function, distribution and development of skin glands
- production, composition and functions of sebum
- production, composition and functions of eccrine and apocrine sweat fluids.

Physical effects of scalp treatments may include:

- conditioning
- removal of excess skin cells
- removal of excess sebum.

RANGE STATEMENT

The *main functions and role of hair* may include:

- thermo-regulation
- protecting the scalp from physical damage
- controlling micro-organisms on the skin.

The *glands and muscles associated with the hair and hair follicles* may include:

- structural and cellular features of a hair follicle
- sebaceous glands
- arrector pili muscle.

The *structural and cellular features of hair and hair follicles* may include:

- hair shaft
- layers of the hair
- hair root and follicle.

The *process of hair growth and the hair growth cycle* may include:

- hair growth cycle
 - anagen (growth phase)
 - catagen (transitional phase)
 - telogen (resting phase)
- influences on hair growth rate.

The *characteristics of normal and damaged hair* may include:

- hair type: coarse, medium and fine
- texture
- porosity.

Hair colour and chemical reformation may include:

- main factors contributing to hair colour
- origin, structure and location of melanin.

Physical effects of hairdressing services may include:

- effects on hair structure
- effects on hair texture
- degree of curl or wave in hair
- hair colour.

RANGE STATEMENT

Concepts of cosmetic chemistry may include:

- bonds
- molecules
- chemical compounds
- chemical change
- neutralisation and buffering
- organic chemistry
- chemical reactions
- acids and bases and their effect on skin and hair
- pH.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- client comfort and safety
- operator safety
- health and hygiene.

Range of hairdressing products may include:

- colouring products
- lightening products
- chemical reformation products
- chemical relaxation products
- temporary setting aids
- topical products including sprays and waxes
- trichological treatments.

Contraindications may include:

- allergic reactions
- hair porosity.

Potential environmental damage may include:

- ultraviolet (sun) light
- excessive use of overheated thermal equipment.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS302A Consult with clients and treat hair and scalp conditions

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to apply and interpret skin test reactions prior to colour and lightening services, to recognise a range of normal and abnormal conditions of the hair and scalp, and to propose and perform treatments from the salon range.

Application of the Unit

Application of the Unit

This unit requires the application of observation skills to recognise allergic reactions to skin tests and common hair and/or scalp conditions, and to propose treatment procedures. Knowledge of the symptoms and appearance of a range of normal and abnormal hair and scalp conditions, relevant health regulations and the workplace treatment range is required, along with attention to workplace treatment and referral practices and procedures.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with client.	<p>1.1 Hair and scalp are physically and visually examined and <i>client</i> is questioned regarding recent treatments and services where required.</p> <p>1.2 <i>Normal hair and scalp conditions</i> are recognised and treatments from the salon range are proposed.</p> <p>1.3 Timed and costed <i>treatment actions</i> are confirmed with client, compatible with the analysis and suitable products from the workplace range.</p> <p>1.4 Outcomes of analysis are recorded on client record.</p>
2 Recognise and treat abnormal hair and scalp conditions.	<p>2.1 <i>Abnormal hair and scalp conditions</i> are identified and client is counselled regarding <i>remedial action</i>.</p> <p>2.2 <i>Relevant health regulations</i> are applied in relation to <i>contagious disorders of the hair and scalp</i>.</p>
3 Treat hair and scalp.	<p>3.1 Appropriate <i>remedial treatment</i> is selected from the workplace range to match hair and scalp analysis.</p> <p>3.2 Remedial treatment is performed according to manufacturer's instructions.</p>

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|--|-----|--|
| 4 | Test skin for possible allergic reactions. | 3.3 | Beneficial home care products and remedial action are recommended where indicated by the condition. |
| | | 3.4 | Products and treatments are recorded on client record. |
| | | 4.1 | Skin tests for allergic reactions are performed prior to hair colouring/lightening services according to manufacturer's instructions. |
| | | 4.2 | Outcomes of skin tests are observed for <i>symptoms of allergic reaction</i> and clients are informed of observations. |
| | | 4.3 | <i>Contraindications</i> to colouring and/or lightening treatments are noted on client records and <i>appropriate action</i> is implemented. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- identifying client requirements
- gathering information from clients
- performing hair and scalp analysis and recognising problem conditions
- organising information to develop and propose a timed and costed future course of action to clients
- performing and evaluating skin tests
- responding to scalp analysis and recommending and performing scalp treatment services, including:
 - conditioning treatments
 - medicated treatments
 - scalp peels
 - preparation of the service area
 - preparation of products and equipment
 - preparation of the client
 - safe application of the treatment
- communication skills that take into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
 - written communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- scalp massage movements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- signs and symptoms of common normal and abnormal hair and scalp conditions
- physical effects on the hair and scalp of salon treatments
- applications and efficacy of hair and scalp treatments in the workplace treatments and services range
- provisions of relevant health and hygiene legislation and regulations
- provisions of relevant occupational health and safety legislation and regulations
- workplace policies and procedures in relation to dealing with contagious disorders of the hair and scalp.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to apply observational and interpersonal skills to recognise common hair and/or scalp conditions and be able to propose treatment procedures. Knowledge of the causes, symptoms and appearance of a range of normal and abnormal hair and scalp conditions, relevant health regulations and the workplace treatment range is required, along with attention to workplace treatment and referral practices and procedures.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this

- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations
- knowledge of the transmission routes of infectious

EVIDENCE GUIDE

unit

conditions and skill in the application of standard infection-control precautions

- consistently using effective questioning and active listening techniques to communicate with clients and other operators
- recognising the appearance of common normal and abnormal scalp conditions
- consulting with the client, developing and recording a client analysis, and recommending a course of action consistent with the analysis and client requirements
- consistently applying and evaluating skin tests prior to providing hair colouring services in accordance with manufacturer's instructions, and taking appropriate action based on test results as required.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser/trichologist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as:
 - local health regulations
 - workplace policy and procedures manuals
 - photographs of common disorders
- a range of clients with different hair and scalp conditions
- a range of equipment and products appropriate to the hairdressing/trichology workplace
- product labels, charts and other sources of product information
- a qualified workplace assessor or assessment team.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome that includes evidence of the application of communication skills, and knowledge of skin and hair biology as they are specifically identified in the required skills and knowledge for this unit.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS301A Apply the principles of hairdressing science
- WRHWP302A Operate effectively as a hairdresser in a salon work team.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consulting with clients as part of the conduct of hair and scalp analysis
 - observing, recognising and diagnosing hair and scalp conditions
 - providing advice on a course of action as an outcome of the diagnosis
 - conducting and evaluating skin tests pre-hair colouring/lightening services
 - following health regulations and workplace procedures with regard to infectious disorders of the hair and scalp.
- Written and/or oral questioning to assess knowledge and understanding of the symptoms and treatment options for a range of normal and abnormal hair and scalp conditions. Questions will be asked in a manner appropriate to the language and literacy level of the learner.
- Third-party reports from experienced hairdressers/trichologists in the workplace.
- Completion of self-paced learning materials, including personal reflection and feedback from the trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Clients may be:

- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Normal hair and scalp conditions may include:

- normal
- oily
- dry
- physically damaged
- chemically damaged.

Treatment actions may include:

- hair conditioning treatments from the salon range
- scalp conditioning treatments from the salon range.

RANGE STATEMENT

Abnormal hair and scalp conditions may include:

- head lice
- scabies
- ringworm
- dry or oily dandruff
- seborrhoea
- psoriasis.

Remedial action may include:

- salon treatments
- home treatments
- referral to a pharmacist
- referral to a medical practitioner
- referral to a trichologist.

Relevant health regulations may include:

- federal, state and local health and hygiene
- occupational health and safety.

Contagious disorders of the hair and scalp may include:

- head lice
- scabies
- ringworm.

Remedial treatments may include:

- medicated treatments from the salon range.

Symptoms of allergic reaction may include:

- redness
- itching
- swelling.

Appropriate actions may include:

- proceeding with planned colour service
- not proceeding with planned colour service.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to apply the principles of hair and scalp science and disorders to trichological consultations. The unit of competency will apply to a range of trichological consultations and roles in the workplace.

Application of the Unit

Application of the Unit This unit requires operators to demonstrate in their practice an understanding of hair and scalp science and disorders as they apply to the performance of trichological consultations. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| <p>1 Apply knowledge of hair and scalp science to trichological consultations.</p> | <p>1.1 The relevant principles of skin science are identified and applied to the performance of trichological treatments according to <i>relevant legislation and workplace policies and procedures</i>.</p> <p>1.2 The <i>growth, development, ageing and healing</i> of human hair and scalp and their relevance to the performance of trichological consultations are noted.</p> <p>1.3 <i>Hereditary physical traits and conditions that affect the hair and scalp are identified and related to trichological consultations</i>.</p> <p>1.4 The role of <i>skin chemicals, endocrine glands, hormones and the autonomic nervous system</i> are identified and related to trichological consultations.</p> <p>1.5 The components, <i>functions and dysfunctions of the circulatory system</i> are identified and related to trichological consultations.</p> <p>1.6 The components, <i>functions and dysfunctions of the immune system</i> are identified and related to trichological consultations.</p> |
| <p>2 Apply knowledge of hair and scalp disorders to trichological consultations.</p> | <p>2.1 The development, causes and common sites of <i>a range of skin disorders/diseases</i> and their typical symptoms and medical terminology are identified and related to trichological consultations.</p> <p>2.2 Consultations identifying <i>contagious disorders</i> and the potential for cross-infection are performed according to workplace policies and legislative requirements.</p> <p>2.3 Typical medical treatments and side effects for a range of scalp disorders/diseases are identified and discussed with the <i>patient</i> as required.</p> |

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|-------------------------------|---|
| 3 | Promote skin health and care. | 2.4 The role and limitations of trichology in the management of a range of skin disorders/diseases are recognised. |
| | | 2.5 Knowledge of <i>contraindications to treatments</i> is identified as they relate to client health and treatment outcomes, and advice or referral to <i>appropriate professionals</i> is provided as required. |
| 3 | Promote skin health and care. | 3.1 Knowledge of hair and scalp science is applied to the performance of trichological treatments to maximise the promotion of skin health and care. |
| | | 3.2 Beneficial treatments recommended and/or provided by trichologists for a range of hair and scalp disorders/diseases are identified and explained to the patient. |
| | | 3.3 The relevant principles of hair and scalp science are applied in the <i>provision of after-care service and advice</i> . |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- responding to possible skin damage situations
- applying knowledge of skin science to the performance of trichological treatments
- applying infection control procedures
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - listening and questioning techniques
 - verbal and non-verbal communication
 - negotiation techniques
 - written communication
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- provisions of relevant health and hygiene legislation and regulations
- provisions of relevant skin penetration legislation and regulations
- provisions of relevant occupational health and safety legislation and regulations
- knowledge of the principles of skin science and skin disorders as they relate to trichological treatments
- workplace policies and procedures in regard to the performance of trichology
- knowledge of skin science and skin disorders in relation to trichology treatments/procedures, including:
 - main functions and role of the skin
 - growth, development, ageing and healing of human skin
 - inheritance of physical traits
 - function, formation and behaviour of the major skin chemicals
 - role of endocrine glands and hormones in the body
 - skin disorders
 - provision of after-care service and advice
- the workplace product, treatment and equipment range and manufacturer's instructions and product safety data sheets.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to identify, describe and apply skin science to the performance of trichological treatments. Knowledge of the appearance and management of skin disorders must also be demonstrated, as must knowledge and understanding of the principles of skin science and skin disorders as they relate to trichological treatments.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations, and skin penetration legislation
- knowledge and consistent application of safe work practices and the safe use of products and equipment, including the use of protective measures, according to manufacturer safety manuals and occupational health and safety legislation and regulations

EVIDENCE GUIDE

- knowledge and consistent application of the principles of skin science and skin disorders as they apply to trichological treatments, including:
 - main functions and role of the skin and hair
 - growth, development, ageing and healing of human skin
 - inheritance of physical traits
 - function, formation and behaviour of the major skin chemicals
 - role of endocrine glands and hormones in the body
 - skin disorders
 - provision of after-care service and advice
- knowledge and skill in the application of a variety of trichological treatments, using a variety of techniques/procedures involving scalp and hair care
- accurately and legibly recording relevant data.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or a skin science specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as:
 - workplace policy and procedures manuals
 - occupational health and safety legislation and regulations
- a range of clients with different requirements
- a range of equipment and products appropriate to the trichology workplace
- product labels and other sources of product information
- a qualified workplace assessor or assessment team.

Relationship to other units

This unit is a co-requisite for a range of trichology units. It requires an assessment outcome that includes evidence of the application of knowledge of skin science to the performance of one or more trichological treatments.

Prerequisite units:

- none.

Co-requisite unit:

- WRHHS404A Perform trichological assessments.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - identifying the principles of skin science and disorders, and developing and maintaining safe work practices
 - relating the performance of a variety of treatment processes to the principles of skin science and disorders, according to client and safety requirements.
- Written and/or oral questioning to assess knowledge and understanding of beauty therapy treatments using electrical equipment, including after-care advice and relevant legislation.
- Completing workplace documentation relevant to trichological treatments.
- Third-party reports from experienced trichologists in the workplace.
- Completion of self-paced learning materials, including personal reflection and feedback from the trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- timeframes for the completion of the service
- quality assurance.

RANGE STATEMENT

The *growth, development, ageing and healing* of human skin may include:

- growth
- development
- differentiation
- cell division and differentiation
- growth of the epidermis
- mitosis
- changes in the skin from foetus to old age
- theories about ageing
- normal ageing and photo ageing
- wound healing, including stages in wound healing.

Hereditary physical traits and conditions may include:

- the gene theory of inheritance
- dominant and recessive genes
- inherited skin disorders
- acne
- eczema/atopic dermatitis
- seborrhoeic dermatitis
- pigmentation disorders
- hair disorders.

Skin chemicals will include:

- sweat
- sebum.

The role of the endocrine glands and hormones may include:

- sebaceous gland secretion
- sweat secretion
- sense reception
- growth and healing
- hair growth and loss
- pigmentation
- age-related hormonal change and the skin.

Functions and dysfunctions of the circulatory system as they relate to trichological consultations may include:

- the interrelationship between the circulatory and endocrine systems
- the relationship of the circulatory system to the health of the hair.

RANGE STATEMENT

Functions and dysfunctions of the immune system as they relate to trichological consultations may include:

- auto-immune disorders
- alopecia areata
- the relationship of the auto-immune system to the health of the hair.

A range of skin disorders/diseases may include:

- dermatitis and eczema
- dandruff
- seborrhoeic dermatitis
- psoriasis
- pityriasis amiantacea
- hair shaft disorders
- traction alopecia
- alopecia areata
- androgenetic alopecia
- diffuse hair loss.

Contagious disorders may include:

- fungal infections:
 - tinea
 - pityriasis versicolor
- disease caused by animal parasites:
 - lice.

Patients may include:

- women
- men
- children
- new or regular patients with routine or special needs
- patients from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Contraindications to treatments may include:

- local and/or general contraindications:
 - skin disorders or diseases
 - allergic reactions.

RANGE STATEMENT

Appropriate professionals may include:

- trichologist
- dermatologist
- general medical practitioner
- complementary therapist.

Provision of after-care service and advice may include:

- lifestyle changes
- product advice
- advice on further services.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS404A Perform trichological assessments

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to establish a rapport with the patient, and interact with and examine the patient to determine the scope of the assessment and the patient's needs. This unit of competency may apply to a number of roles in the workplace.

Application of the Unit

Application of the Unit

This unit provides the basis for assessing patient's hair and scalp conditions and for providing advice that may result in no further treatment, referral to another professional, or the development of therapeutic approaches to identified problems. Knowledge of the causes and appearance of a broad range of disorders of the hair and scalp and their treatment, along with knowledge of relevant local health regulations and workplace procedures in relation to hygiene, are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with patient.	<p>1.1 Rapport is established with <i>patient</i> and <i>relevant information</i> is obtained to determine expectations and requirements.</p> <p>1.2 <i>Relevant patient details and history</i> are obtained through questioning and are accurately recorded.</p>
2 Examine the patient.	<p>2.1 <i>Physical and visual examination</i> of hair and scalp is conducted according to <i>relevant legislation</i> and <i>workplace procedures</i> and condition is recorded.</p> <p>2.2 Need for a microscopic analysis of sample hairs is determined and explained to the client if required.</p> <p>2.3 Hair samples are gathered from appropriate areas of the scalp and collected without causing damage to the samples.</p> <p>2.4 Hair samples are mounted on a microscopic slide, examined, interpreted and observations are accurately recorded.</p>
3 Assess the problem.	<p>3.1 Information collected from the physical and visual examination and microscopic analysis is organised and analysed.</p> <p>3.2 <i>Abnormal hair and scalp conditions</i> are identified and patient is counselled regarding remedial action.</p>

ELEMENT	PERFORMANCE CRITERIA
	3.3 <i>Trichological problem/s</i> and their cause/s are assessed, based on the patient examination.
4 Communicate the assessment.	4.1 Consultation assessment is explained to client. 4.2 Patient queries are answered with clarity. 4.3 Treatment options and costs are discussed and a treatment program is confirmed with client where indicated by the assessment outcomes. 4.4 Referral to <i>other professionals</i> is organised where indicated by the assessment outcomes.

Required Skills and Knowledge

Relevant information may include:

- patient area of concern
- previous treatments
- outcomes of previous treatments
- required treatments
- time constraints
- budgetary constraints.

Relevant information may include:

- patient area of concern
- previous treatments
- outcomes of previous treatments
- required treatments
- time constraints
- budgetary constraints.

Relevant patient details and history may include:

- date of presentation
- identifying personal details
- source of referral, if applicable
- main presenting complaint or reason for consultation
- presenting symptom picture
- other current medical or therapeutic treatment
- general state of health:
 - physical
 - emotional
 - allergies
 - dietary picture
 - sleep pattern
 - exercise
 - leisure activities
- observations arising from physical and visual examination
- outcomes of microscopic analysis (where conducted).

Physical and visual examination may include:

- observation of hair and scalp condition.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace procedures may include:

- health and hygiene
- comfort and privacy
- timeframes for the completion of the service
- quality assurance.

Relevant information may include:

- patient area of concern
- previous treatments
- outcomes of previous treatments
- required treatments
- time constraints
- budgetary constraints.

Abnormal hair and scalp conditions may include:

- head lice
- scabies
- ringworm
- dry or oily dandruff
- seborrhoea
- psoriasis.

Trichological problem/s may include:

- dandruff
- seborrhoeic dermatitis
- psoriasis
- pityriasis amiantacea
- tinea capitis
- traction alopecia
- alopecia areata
- androgenetic alopecia
- diffuse hair loss
- loose anagen syndrome.

Other professionals may include:

- medical practitioner
- dietician
- natural therapist.

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- responding to patient needs
- language, literacy and numeracy skills relevant to the role and workplace requirements
- observational and analytical skills
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
 - written communication.

Knowledge may include:

- provisions of relevant health and hygiene legislation and regulations
- provisions of relevant occupational health and safety legislation and regulations
- appearance of contraindications and adverse effects of previous treatments
- composition, effects and benefits of a defined range of workplace trichological products.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to consult with clients and perform physical and visual examination of hair and scalp, and microscopic analysis of hair, in order to accurately identify hair and scalp conditions. She/he must be able to develop appropriate responses to identified problems and plan a relevant treatment program as required. Knowledge of the causes and appearance of a broad range of disorders of the hair and scalp and their treatment must be demonstrated.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations
- demonstrated consistent application of patient consultation according to workplace procedures
- consistent application of patient assessments based on examination and/or microscopic analysis
- consistently accurate, relevant and well-organised recorded patient information that can be readily interpreted by other professionals
- consistent, sensitive and clear communication of patient diagnosis and options that takes into account any cultural or physical requirements.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the trichologist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation such as:
 - workplace policy and procedures manuals
 - occupational health and safety legislation and regulations
 - client history systems
- a range of patients with different requirements
- a range of equipment suitable to the provision of trichological consultations
- a qualified workplace assessor or assessment team.

EVIDENCE GUIDE

Relationship to other units

This unit is a co-requisite for a range of trichology units. It requires an assessment outcome that includes evidence of the application of knowledge of skin and hair science and nutrition in the performance of trichological treatments.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations
- WRHHS405A Apply the principles of nutrition
- WRHHS406A Develop and apply scalp treatment therapies.

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his or her handling of a range of contingencies. Tasks may include:
 - consultation with patients
 - recording client details and history
 - physical and visual examination of hair and scalp
 - diagnosis based on information gathered, including observations and analysis
 - communicating diagnosis and negotiating options with patients.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Patients may include:

- women
- men
- children
- new or regular patients with routine or special needs
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Relevant information may include:

- patient area of concern
- previous treatments
- outcomes of previous treatments
- required treatments
- time constraints
- budgetary constraints.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS405A Apply the principles of nutrition

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to apply the principles of nutrition in trichological clinical practice.

Application of the Unit

Application of the Unit This unit requires operators to demonstrate an understanding of nutrition as it applies to healthy hair and scalp in the performance of their trichological clinical practice. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|--|---|
| 1 | Apply knowledge of the importance of nutrition in the performance of trichological treatments. | <p>1.1 The relevant principles of nutrition and the potential effects on the performance and outcomes of trichological treatments are identified and applied to <i>patient</i> service and advice, according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p> <p>1.2 <i>Nutritional needs and health problems across the patient's lifespan</i> are identified and applied to the performance of trichological treatments.</p> <p>1.3 The role of food, nutrients and other important food substances in relation to the body's function is identified.</p> |
| 2 | Apply knowledge of the body's systems to trichological treatments. | <p>2.1 The main functions of the <i>digestive system</i> are identified and applied to the performance of trichological treatments.</p> <p>2.2 The main functions of the major organs and the <i>excretory system</i> are identified and applied to the performance of trichological treatments.</p> <p>2.3 Knowledge of the body's systems as they relate to client health and treatment outcomes is applied and advice or referral to <i>appropriate professionals</i> is provided as required.</p> |
| 3 | Provide advice on dietary guidelines. | <p>3.1 Knowledge of nutritional needs is applied to the development of the client treatment plan and to the performance of trichological treatments.</p> <p>3.2 <i>Nutritional requirements and dietary health problems</i> are assessed in regard to client individual needs and referral to appropriate professionals is recommended as required.</p> |

ELEMENT

PERFORMANCE CRITERIA

- 3.3 *Healthy nutritional options* are promoted and the importance of nutrition to the outcomes of trichological treatments is recognised and applied in the provision of client advice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- responding to client needs
- relating knowledge of nutrition to the practice of trichological assessment and/or treatments
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - listening and questioning techniques
 - verbal and non-verbal communication
 - negotiation techniques
 - written communication
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- provisions of relevant health and hygiene legislation and regulations
- provisions of relevant skin penetration legislation and regulations
- provisions of relevant occupational health and safety legislation and regulations
- workplace policies and procedures in regard to the performance of trichological treatments
- knowledge of nutrition in regard to the performance of trichological treatments, including knowledge of:
 - relevant principles of nutrition
 - nutritional needs across the patient's lifespan
 - role of food, nutrients and other food substances
 - main functions of the digestive system
 - functions of the main organs and the excretory system
 - dietary health problems.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to identify and describe the role of food, nutrients and other food substances in the body's performance and their application to trichological treatments. Knowledge and understanding of nutrition as it relates to trichological treatments must also be demonstrated. Knowledge of the relationship between nutrition and the body's systems as it relates to trichological treatments is also required.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations
- knowledge and consistent application of safe work practices and the safe use of products and electrical equipment, including the use of protective measures, according to manufacturer safety manuals and occupational health and safety legislation and regulations
- knowledge and consistent application of the principles of nutrition as applied to trichological treatments
- evaluating client needs and requirements and advising on nutritional needs, home care and complementary products
- accurately and legibly recording relevant data.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the trichologist and/or a nutrition specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals
- relevant learning materials
- a qualified workplace assessor or assessment team.

Relationship to other units

This unit is a co-requisite for a range of trichology units. It requires an assessment outcome that includes evidence of the application of knowledge of nutrition to the performance of one or more trichological consultations.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS404A Perform trichological assessments
- WRHHS406A Develop and apply scalp treatment therapies.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - identifying client characteristics and developing a nutritional treatment plan according to client needs
 - providing advice according to client needs.
- Written and/or oral questioning to assess knowledge and understanding of nutrition in relation to the performance of trichological treatments, including after-care advice and relevant legislation.
- Completing workplace documentation relevant to the provision of trichological treatments.
- Third-party reports from experienced trichology professionals in the workplace.
- Completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Patients may include:

- women
- men
- children
- new or regular patients with routine or special needs
- patients from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

RANGE STATEMENT

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- timeframes for the completion of the service
- quality assurance.

Nutritional needs and health problems across the patient's lifespan may include:

- stage of life:
 - prenatal
 - infancy
 - childhood
 - adolescence
 - adulthood
 - menopause
 - late adulthood
- nutritional needs of different population groups
- energy requirements of different population groups
- common diet-related health problems
- role of nutrients in managing ideal weight.

RANGE STATEMENT

- Digestive system* includes:
- organs of the gastrointestinal tract:
 - mouth
 - oesophagus
 - stomach
 - small intestine
 - large intestine
 - rectum
 - anus
 - salivatory glands
 - pancreas
 - gall bladder
 - liver
 - functions of the digestive system, including mechanical and chemical digestive processes
 - common disorders of the digestive system.
 - nutrients:
 - proteins
 - carbohydrates
 - fats (lipids)
 - vitamins
 - minerals
 - water
 - dietary fibre
 - cholesterol.
-
- Excretory system* includes:
- organs of the excretory system:
 - kidneys
 - liver
 - lungs
 - skin
 - common disorders of the urinary system:
 - cystitis
 - kidney stones
 - kidney failure.

RANGE STATEMENT

Appropriate professionals
may include:

- medical practitioner
- complementary therapist
- nutritionist
- dietician.

Nutritional requirements and dietary health problems may include:

- guidelines for specific nutrients e.g. foods containing protein
- recommended dietary intake
- healthy eating pyramid
- obesity and heart disease
- weight management
- eating disorders
- malabsorption.

Healthy nutritional options
may include:

- general or specific advice to client
- macro-nutrients
 - proteins
 - carbohydrates
 - fats
 - dietary fibre
 - water.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS406A Develop and apply scalp treatment therapies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to develop and apply scalp treatment therapies for single or multiple treatment sessions. This unit of competency may apply to a number of roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires the application of knowledge of workplace hair and scalp treatments to effectively design and apply individual or multiple treatments in response to trichological assessments. It also requires communication with patients to provide advice on self-administered parts of the treatment program and lifestyle factors to be adhered to between clinical treatments. Knowledge of relevant local health regulations and the workplace range and approach to hair and scalp treatments is required, along with attention to client safety, comfort and relaxation throughout the services.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Determine appropriate therapy.	<p>1.1 Appropriate therapy is determined based on <i>patient</i> assessment and <i>available workplace therapies and procedures</i>.</p> <p>1.2 A <i>treatment plan</i> including costs is formulated according to the selected therapy and confirmed with the patient.</p>
2 Provide therapy.	<p>2.1 Treatment area is prepared according to <i>workplace policies and procedures</i>, and <i>legislative requirements</i>.</p> <p>2.2 Remedial therapy is provided according to the treatment plan.</p> <p>2.3 <i>Topical treatments</i> are applied according to the treatment plan.</p>
3 Counsel patient and review treatment.	<p>3.1 Patient is counselled regarding <i>beneficial home care treatments</i>, routines and <i>lifestyle adjustments</i>.</p> <p>3.2 Questioning and visual examination are used to review treatment progress and improvement outcomes.</p> <p>3.3 Treatment is adjusted or varied as an outcome of review, where indicated.</p> <p>3.4 Patient treatment record is updated regularly.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- responding to scalp analysis and recommending and performing scalp treatment services, including:
 - preparation of the service area
 - preparation of products and equipment
 - preparation of the client
 - safe application of the treatment
- communication skills that take into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
 - written communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- scalp massage movements.

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge may include:**
- provisions of relevant health and hygiene legislation and regulations
 - provisions of relevant occupational health and safety legislation and regulations
 - knowledge of the principles of scalp science as they apply to the provision of scalp treatments
 - workplace policies and procedures in regard to the performance of scalp treatments
 - knowledge of skin structure and function in relation to scalp treatments and procedures
 - treatable scalp conditions
 - the symptoms and appearance of infectious scalp conditions
 - the workplace product, treatment and equipment range and manufacturer's instructions and product safety data sheets.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to recognise a range of scalp problems, develop and apply therapeutic treatments to rectify problems or assist in the management of chronic scalp conditions.

Knowledge and skill in the application of local health regulations and the workplace treatment range, along with attention to workplace treatment and referral practices and procedures, must be demonstrated.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures, and safe work practices in regard to the provision of scalp treatments
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations
- knowledge of the transmission routes of infectious conditions
- recognising common treatable scalp conditions
- consistently planning and applying scalp treatment programs as an outcome of scalp analysis
- knowledge and skill in the application of a variety of scalp treatments, using a variety of techniques and procedures involving skin care.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as:
 - occupational health and safety legislation and regulations
 - workplace policy and procedures manuals
 - client history
- a range of clients with different needs
- a range of equipment and products appropriate to the trichology workplace
- product labels and other sources of product information
- a qualified workplace assessor or assessment team.

EVIDENCE GUIDE

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome that includes evidence of the application of skills and knowledge to complete trichological assessments.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS404A Perform trichological assessments
- WRHHS405A Apply the principles of nutrition.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - identifying appropriate treatment regimens for a range of scalp conditions
 - performing a variety of treatment processes
 - completing patient records relevant to scalp treatments.
- Written and/or oral questions to assess knowledge and understanding of scalp treatments, including after-care advice and relevant legislation.
- Third-party reports from experienced trichologists in the workplace.
- Completion of self-paced learning materials, including personal reflection and feed back from the trainer, coach or supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Patients may include:

- men
- women
- children
- new or regular patients with routine or special needs
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Available workplace therapies and procedures may include:

- creams for scaly problems
- pre-mixed creams
- creams mixed by a pharmacist at the request of a trichologist
- ultraviolet therapy
- medicated shampoos
- massage.

RANGE STATEMENT

- Treatment plans* may include:
- patient details
 - diagnosis
 - single or multiple clinical treatments
 - recommended self-administered therapies
 - cost.
- Workplace policies and procedures* may include:
- health and hygiene
 - comfort and privacy
 - designated timeframes for the completion of the service
 - quality assurance.
- Legislative requirements* may include:
- federal, state and local health and hygiene
 - occupational health and safety.
- Topical treatments* may include:
- conditioning creams
 - scalp peels
 - medicated treatments
 - shampoos.
- Beneficial home care treatments* may include:
- application of shampoos and/or creams
 - diet modification.
- Lifestyle adjustments* may include:
- reduced sun exposure
 - nutritional changes.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS407A Perform hair loss diagnosis

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to consult with patients, diagnose types of scalp hair loss and assess the suitability of therapeutic treatments.

Application of the Unit

Application of the Unit

This unit requires the application of questioning and active listening skills. It also requires an ability to diagnose possible causes and types of hair loss and assess the potential for response or non-response to hair loss therapy, along with the ability to communicate that assessment to the patient. Knowledge of the causes and characteristics of treatable and non-treatable hair loss, along with knowledge of relevant local health regulations and workplace procedures in relation to hygiene are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Consult with the patient.	<p>1.1 An accurately <i>recorded history</i> of <i>patient</i> hair loss signs and symptoms is obtained through questioning and active listening.</p> <p>1.2 Physical and visual examination of hair and scalp are conducted according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p> <p>1.3 Microscopic examination of sample hairs is conducted and interpreted if indicated.</p>
2 Assess hair loss.	<p>2.1 Information from patient consultation including <i>microscopic hair analysis</i> is organised and assessed.</p> <p>2.2 An assessment of the <i>type of hair loss</i>, likely cause and <i>treatment prognosis</i> is made based on analysis.</p>
3 Communicate hair loss assessment to patient.	<p>3.1 Consultation assessment is explained to client.</p> <p>3.2 Hair loss treatment options and costs are discussed and a treatment program is confirmed with patient where treatment is indicated.</p> <p>3.3 Patient is referred to <i>other professionals</i> where indicated by the assessment.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
 - written communication
- client consultation and analysis that takes into account:
 - a full client history
 - visual examination
 - microscopic hair analysis
- microscopic hair analysis procedures, including:
 - epilating hairs in the direction of hair growth
 - mounting hair
 - examining hair bulbs
 - examining hair shafts and tips
 - determining the hair growth cycle phase for each hair bulb examined
 - identifying the anagen/telogen ratio to determine the presence of diffuse hair loss
- client counselling that includes:
 - explaining likely cause of hair loss
 - explaining treatment/non-treatment prognosis and options
 - referral to other practitioners where indicated
 - confirmation of a treatment program where indicated
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge may include:**
- the functions and dysfunctions of the circulatory system, including:
 - the interrelationship between the circulatory and endocrine systems
 - the relationship of the circulatory system to the health of hair
 - the functions and dysfunctions of the immune system, including:
 - auto-immune disorders
 - the relationship of the auto-immune system to the health of hair
 - types of hair loss and their treatment prognosis
 - provisions of relevant health and hygiene legislation and regulations
 - provisions of relevant occupational health and safety legislation and regulations
 - workplace policies and procedures with regard to the conduct of patient hair loss diagnosis.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to conduct a full hair loss diagnosis, recognise the most likely causes of hair loss and the potential to arrest hair loss through hair loss therapy and/or through referral to another professional.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of federal, state and local health and hygiene legislation and regulations
- demonstrated consistent application of patient consultation according to workplace procedures
- consistent application of accurate patient assessments based on examination and/or microscopic analysis
- consistent maintenance of accurate, relevant and well-organised recorded patient information that can be readily interpreted by other professionals
- consistent, sensitive and clear communication of patient diagnosis and options that takes into account any cultural or physical requirements of the patient.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation such as:
 - workplace policy and procedures manuals
 - relevant occupational health and safety legislation and regulations
- client history systems
- a range of clients with hair loss problems
- equipment suitable to microscopic analysis of hair
- a qualified workplace assessor or assessment team.

Relationship to other units

This unit is a co-requisite for a range of trichology units. It requires an assessment outcome that includes evidence of the application of knowledge of nutrition and skin and hair science in the performance of trichological treatments.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS403A Apply knowledge of hair and scalp problems to trichological consultations
- WRHHS404A Perform trichological assessments
- WRHHS405A Apply the principles of nutrition
- WRHHS408A Design and provide nutritional therapies
- WRHHS409A Design and apply hair loss therapies.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - consultation with patients
 - counselling patients
 - physical, visual and microscopic examination of hair
 - diagnosis based on evidence gathered, including observations and analysis
 - communicating diagnosis and negotiating options with patients
 - referring to other professionals where appropriate.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Recorded history may include:

- date of presentation
- identifying personal details
- source of referral, if applicable
- main presenting complaint or reason for consultation
- presenting signs and symptoms, which may include pictures to record symptoms
- hair loss history
- other current medical or therapeutic treatments
- general state of health, including dietary picture
- observations arising from physical and visual examination
- outcomes of microscopic analysis (where conducted).

RANGE STATEMENT

Patients may include:

- men
- women
- children
- new or regular patients with routine or special needs
- patients from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- timeframes for the completion of the service
- quality assurance.

Microscopic hair analysis may include:

- epilating hairs in the direction of hair growth
- mounting hair
- examining hair bulbs
- examining hair shafts and tips
- determining the hair growth cycle phase for each hair bulb examined
- identifying the anagen/telogen ratio to determine the presence of diffuse hair loss.

RANGE STATEMENT

Type of hair loss may include:

- patchy hair loss
- alopecia:
 - areata
 - totalis
 - universalis
 - cicatricial
- folliculitis
- pseudopelade
- lichen planus
- lupus
- scleroderma
- traction alopecia
- trichotillo mania
- diffuse hair loss
- temporary self-correcting
- permanent until causative factor corrected
- androgenetic hair loss
- male pattern baldness
- female pattern thinning.

Treatment prognosis may include:

- treatable hair loss
- untreatable hair loss
- referral to other practitioners.

Other professionals may include:

- medical practitioner
- dietician
- natural therapist.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS408A Design and provide nutritional therapies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to provide advice on dietary modification and nutritional supplements in conjunction with trichological treatments. The unit of competency will apply to a range of trichological treatments and roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires operators to demonstrate in their practice an understanding of nutrition and nutritional supplements, their uses, applications and contraindications as applied to promoting and assisting healthy hair and scalp condition. Knowledge of the medical history of patients, and individual patient medication regimes and possible contraindications; along with possible interaction with the patient's treating doctor are required to inform therapeutic approach. Knowledge of relevant legislation and workplace policies and procedures is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply nutritional therapy.	<p>1.1 Appropriate <i>nutritional therapy</i> is determined based on <i>patient</i> assessment, and relevant <i>nutritional supplements</i> are identified.</p> <p>1.2 The relevant principles of nutrition and the potential effects on the condition of the hair and scalp are identified and applied to <i>patient service and advice</i> according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p> <p>1.3 Where indicated by the assessment, patient is referred to <i>other professionals</i>.</p> <p>1.4 A <i>nutritional therapy plan</i> including costs relating to the selected therapy is formulated, recorded and confirmed with patient.</p>
2 Counsel patient and review treatment.	<p>2.1 Patient is counselled regarding <i>lifestyle adjustments</i> and the self-administered aspects of the nutritional therapy plan.</p> <p>2.2 Patient questioning and visual examination are used to review nutritional therapy outcomes.</p> <p>2.3 Nutritional therapy is adjusted or varied as an outcome of the review, where indicated.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- responding to client needs
- demonstrated ability to diagnose trichological problems
- demonstrated ability to determine when nutritional therapy is indicated
- relating knowledge of nutrition to the practice of trichological treatments
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - listening and questioning techniques
 - verbal and non-verbal communication
 - negotiation techniques
 - written communication
- language, literacy and numeracy skills relevant to the role and workplace requirements
- ability to write referrals to other professionals
- demonstrated ability to identify foods containing various nutrients
- demonstrated ability to identify foods deficient in nutrients.

REQUIRED SKILLS AND KNOWLEDGE

- Knowledge may include:**
- appropriate dosage levels of nutritional supplements, including the difference between dietary replacement levels and pharmacological dosage rates
 - drug:nutrient and nutrient:nutrient interactions
 - main nutritional supplements used for each trichological condition
 - the components of common diets
 - current national health and medical research council recommendations for healthy diets
 - provisions of relevant health and hygiene legislation and regulations
 - provisions of relevant occupational health and safety legislation and regulations
 - workplace policies and procedures in regard to the performance of nutritional therapy
 - appearance and management of contraindications of nutritional therapies and adverse effects.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to identify and describe the application and role of nutrients and other food substances in trichological treatments. Knowledge and understanding of nutrition as it relates to trichological treatments must be demonstrated. Knowledge of the relationship between nutrition and the body's systems as they relate to trichological treatments is also required.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- knowledge and consistent application of the principles of nutrition as applied to a range of trichological treatments
- demonstrated ability to design and implement dietary modifications in a manner acceptable to the client/patient
- demonstrated ability to advise on nutritional supplements and determine the most appropriate supplementation
- evaluating client needs and requirements and advising on nutritional needs, home care and complementary products
- referring clients to other professionals where indicated
- accurately and legibly recording relevant data.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the trichologist and/or a nutrition specialist and may be in a simulated environment.

Competency should be demonstrated in a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- an appropriately stocked and equipped clinic or simulated clinic environment
- relevant documentation, such as:
 - workplace policy and procedures manuals
 - occupational health and safety legislation and regulations
- relevant learning materials
- a qualified workplace assessor or assessment team.

EVIDENCE GUIDE

Relationship to other units This unit is a co-requisite for a range of trichology units. It requires an assessment outcome that includes evidence of the application of knowledge of nutrition to the performance of trichological treatments.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS405A Apply the principles of nutrition
- WRHHS407A Perform hair loss diagnosis
- WRHHS409A Design and apply hair loss therapies.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in a simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies.
Tasks may include:
 - identifying client characteristics and developing a nutritional therapy plan according to an assessment of client needs
 - providing nutritional therapy
 - providing complementary advice according to client needs.
- Written and/or oral questioning to assess knowledge and understanding of the relationship between nutrition and healthy hair and scalp.
- Case studies and scenarios.
- Third-party reports from experienced trichologists in the workplace.
- Completion of self-paced learning materials, including personal reflection and feedback from the trainer, coach or supervisor.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Nutritional therapies are limited to:

- tyrosine for auto-immune conditions, including alopecia areata and psoriasis
- use of iron supplements
- increase of protein intake
- use of chromium, zinc and manganese for blood sugar imbalances and the relief of malabsorption.

RANGE STATEMENT

Patients may include:

- women
- men
- children
- new or regular patients with routine or special needs
- patients from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Nutritional supplements are limited to:

- minerals
- vitamins
- amino acids.

Patient service and advice may include:

- general nutritional advice
- specific advice relating to the individual service.

Relevant legislation may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- timeframes for the completion of the service
- quality assurance.

Other professionals may include:

- dietitians
- medical practitioners
- natural therapists.

RANGE STATEMENT

Nutritional therapy plan may include:

- general or specific advice to client
- macro-nutrients:
 - proteins
 - carbohydrates
 - fats
 - dietary fibre
 - water
- advice on weight management
- advice on vitamin and mineral supplements.

Lifestyle adjustments may include:

- changing diet
- ceasing or moderating alcohol consumption
- ceasing or moderating tobacco consumption
- increasing exercise
- reducing exposure to sunlight.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHHS409A Design and apply hair loss therapies

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to design and apply therapeutic treatment plans to slow or cure hair loss. The unit of competency may apply to a number of roles in the workplace.

Application of the Unit

Application of the Unit

This unit requires knowledge of topical and nutritional hair loss therapies. This knowledge is applied to design and apply individual or multiple treatments in response to hair loss assessments, where a potential positive response to such therapy is indicated. It also requires communication with patients to provide advice regarding between-treatments self-administered aspects of the treatment program, along with advice on lifestyle factors. Knowledge of relevant legislative requirements and the workplace approach to topical and nutritional hair loss therapy; along with attention to client safety, comfort and relaxation throughout treatment services are required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply hair loss therapy.	<p>1.1 <i>Hair loss therapy</i> is determined based on <i>patient</i> assessment and relevant <i>topical treatments</i> and <i>nutritional supplements</i> are selected.</p> <p>1.2 A <i>therapeutic treatment plan</i> including costs relating to the selected therapy is formulated, recorded and confirmed with patient.</p> <p>1.3 <i>Therapeutic treatments</i> are applied according to the confirmed treatment plan, <i>legislative requirements</i> and <i>workplace policies and procedures</i>.</p>
2 Counsel patient and review treatment.	<p>2.1 Patient is counselled regarding <i>lifestyle adjustments</i> and self-administered aspects of the therapeutic treatment plan.</p> <p>2.2 Patient questioning and visual examination are used to review and evaluate the benefits of the therapeutic treatment plan.</p> <p>2.3 Therapy is adjusted or varied as an outcome of review where indicated.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- ability to diagnose various hair loss problems
- ability to use a microscope as a tool to aid diagnosis when necessary
- ability to recognise which therapy, if any, is indicated for specific problems
- client consultation that takes into account the culture, background and physical abilities of the client while demonstrating knowledge of the following communication techniques:
 - using open and closed questions
 - speaking clearly and concisely
 - using appropriate language
 - non-verbal communication
 - written communication
- consistent and sensitive ongoing client counselling that:
 - puts patients at ease and reassures them
 - explains treatment or non-treatment prognosis and options
 - explains each stage of the treatment program
- language, literacy and numeracy skills relevant to the role and workplace requirements.

Knowledge may include:

- provisions of relevant health and hygiene legislation and regulations
- provisions of relevant occupational health and safety legislation and regulations

REQUIRED SKILLS AND KNOWLEDGE

- the role and function of the following body systems:
 - endocrine
 - autonomic nervous
 - circulatory
 - immune
 - digestive
- nutrition
- microscopy
- relevant hair loss symptoms and therapies including:
 - signs and symptoms
 - causes
 - available therapies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to diagnose specific hair loss problems, using microscopy if necessary. She/he must decide appropriate therapies based on the patient's problem and case history, determine the need for referral to other professionals and communicate information to the patient in a simple, reassuring manner.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- knowledge and consistent application of relevant workplace policies and procedures
- consistently applying the use of microscopy as a tool in hair loss diagnosis and treatment
- consistently applying patient diagnosis to assess where

EVIDENCE GUIDE

therapeutic hair loss treatment therapies are indicated

- consistently applying available therapies in therapeutic hair loss treatment
- ability to plan and implement hair loss treatment therapy programs involving topical treatments and/or nutritional therapies
- consistently referring patients to other professionals where indicated
- consistently and sensitively counselling patients at all stages of the program
- accurately and legibly recording relevant data on patient histories.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the trichologist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation such as:
 - workplace policy and procedures manuals
 - workplace forms
 - occupational health and safety legislation and regulations
- an appropriately stocked and equipped clinic or simulated clinic environment
- relevant learning materials
- a qualified workplace assessor or assessment team.

EVIDENCE GUIDE

Relationship to other units

This unit is a co-requisite for a range of trichology units. It requires an assessment outcome that includes evidence of the application of knowledge of hair loss diagnosis, nutrition and topical treatment therapies to the performance of one or more trichological treatments.

Prerequisite units:

- none.

Co-requisite units:

- WRHHS406A Develop and apply scalp treatment therapies
- WRHHS407A Perform hair loss diagnosis
- WRHHS408A Design and provide nutritional therapies.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - identifying patient problem
 - developing and implementing a hair loss therapy plan including nutritional supplements and topical treatments according to an assessment of client needs
 - providing complementary advice according to client needs.
- Written and/or oral questioning to assess knowledge and understanding of the relationship between nutrition and healthy hair and scalp.
- Case studies and scenarios involving referrals to and teamwork with other professionals.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

RANGE STATEMENT

Hair loss therapy is limited to treatment for:

- genetic hair loss in men and women
- loose anagen syndrome
- diffuse hair loss as a result of:
 - iron deficiency
 - essential fatty acid deficiency
 - thyroid problems
 - blood sugar problems
 - alopecia areata.

Patients may include:

- men
- women
- children
- new or regular patients with routine or special needs
- patients from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

Topical treatments may include:

- Dithranol
- Rogaine
- anti-yeast and anti-bacterial scalp creams.

Nutritional supplements may include:

- tyrosine
- vitamins
- minerals
- essential fatty acids
- digestive aids.

A therapeutic treatment plan may include:

- type of treatment
- frequency of use
- length of use
- how to manage possible adverse effects
- time span for improvement in hair loss.

RANGE STATEMENT

Therapeutic treatments may include:

- nutritional supplements
- application of topical creams
- ultraviolet radiation
- lifestyle changes.

Legislative requirements may include:

- federal, state and local health and hygiene
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- timeframes for the completion of the service
- quality assurance.

Lifestyle adjustments may include:

- changing diet
- ceasing or moderating alcohol consumption
- ceasing or moderating tobacco consumption
- increasing exercise
- reducing exposure to sunlight
- other measures to reduce personal stress.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHSM501A Manage hairdressing services and sales delivery

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to develop and integrate a range of operational management strategies to resource, monitor, maintain and improve the delivery of hairdressing services and associated sales.

Application of the Unit

Application of the Unit

This unit involves integrating a full range of operational management strategies and tasks to maintain and improve hairdressing services and sales delivery in a hairdressing salon. It involves developing strategies, communicating them to the salon team and creating a productive work environment that offers the optimum range of hairdressing products and services, as well as level of customer service, available to clients. Knowledge of the sources of product supply; relevant hairdressing awards, legislation and statutory requirements; and pricing and stock-control procedures is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain and improve hairdressing services and sales delivery.	<p>1.1 Policies and procedures for services and sales delivery are implemented, communicated and reviewed on a regular basis.</p> <p>1.2 Customer feedback is sought and used to improve the provision of services and sales delivery.</p> <p>1.3 <i>Resource allocation</i> for quality client service provision is adequate and maintained in line with salon policy.</p> <p>1.4 Decisions to overcome problems and adjust service provision are made in consultation with the workplace team.</p>
2 Maintain and improve salon turnover and profit margin.	<p>2.1 Product and service pricing is set, based on analysis of the <i>client age demographic, hourly expenses, seat time and target profit margin</i>.</p> <p>2.2 Team and individual staff member's hairdressing services and retail sales <i>target turnovers</i> are set, monitored and reviewed regularly.</p> <p>2.3 <i>Feedback</i> is provided to individual staff members on progress towards targets and general sales and service performance.</p> <p>2.4 Staff members are encouraged to take responsibility for meeting client requirements and increasing their average client bill.</p>

ELEMENT	PERFORMANCE CRITERIA
	2.5 Staff incentive and reward schemes to increase client re-booking are researched and implemented as appropriate to the salon.
3 Manage contingencies.	<p>3.1 Technical and service-related complaints that have been referred by staff are addressed and resolved according to salon policy.</p> <p>3.2 Feedback on client satisfaction is sought and used to improve future operations and services.</p> <p>3.3 Corrective actions are monitored and evaluated for effectiveness and used for future operational planning.</p>
4 Negotiate the supply of product.	<p>4.1 Cost, supply and payment arrangements with product suppliers are negotiated and implemented according to salon policy and communicated with relevant staff.</p> <p>4.2 Records of suppliers and stock are monitored for accuracy and legibility, and action is taken where necessary.</p> <p>4.3 Factors affecting the supply of stock are identified and immediate corrective action is taken where actual problems with supply are indicated.</p> <p>4.4 New suppliers and products are identified and developed to maintain and improve the salon sales and services range.</p>
5 Coordinate staff training and support.	<p>5.1 Staff technical and product training is negotiated with suppliers and educators to support the introduction of new products and services.</p> <p>5.2 Opportunities to increase the sales, safety and technical or customer service capabilities of members of the staff team are noted and relevant training is arranged.</p> <p>5.3 Apprentices are allocated a workplace mentor/supervisor to ensure on-the-job and off-the-job training occurs according to a predetermined training plan.</p>

ELEMENT	PERFORMANCE CRITERIA
6 Provide a harmonious and productive working environment.	<p>6.1 Sufficient supply of stock is maintained to support services and sales delivery and meet customer requirements.</p> <p>6.2 Access to and use of professional products are regulated to minimise waste.</p> <p>6.3 Staff salaries and working conditions are maintained in line with current awards, legislation and salon policies.</p> <p>6.4 Team members are encouraged to assist one another to achieve optimum service levels according to workplace procedures.</p> <p>6.5 Tools and equipment are cleaned, stored and maintained according to relevant legislative requirements, and recommended schedules and procedures.</p> <p>6.6 Faulty equipment is replaced or repaired as soon as practicable and with minimum disruption to the work of the team.</p> <p>6.7 <i>Complete and accurate records</i> are maintained and made available to authorised personnel.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Skills may include:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- literacy skills with regard to:
 - researching, analysing and interpreting product and equipment information
 - preparing reports

REQUIRED SKILLS AND KNOWLEDGE

- documenting results
- numeracy skills with regard to:
 - calculating fixed and variable costs
 - calculating team and individual target turnover
 - determining and monitoring stock level requirements
 - interpreting and maintaining data
- resource planning skills
- contingency planning skills
- problem solving skills
- staff training planning and organisational skills
- record keeping skills.

Knowledge may include:

- sources of product supply
- range and availability of new products and services
- salon policies and procedures in regard to:
 - sales and service delivery
 - supply specifications
 - quality assurance and control
 - stock maintenance and control
 - pricing
 - rostering staff
- local health regulations
- legislative requirements
- occupational health and safety.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

A person who demonstrates competency in this unit of competency will be able to integrate a full range of operational management strategies and tasks to maintain and improve hairdressing services and sales delivery in a hairdressing salon. They will develop strategies, communicate them to the salon team and create a productive work environment that offers a range of hairdressing products and services, along with a high level of customer service to clients. Demonstrated knowledge of sources of product supply, relevant hairdressing awards, relevant legislation and statutory requirements, and service and product pricing and stock control procedures is also required.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- demonstrated ability to consistently maintain, monitor and evaluate service and sales delivery
- consistent communication of service and sales targets/plans along with the provision of feedback on performance and outcomes to team members and/or individual staff
- proactive implementation of strategies to improve service and sales delivery and outcomes
- regular and accurate maintenance of records and interpretation of data on service and sales delivery
- demonstrated ability to negotiate and arrange the supply of professional and retail products and goods according to workplace policy
- demonstrated ability to use systems for maintaining, monitoring and evaluating the supply of stock
- demonstrated ability to maintain systems for monitoring and organising staff training and development.

EVIDENCE GUIDE

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a fully equipped and staffed working hairdressing salon or simulated salon environment
- hairdressing products, tools and equipment
- multiple clients with a diverse range of hairdressing services' requirements
- information on professional hairdressing and retail hair care products and suppliers
- relevant workplace documentation including:
 - awards
 - health regulations
 - occupational health and safety regulations
 - training agreements
 - workplace policies and procedures
- a hard copy or electronic salon appointment and point-of-sale system.

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to develop and integrate a full range of operational management strategies and tasks to maintain and improve hairdressing services and sales delivery in a hairdressing salon.

Prerequisite units:

- none.

Co-requisite units:

- none.

EVIDENCE GUIDE

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated salon environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - observation of the person integrating and applying the skills and knowledge described in this unit in the workplace.
- Third-party reports from a supervisor.
- Workplace project involving the collection and analysis of customer feedback.
- Answers to specific questions about skills and knowledge.
- Case studies related to specific service and sales scenarios.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. *Bold italicised* text from the performance criteria is detailed here.

Resource allocation may include:

- hairdressers
- apprentice hairdressers
- salon assistants
- stock range and levels
- work stations
- equipment
- technology
- financial resources.

Client age demographic must include:

- 1825
- 2535
- 3545
- 45+.

Hourly expenses must include:

- a calculation based on the variable expenses and fixed costs, by the hours that the business is open.

Seat time and target profit margin must include:

- the average time that a client is on a seat per hour in the salon
- the average seat time required to cover hourly expenses and achieve an acceptable profit margin.

Target turnover may be measured:

- daily
- weekly
- monthly
- according to individual salon policy.

RANGE STATEMENT

Feedback may include:

- verbal feedback
- written feedback
- team turnover charts or graphs
- access to online turnover statistics.

Technical and service-related complaints may include:

- dissatisfaction with a service result
- allergic reactions to product
- damage to client apparel
- dissatisfaction with waiting and/or service time duration
- dissatisfaction with a retail product
- cost-related complaints
- dissatisfaction with an operator's technical skills
- dissatisfaction with an operator's attitude.

Workplace mentor/supervisor may include:

- a more experienced hairdresser from the team
- a team or salon manager
- a salon owner/manager.

Complete and accurate records may include:

- electronic records
- hard copy records.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHSM502B PROMOTE A HAIRDRESSING BUSINESS

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to develop and implement marketing strategies, and monitor the improvement of the market performance of a hairdressing business, to expand both the client base and business turnover.

Application of the Unit

Application of the Unit This unit involves integrating a full range of marketing strategies and tasks to expand and diversify the client base, maintain and improve client re-booking, and increase average client spending in a hairdressing salon. It involves developing marketing strategies, determining a marketing mix for the business, communicating strategies to the salon team and engaging their support and involvement where appropriate. Ongoing monitoring and adjustment of marketing activities, along with evaluation of business performance, are also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop marketing strategies.	<p>1.1 The business and its key services and products are analysed to determine the focus of marketing activities that support business objectives.</p> <p>1.2 Small business <i>information technology software applications</i> are used to build customer data bases and marketing intelligence based on product and service sales.</p> <p>1.3 <i>Customer demographic</i> and <i>target market</i> for the business are evaluated as a basis for marketing strategies.</p> <p>1.4 <i>Marketing</i> objectives <i>and strategies</i> are determined in consultation with <i>relevant people</i> and according to the business plan.</p>
2 Determine a marketing mix for the business.	<p>2.1 Service and product mix volumes and pricing are balanced to optimise turnover and profit.</p> <p>2.2 The costs and benefits of providing different <i>services</i> and <i>product ranges</i> are evaluated and the results are considered in determining the marketing mix of the business.</p> <p>2.3 The marketing mix is determined according to market and business needs and <i>legislation, codes and national standards relevant to the workplace.</i></p>

ELEMENT	PERFORMANCE CRITERIA
3 Implement marketing strategies.	<p>3.1 <i>Persons involved in the marketing effort</i> are briefed on their roles and responsibilities to ensure the success of marketing strategies.</p> <p>3.2 <i>Promotional activities</i> are planned and implemented according to marketing objectives and budgetary requirements.</p>
4 Monitor and improve marketing performance.	<p>4.1 Ongoing monitoring of marketing activities and evaluation of business performance are conducted against targets.</p> <p>4.2 <i>Performance gaps</i> are analysed and corrective action is taken or new targets are set.</p> <p>4.3 All relevant people are encouraged to propose ways to improve marketing performance.</p> <p>4.4 <i>Customer reaction</i> to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes.</p> <p>4.5 Ongoing research of customer requirements is conducted to identify opportunities for change and improvement.</p> <p>4.6 Changes in market opportunities are monitored and investigated for new business opportunities that assist business development.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- numeracy skills with regard to interpreting and maintaining data
- adapting to and using software systems for small business applications
- planning skills
- contingency planning skills
- problem solving skills.

Knowledge may include:

- sources of product supply
- range and availability of new products and services
- promotional strategies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

A person who demonstrates competency in this unit of competency will be able to develop and implement marketing strategies and monitor the improvement of market performance to expand both the client base and business turnover. She/he will communicate marketing strategies to the salon team, implement and evaluate strategies, monitor the implementation of strategies for improvement and adjust strategies and targets as required. Demonstrated knowledge of relevant marketing concepts and methods; along with relevant legislation, codes and national standards relevant to the workplace; service and product pricing; and methods of monitoring client satisfaction are also required.

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- demonstrated ability to develop a marketing strategy and choose a marketing mix that complements the business
- demonstrated ability to implement and monitor the marketing strategy/plan to optimise the chances of business success.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations that may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a fully equipped and staffed working hairdressing salon or simulated salon environment
- hairdressing products, tools and equipment
- multiple clients with a diverse range of hairdressing services' requirements
- information on professional hairdressing and retail hair care product suppliers
- relevant workplace documentation including:
 - awards
 - health regulations
 - occupational health and safety regulations
 - training agreements
 - workplace policies and procedures
- a hard copy or electronic salon appointment and point-of-sale system.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to integrate a full range of operational management strategies and tasks to maintain and improve hairdressing services and sales delivery in a hairdressing salon.

Prerequisite units:

- none.

Co-requisite units:

- none.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of tasks in an actual or simulated salon environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - observation of the person integrating and applying the skills and knowledge described in this unit in the workplace.
- Third-party reports from a supervisor.
- Workplace projects involving the collection and analysis of business performance data and marketing and promotional information.
- Answers to specific questions about skills and knowledge.
- Case studies related to specific hairdressing promotional scenarios.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Information technology software applications may include but are not limited to:

- integrated hairdressing salon point of sale software applications
- small business software applications

Customer demographic may include:

- residential and/or business location in relation to the business
- age group categories including:
 - 1825
 - 2535
 - 3545
 - 45+
- gender
- socioeconomic groups.

RANGE STATEMENT

Target market may include:

- being confined to:
 - a particular age demographic
 - a particular socioeconomic group
- growth in low performing age-group categories
- increasing the services side of the business
- retail consumers
- services consumers
- groups and/or individuals.

Marketing strategies may include:

- increasing the average client bill through staff incentives
- incentives to attract new clients
- off-peak promotion ideas
- incentive schemes to encourage re-booking by clients
- pricing, presentation and display of products and services
- promotion and advertising
- changing the service and professional product range and retail range and/or mix
- pursuing cost leadership and/or product differentiation within a specialist market segment
- creating a very different product line or service so that the business becomes a class leader in the industry.

Relevant people may include:

- owner/operator partners
- financial backers
- accountant or other specialist services
- family members
- team members
- regulatory bodies
- suppliers.

Services may include:

- the full range of hairdressing services
- areas of hairdressing service specialisation
- complementary services available from the same business such as:
 - fingernail services
 - make-up services
 - facial and body massage services.

RANGE STATEMENT

Product ranges may include:

- professional hairdressing products
- retail hair care products
- retail skin care products
- sundry hair care equipment
- other retail products stocked by the business.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- federal, state/territory and local government legislative requirements affecting business operation, especially in regard to occupational health and safety and environmental issues; and equal employment opportunity, industrial relations and anti-discrimination legislation
- relevant industry codes of practice.

Persons involved in the marketing effort may include:

- team members
- partners
- advertising professionals
- promotions professionals
- graphic designers
- photographers
- printers
- product suppliers.

RANGE STATEMENT

Promotional activities may include:

- website
- word of mouth, referrals and testimonials
- professional and industry journals
- advertising in newspapers, on radio or on television
- mail drops
- display posters
- telephone canvassing
- exhibitions and in-store promotions
- sponsorship
- the development of networks and strategic alliances
- staff development programs to enhance customer service orientation
- staff incentives
- client incentives, including loyalty programs and discounting.

Performance gaps may include:

- level of customer service provided by team or individual staff member is below required standard
- average dollar value per client is below required level
- individual staff member down-time
- under achievement of turnover targets by some team members
- profit margins being set too low
- insufficient allocation of funds to marketing.

Customer reaction may be determined through:

- survey or other feedback mechanisms
- informal discussion
- customer meetings and focus groups
- sales to contact ratio
- trend analysis.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHWP201A Assist colleagues providing multiple salon services as a team member

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit describes the skills and knowledge required to assist colleagues who are involved in the provision of multiple services in a hairdressing services environment.

Application of the Unit

Application of the Unit This unit requires the application of observation and communication skills to anticipate the nature of tasks to be undertaken and provide service and support to other team members, including salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers, who are managing multiple hairdressing services or tasks for a variety of clients and/or to maintain the salon environment. Knowledge and application of the salon approach to internal customer service and teamwork is required; along with attention to health regulations; client and operator safety and comfort; and preparation of tools, equipment and work areas.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | | |
|---|---|--|
| 1 | Communicate with hairdressing work team colleagues. | <p>1.1 Communication with <i>colleagues</i> is conducted in a polite, professional and friendly manner.</p> <p>1.2 Language and tone appropriate to a given situation are used in spoken communication.</p> <p>1.3 Appropriate <i>non-verbal communication</i> is demonstrated in all workplace situations.</p> <p>1.4 Verbal and non-verbal communication of colleagues are observed and taken into consideration.</p> <p>1.5 Questioning and active listening are used to ensure effective two-way communication.</p> <p>1.6 <i>Workplace communication standards and procedures</i> are followed at all times.</p> |
| 2 | Provide service to colleagues. | <p>2.1 Other operator's needs and expectations are anticipated and service/support is offered wherever possible to ensure designated work tasks are completed.</p> <p>2.2 All reasonable requests from colleagues for assistance are met within acceptable workplace timeframes.</p> <p>2.3 All opportunities are taken to enhance the level of assistance offered to colleagues.</p> |

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|-----------------|-----|--|
| 3 | Work in a team. | 3.1 | Trust, support and respect are demonstrated towards team members in day-to-day work activities. |
| | | 3.2 | <i>Cultural and social differences</i> within the team are recognised and accommodated. |
| | | 3.3 | Work-team goals are identified jointly with colleagues. |
| | | 3.4 | Individual tasks are identified, prioritised and completed within workplace designated timeframes. |
| | | 3.5 | Assistance is sought from other team members, supervisors and/or managers when required. |
| | | 3.6 | Feedback and information from colleagues are acknowledged and responded to. |
| | | 3.7 | Feedback regarding deficiencies in personal performance is accepted and remedial action is taken to improve own performance. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

- Skills may include:**
- communication skills that take into account the culture, background and abilities of colleagues, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
 - team skills that demonstrate the provision of consistent proactive support and service to colleagues
 - the ability to coordinate and perform multiple tasks in busy periods
 - language, literacy and numeracy skills relevant to the role and workplace requirements.
- Knowledge may include:**
- workplace policies and procedures with regard to team communication and internal customer service
 - teamwork principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment

A person who demonstrates competency in this unit of competency must be able to anticipate service requirements, undertake a range of tasks to prepare and maintain work areas and equipment, and assist colleagues in the provision of optimum hairdressing services.

Knowledge and skill in the application of workplace policies and procedures relating to internal customer service and teamwork must also be demonstrated.

EVIDENCE GUIDE

Specific evidence requirements

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- ability to consistently use effective questioning and active listening techniques to confirm service requirements with other operators
- ability to accurately interpret and follow verbal instructions from other operators
- ability to read, accurately interpret and consistently apply manufacturer's instructions when applying products
- knowledge and consistent application of workplace policies and procedures with regard to internal customer service
- knowledge and consistent application of federal, state and local health and hygiene regulations applicable to the workplace.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

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

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied:

- provide access to the full range of up-to-date equipment and software that would generally be available in a modern working hairdressing salon
- stock a comprehensive salon product range that will support the development and demonstration of the full range of skills and knowledge described in WRH06 Hairdressing Training Package units of competency
- operate a fully functional reception area with a client booking and records system where candidates are able to make new and repeat appointments with clients through telephone or face-to-face contact, establish and update client records, maintain a retail display area and promote and sell retail home hair-care products that are available

EVIDENCE GUIDE

for purchase

- provide sufficient client traffic that accurately reflects the complexity of the role and allows learners/candidates to deal with multiple salon tasks simultaneously
- require that learners/candidates provide services within timeframes that reflect accepted industry service times
- involve learners/candidates in prioritising competing tasks
- allow learners/candidates to deal with customers, including difficult ones
- require learners/candidates to work with others in a team, which would typically include salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers
- provide all the skills of hairdressing to the public as defined in WRH06 Hairdressing Training Package.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

EVIDENCE GUIDE

Specific resources for assessment

Competency for this unit should be assessed through access to:

- relevant documentation, such as workplace policy and procedures manuals and occupational health and safety legislation and health regulations
- a range of other workplace operators with a range of requirements
- a range of products and equipment appropriate to the hairdressing workplace.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, this unit requires an assessment outcome that includes evidence of the application of communication skills, and knowledge as specifically identified in the required skills and knowledge for this unit.

Prerequisite units:

- none.

Co-requisite units:

- WRHCS201A Prepare clients for salon services
- WRHCS204A Maintain and organise work areas
- WRHCS205A Follow personal health and safety routines at work
- WRHHD201A Dry hair to shape.

Method of assessment

The following assessment methods are suggested.

- Observation of the learner performing a range of work tasks involving dealing with other colleagues in an actual or simulated work environment over sufficient time to demonstrate his/her handling of multiple simultaneous tasks and a range of contingencies. Tasks may include:
 - communication with other operators to confirm required service and support
 - providing simultaneous service and support to multiple operators.
- Written questions regarding teamwork principles and workplace procedures.

EVIDENCE GUIDE

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Colleagues may include:

- salon assistants
- apprentices
- senior hairdressers
- receptionists
- supervisors and managers.

RANGE STATEMENT

Non-verbal communication
may include:

- body language, including gestures and mannerisms
- dress and accessories
- voice tonality and volume
- use of space
- culturally specific communication, customs and practices.

Workplace communication standards and procedures
may include:

- modes of greeting and farewelling
- addressing colleagues by name
- responding in an appropriate manner and timeframe.

Cultural and social differences may include:

- modes of greeting, farewelling and talking
- body language and use of body gestures
- formality of language.

Unit Sector(s)

Not applicable.

Competency field

Competency Field Hairdressing

WRHWP302A Operate effectively as a hairdresser in a salon work team

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit describes the skills and knowledge required to effectively integrate and perform a full range of tasks and hairdressing services when working as part of a team in a hairdressing workplace environment.

Application of the Unit

Application of the Unit

This unit involves integrating and independently performing a full range of hairdressing services on a variety of clients in an operating hairdressing salon situation within industry-accepted timeframes. It involves the ability to consistently manage multiple services within the salon range, operate as an effective team-member, and deal effectively with the contingencies that arise when performing multiple services in a salon team that includes salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers. Knowledge and consistent application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene and waste minimisation, are also required.

This unit is equivalent to the on the job component of the apprenticeship mode, but it mandates industry expectations for institutionally based training delivery. In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency that relate to this unit are identified in the evidence guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the ***bold italicised*** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Promote products and services.	<p>1.1 Opportunities are taken to build business by developing relationships with new and prospective <i>clients</i>.</p> <p>1.2 Salon products and services are promoted and <i>new and additional products and services</i> are suggested where beneficial to clients.</p> <p>1.3 Personal hairdressing services and retail sales turnover targets are consistently achieved to meet workplace requirements.</p>
2 Perform multiple hairdressing services within established workplace	<p>2.1 Multiple hairdressing <i>services</i> are performed within established workplace timeframes and to required standards.</p> <p>2.2 Client comfort, safety and hygiene are maintained throughout services according to <i>relevant legislation</i> and <i>workplace policies and procedures</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
timeframes.	<p>2.3 Tasks are planned and timed to allow the servicing of <i>multiple clients simultaneously</i> on a regular basis and according to workplace policies and procedures.</p> <p>2.4 Technical and service-related contingencies are addressed and resolved according to workplace policies and procedures.</p> <p>2.5 Clients are regularly re-booked after each service for future services.</p>
3 Manage multiple team tasks.	<p>3.1 Junior/assisting operators are given clear guidance and direction.</p> <p>3.2 Opportunities to assist busy colleagues are noted and proactively pursued where time permits.</p>
4 Integrate team salon maintenance and reception duties.	<p>4.1 <i>Team salon cleaning and maintenance tasks</i> are integrated with client services and performed according to workplace policies and procedures.</p> <p>4.2 <i>Reception duties</i> are performed according to workplace policies and procedures.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Skills may include:

- conducting pre-service client consultation that includes:
 - communication
 - hair and scalp analysis
 - analysis of client hair and facial characteristics to assist in creating the design
- communication skills that take into account the culture, background and abilities of clients, while demonstrating a knowledge of communication techniques, including:
 - listening and questioning techniques
 - verbal and non-verbal communication skills
 - negotiation techniques
- haircutting skills
- hair design
- colour correction
- colouring and lightening
- full and partial highlighting
- chemical curling and volumising
- chemical straightening
- using and safely applying a wide range of hairdressing tools and equipment
- time management skills
- contingency-planning skills
- salon maintenance skills
- language, literacy and numeracy skills relevant to the role and workplace requirements.

REQUIRED SKILLS AND KNOWLEDGE

Knowledge may include:

- the natural distribution and growth patterns of hair
- the relationship between the quality of the hair and the finished result
- techniques for a range of haircutting effects
- the workplace product range
- the chemical and physical action of products from the workplace product range on the hair and skin structure
- the retail price of products and services from the workplace range and any workplace policies regarding special offers or discounts
- the provisions of relevant health and hygiene legislation and regulations
- the provisions of relevant skin penetration legislation and regulations
- the provisions of relevant occupational health and safety legislation and regulations
- relevant workplace policies and procedures to ensure the comfort and safety of client and operator during hair services.

Evidence Guide

EVIDENCE GUIDE

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

EVIDENCE GUIDE

Overview of assessment

This unit describes holistic practice as an effective hairdresser. It recognises that competency is attained through substantial practised application of hairdressing skills and knowledge in a workplace context, and should be validated through the collection of evidence of workplace competence.

For this reason WRHWP302A is a co-requisite for core technical skills from the Certificate III in Hairdressing. Where a learner is undertaking a new apprenticeship pathway, substantial practised workplace application of units is achieved through the employment part of the contract of training.

NOTE:

For those students undertaking a full-time institutional pathway, this skills integration unit of competency must be undertaken at key stages concurrently with all other hairdressing units throughout the duration of the course.

This will occur in a work placement in:

- a commercially run salon with paying clients whilst complying with relevant work placement legislation

or

- a simulated salon within a registered training organisation with paying clients, before a learner may be deemed competent to operate effectively as a hairdresser.

A person who demonstrates competency in this unit of competency will be able to perform a full range of hairdressing services in a busy salon team environment, effectively providing services to multiple clients and general salon maintenance requirements simultaneously. She/he will work as an effective team member providing clear direction to assisting operators and also proactively provide physical and technical support to other team members. She/he will demonstrate effective customer service and problem solving skills; the safe use and application of a wide variety of hairdressing tools and equipment; and the application of relevant legislation and workplace practices, particularly in regard to workplace safety and hygiene.

Specific evidence requirements

- | | |
|--|---|
| <p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p> | <ul style="list-style-type: none"> • pre-service analysis for a variety of services on a broad range of clients • demonstrated ability to consistently plan for and combine simultaneous client services on two or more clients over an extended period |
|--|---|

EVIDENCE GUIDE

- consistent and safe use and application of a broad range of hairdressing tools, products and equipment
- consistent application of local health regulations, relevant occupational health and safety, and other regulations according to workplace procedures
- demonstrated ability to consistently satisfy client requirements
- demonstrated ability to consistently advise clients in order to successfully promote new or additional services and to book or re-book business
- ability to complete hairdressing services to the client's satisfaction, within designated workplace timeframes and to required standards
- demonstrated ability to consistently integrate salon and equipment maintenance and cleaning duties with the provision of multiple salon services.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the hairdresser and/or an experienced person at the workplace.

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

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied:

- provide access to the full range of up-to-date equipment and software that would generally be available in a modern working hairdressing salon
- stock a comprehensive salon product range that will support the development and demonstration of the full range of skills and knowledge described in WRH06 Hairdressing Training Package units of competency
- operate a fully functional reception area with a client booking and records system where candidates are able to make new and repeat appointments with clients through telephone or face-to-face contact, establish and update client records, maintain a retail display area and

EVIDENCE GUIDE

promote and sell retail home hair-care products that are available for purchase

- provide sufficient client traffic that accurately reflects the complexity of the role and allows learners/candidates to deal with multiple salon tasks simultaneously
- require that learners/candidates provide services within timeframes that reflect accepted industry service times
- involve learners/candidates in prioritising competing tasks
- allow learners/candidates to deal with customers, including difficult ones
- require learners/candidates to work with others in a team, which would typically include salon assistants, apprentices, senior hairdressers, receptionists, supervisors and managers
- provide all the skills of hairdressing to the public as defined in WRH06 Hairdressing Training Package.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Specific resources for assessment

Competency for this unit should be assessed through access to:

- a fully equipped salon or simulated salon environment
- hairdressing products, tools and equipment
- multiple clients with a variety of hairdressing services' requirements.

EVIDENCE GUIDE

Relationship to other units

This unit requires an assessment outcome that includes evidence of the ability to perform a wide variety of hairdressing tasks and services simultaneously under workplace conditions.

Co-requisite units:

- WRHCL303B Design and perform full and partial highlighting techniques
- WRHCL304A Perform colour correction
- WRHCR302B Perform chemical curling and volumising services
- WRHCR303B Perform chemical straightening and relaxing services
- WRHHS302A Consult with clients and treat hair and scalp conditions

and either

- WRHHC306B Combine haircut structures on women

or

- WRHHC307B Combine haircut structures for traditional and classic designs on men.

EVIDENCE GUIDE

Method of assessment

The following assessment method is suggested.

- Observation of the learner performing a range of tasks in an actual or simulated salon environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:
 - conducting pre-service analysis
 - recommending, selecting and using a broad range of products from a workplace product range
 - planning and safely applying multiple haircut, design and chemical services on multiple clients accessing a diverse range of services, regularly and simultaneously over an extended period, to client satisfaction
 - working as an effective member of a salon team, giving instructions and receiving instructions from other operators
 - providing technical and problem solving advice to other team members
 - handling and resolving customer hairdressing problems and complaints
 - promoting products and services and booking or re-booking clients for new or repeat services.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. ***Bold italicised*** text from the performance criteria is detailed here.

Clients may include:

- new or existing clients
- women
- men
- children
- people from a range of social, cultural or ethnic backgrounds and with a range of physical and mental abilities.

New and additional products and services must include:

- products from the salon professional range
- products from the salon retail range
- services from the salon range not usually purchased by the client.

RANGE STATEMENT

- Services*** must include:
- all of the following services with a minimum of two or more clients serviced simultaneously, regularly and over an extended period:
 - client consultation
 - diagnosing hair and scalp conditions
 - haircutting services
 - hair design services for a range of types and lengths
 - colour correction
 - colouring and lightening
 - full and partial highlighting
 - chemical curling and volumising
 - chemical straightening.
- Relevant legislation*** may include:
- federal, state and local health
 - occupational health and safety
 - skin penetration.
- Workplace policies and procedures*** may include:
- workplace health and safety
 - client service
 - cleaning
 - reception
 - stock control
 - dealing with complaints
 - price of services and products
 - health regulations.
- Multiple clients simultaneously*** must include:
- multiple clients accessing a diverse range of services simultaneously, regularly and over an extended period.
- Team salon cleaning and maintenance tasks*** may include:
- cleaning of surfaces
 - laundry
 - tool and equipment maintenance
 - stock control, including professional product range and/or retail product range.

RANGE STATEMENT

- Reception duties* may include:
- greeting and farewelling clients
 - telephone
 - booking appointments
 - retail sales
 - handling cash and credit financial transactions
 - dealing with complaints.

Unit Sector(s)

Not applicable.

Competency field

Not applicable.

BSBCUS501A Manage quality customer service

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation.

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

Application of the Unit

Many managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation. Typically these managers have staff involved in delivering customer service and are responsible for the quality of their work. In many instances the work will occur within the organisation's policies and procedures framework

At this level, the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies, will be required.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
--	---

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan to meet internal and external customer requirements	1.1. Investigate, identify, assess, and include the needs of <i>customers</i> in planning processes 1.2. Ensure plans achieve the <i>quality</i> , time and cost specifications agreed with customers
2. Ensure delivery of quality products and/or services	2.1. Deliver products and/or services to customer specifications within organisation's business plan 2.2. Manage team performance to consistently meet the organisation's quality and delivery standards 2.3. Assist colleagues to overcome difficulty in meeting customer service standards using leadership, supervision, coaching and mentoring
3. Monitor, adjust and review customer service	3.1. Develop and use <i>strategies</i> to monitor progress in achieving product and/or service targets and standards 3.2. Develop and use strategies to obtain customer feedback to improve the provision of products and/or services 3.3. Develop, procure and use <i>resources</i> effectively to provide quality products and/or services to customers 3.4. Make decisions to overcome problems and to adapt customer services, products and/or service delivery in consultation with appropriate individuals and groups 3.5. Manage records, reports and recommendations within the organisation's systems and processes

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication, coaching and mentoring skills to provide support to colleagues
- problem-solving skills to deal with complex and non-routine difficulties.

Required knowledge

- techniques for solving complaints including the principles and techniques involved in the management and organisation of:
 - customer behaviour
 - customer needs research
 - customer relations
 - ongoing product and/or service quality
 - problem identification and resolution
 - quality customer service delivery
 - record keeping and management methods
 - strategies for monitoring, managing and introducing ways to improve customer service relationships
 - strategies to obtain customer feedback.

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • plans, policies or procedures for delivering quality customer service • demonstrated techniques in solving complex customer complaints and system problems that lead to poor customer service • knowledge of techniques for solving complaints.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • assessment of written reports • demonstration of techniques • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • evaluation of leadership, supervision, coaching and mentoring used to assist colleagues to overcome difficulty in meeting customer service standards • review of strategies developed and used to monitor progress in achieving product and/or service targets and standards • review of records, reports and recommendations about managing customer service.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Customers</i> may be:</p>	<ul style="list-style-type: none"> • Board members • clients, purchasers of services • co-workers, peers and fellow frontline managers • members of the general public who make contact with the organisation, such as prospective purchasers of services • potential funding bodies • supervisors • suppliers of goods and services and contractors providing goods and services
<p><i>Quality</i> may refer to:</p>	<ul style="list-style-type: none"> • characteristics of a product, system, service or process that meet the requirements of customers and interested parties
<p><i>Strategies</i> may refer to:</p>	<ul style="list-style-type: none"> • databases and other controls to record and compare data over time • electronic feedback mechanisms using intranet, internet and email • feedback forms and other devices to enable communication from customers • long-term or short-term plans for monitoring achievement and evaluating effectiveness • policies and procedures • questionnaires, survey and interviews • training and development activities
<p><i>Resources</i> may include:</p>	<ul style="list-style-type: none"> • buildings/facilities • equipment • finance • information • people • power/energy • technology • time

Unit Sector(s)

Stakeholder Relations - Customer Service

BSBEBU501A Investigate and design e business solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to evaluate e business models and strategies, and to incorporate the results of these evaluations into the design of an e business solution.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This unit applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Investigate e business opportunities	1.1.Undertake a competitive analysis to determine the likely impact <i>new capabilities</i> will have on industry sectors and competitors 1.2.Complete and assess <i>value chain analysis</i> to identify <i>processes and relationships</i> that may benefit from the adoption of e-business solutions 1.3.Identify <i>threats and opportunities</i> to e-business implementation and evaluate potential <i>contributions to the business</i> 1.4.Conduct resource analysis to identify cost and revenue implications in developing opportunities 1.5.Identify and evaluate legal and ethical issues relating to e-business opportunities
2. Evaluate e business models	2.1.Identify and analyse <i>business-to-business, business-to-consumer</i> , intra-organisational e-business applications and <i>e-business models</i> 2.2.Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each 2.3.Assess cost implications of implementation of e-business models 2.4.Determine an e-business model most appropriate in relation to business plan
3. Design an e business	3.1.Formulate purpose, objectives and values for the e-business 3.2.Identify target market, and value chain structure in accordance with chosen e-business model 3.3.Identify and obtain <i>technical needs and expertise</i> required to implement e-business model 3.4.Investigate and develop plan to address culture change issues to manage transition to an e-business
4. Implement an e business strategy	4.1.Develop <i>policies and guidelines</i> to support customers, supply chain and staff to ensure successful implementation 4.2.Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain 4.3.Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation

ELEMENT	PERFORMANCE CRITERIA
	4.4. Incorporate evaluation results and feedback to improve future e-business strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and problem-solving skills to assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - copyright
 - occupational health and safety
- organisational policies and procedures relating to the systems, products and/or service being worked with.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • evaluation of e-business opportunities involving new business models and not simply electronic versions of existing businesses • rationale and supporting evidence for choice of e-business solution • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBEBU502A Implement e-business solutions • IT use units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>New capabilities</i> may include:</p>	<ul style="list-style-type: none"> • 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments • online purchasing • online sales systems • supply chain
<p><i>Value chain analysis</i> may include:</p>	<ul style="list-style-type: none"> • an analysis of a series of primary activities, such as: <ul style="list-style-type: none"> • inbound logistics • marketing and sales • operations • outbound logistics • service support • and their support activities, such as: <ul style="list-style-type: none"> • business infrastructure • human resources management • procurement • technological development
<p><i>Processes and relationships</i> may include:</p>	<ul style="list-style-type: none"> • customer service • delivery of core services • delivery of government services • delivery of products • development of new products, services and markets • organisational structures • trading communities
<p><i>Threats and opportunities</i> may</p>	<ul style="list-style-type: none"> • business to government (B2G) opportunities

RANGE STATEMENT	
include:	<p>where e-business is conducted between an enterprise and the government</p> <ul style="list-style-type: none"> • business-to-business (B2B) opportunities where e-business is conducted between companies • business-to-consumer (B2C) opportunities where e-business is conducted between an enterprise and a customer • competition legislation • disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented • infrastructure requirements: disaster recovery, failsafe systems • internal business opportunities that improve productivity utilising e-business development • re-intermediation opportunities, where e-business creates new value between producers and consumers • risk management: payments, fraud etc.
<i>Contributions to the business</i> may include:	<ul style="list-style-type: none"> • effect on: <ul style="list-style-type: none"> • customer satisfaction ratings • growth • market share • profitability • return on investment • sales • staff morale i.e. using efficient technologies to enhance workplace • staff productivity and professional development
<i>Business-to-business</i> may include:	<ul style="list-style-type: none"> • involves e-business between organisations • may be B2G (business to government)
<i>Business-to-consumer</i> may include:	<ul style="list-style-type: none"> • involves e-business between an enterprise and a customer
<i>E-business models</i> may include:	<ul style="list-style-type: none"> • aggregator models • collaboration partners • competitor cooperation model

RANGE STATEMENT	
	<ul style="list-style-type: none"> • e-auction • e-government • e-mail • e-office • e-procurement • e-shop/e-tailing • information brokers • micro-payments business model • multilevel marketing • portal • tender services • third party marketplaces • trust services • value chain integrators • value chain service providers • virtual community • web rings
<i>Technical needs and expertise</i> may include:	<ul style="list-style-type: none"> • advice on existing business strategy and base business versus growth business • advice on staffing arrangements • advice on technology issues/compatibility • banking information for electronic funds transfer • contact person • feedback loops • new protocols relating to legal or security issues for e-business • open and international standards e.g. EAN.UCC or UN/EDIFACT • personal identification and password for online access to business processes e.g. purchasing or supply
<i>Policies and guidelines</i> may include:	<ul style="list-style-type: none"> • business ethics • confidentiality • electronic communication • fraud prevention and detection • human resources management • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation

RANGE STATEMENT

	<ul style="list-style-type: none"> • outsourcing • performance management • privacy • risk management • security
--	---

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Information and Communications Technology - E Business
-------------------------	---

Co-requisite units

Co-requisite units		

BSBFRA501B Establish a franchise operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to establish a franchising operation from an existing business, chain of businesses or planned concept.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>This unit applies to franchisors with a well established, sound theoretical knowledge base in franchising who are proficient in using a range of specialised technical and managerial techniques to plan and establish a franchise operation.</p>
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Research feasibility of establishing a franchise operation	1.1.Undertake research into franchising models 1.2.Analyse existing business or planned concept to determine opportunity for expansion into franchise operation 1.3.Undertake market research on product or service 1.4.Undertake financial feasibility of proposed franchise operation 1.5.Seek assistance with feasibility study from <i>specialists and relevant parties</i> as required 1.6.Complete business plan for franchise operation 1.7.Complete marketing plan for franchise operation
2. Plan for establishment of a franchise operation	2.1.Secure financial backing for franchise operation 2.2.Define franchise concept in terms of <i>roles and responsibilities of franchisor and franchisees</i> 2.3.Seek advice from specialists and relevant parties to complete documentation of franchising concept 2.4.Develop and document procedures to guide <i>franchisees'</i> and franchisor's operations 2.5.Determine <i>human and physical resources</i> required to commence franchise operation 2.6.Develop, obtain agreement on and implement recruitment strategies for potential franchise
3. Implement plan for establishment of a franchise operation	3.1.Undertake marketing of franchise operation 3.2.Identify franchisees to commence franchise operation and formalise agreements 3.3.Assist franchisees in developing a business plan and a marketing plan 3.4.Obtain physical and human resources to implement franchise operation 3.5.Establish <i>operational unit</i> to support and coordinate franchise operation 3.6.Develop and implement monitoring process for managing franchise operation
4. Review implementation process	4.1.Develop and implement review process for implementation of franchise operation 4.2.Identify improvements in franchising operation and associated management processes 4.3.Identify and implement improvements and monitor for effectiveness

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- marketing skills to promote new franchises
- problem-solving skills to resolve issues in commencement of operations and new franchises.

Required knowledge

- occupational health and safety (OHS) requirements specific to the nature and type of franchising operations
- legislation, codes of practice and national standards, for example:
 - legislation specific to nature and type of franchising operations
 - company law, fair trading and anti-discrimination
 - Franchising Code of Conduct
- financing options
- franchising operations.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • carrying out initial research into feasibility of the franchise operation • documenting a business plan, through to implementing the plan • establishing an agreement with franchisees which specifies roles and responsibilities of both parties • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to business documentation • access to feedback from franchisees • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of financial feasibility study, marketing plan and business plan • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of franchising arrangements • evaluation of implemented recruitment strategies.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBFRA502B Manage a franchise operation.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Specialists and relevant parties may include:

- accountants, legal representatives, financial planners and financial institution representatives, business planning specialists, marketing specialists and franchising consultants
- chambers of commerce
- Franchise Council of Australia

Roles and responsibilities of franchisor and franchisees may include:

- agreement between franchisor and franchisees
- conditions for franchises
- services provided to franchises

Franchisees may include:

- chain of outlets
- existing businesses
- interested parties including a trial sample of franchises

Human and physical resources may include:

- communications equipment
- office premises
- software and hardware
- specialist services through outsourcing, contracting and consultancy
- staff
- vehicles

Operational unit may include:

- home-based site or other location such as leased or owned property
- office location staffed with required personnel and equipped to service and support franchisees

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Franchising
------------------	---

Co-requisite units

Co-requisite units	

BSBFRA502B Manage a franchise operation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a franchise operation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
------------------------	--

Application of the Unit

Application of the unit	This unit applies to franchisors managing an existing franchise operation to support franchisees and meet franchisor obligations under the particular franchising agreement entered into with those franchisees.
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish procedures for managing a franchise operation	1.1. Determine obligations of both parties under franchising agreement 1.2. Develop procedures for ensuring compliance with <i>franchising obligations</i> and <i>legislative requirements</i> 1.3. Develop and communicate to franchises <i>reporting requirements</i> for franchisees
2. Implement procedures for managing a franchise operation	2.1. Implement procedures for franchises to ensure compliance with franchising obligations and legislative requirements 2.2. Identify instances of non-compliance and act upon them in conjunction with franchises 2.3. Monitor reports from franchises for completeness, accuracy and timeliness of submission 2.4. Identify potential disputes with franchises and take action to resolve potential disputes before they eventuate 2.5. Resolve disputes that eventuate and reach an agreed settlement within established procedures as documented in the Franchising Code of Conduct
3. Review a franchise operation	3.1. Use monitoring of franchises to inform review process for franchise operation 3.2. Identify improvements in franchise operation and management of franchises from monitoring franchises' business operations 3.3. Make recommendations to improve the effectiveness of the franchise operation and individual franchises

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- marketing skills to promote new franchises
- problem-solving skills to resolve issues in commencement of operations and new franchises
- communication and negotiation skills to address potential disputes
- analysis skills to monitor and review franchise performance.

Required knowledge

- legislation, codes of practice and national standards relating to occupational health and safety (OHS), company law, fair trading, anti-discrimination and other areas specific to the franchise operation
- Franchising Code of Conduct
- franchise specific obligations:
 - as per franchise agreement
 - as per updates and amendments to the agreement over time.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • documenting franchising agreement, including franchisee obligations • taking action to ensure franchisee compliance with obligations and addressing non-compliance • improving franchise operations based on feedback and monitoring activities • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to business documentation • access to feedback from franchisees • access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of procedures implemented for franchises to ensure compliance with franchising obligations and legislative requirements • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of franchising arrangements.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBFRA501B Establish a franchise operation.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Franchising obligations may include:

- fees and pricing structures
- franchise corporate image requirements and branding
- merchandising requirements
- quality assurance requirements
- reporting of income, sales and turnover
- stock control and inventory requirements, and reporting of this information

Legislative requirements may include:

- Australian Taxation Office requirements, including requirements to register as a business and obtain an Australian Business Number (ABN)
- Dangerous Goods Act requirements
- fire regulations
- food safety requirements
- Liquor Licensing Act requirements
- local government planning and land use zoning regulations
- OHS requirements
- other legislative requirements specific to the nature and type of franchise
- relevant permits, licences and completion of training programs such as in safe food handling
- requirements under employment legislation

Reporting requirements may include:

- accident and incident reporting and recording
- customer numbers and turnover
- income, expenditure and other financial reports
- stock levels and inventory control

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Franchising
-------------------------	---

Co-requisite units

Co-requisite units		

BSBMGT516A Facilitate continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

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

Application of the Unit

This unit applies to managers who take an active role in managing the continuous improvement process in order to achieve the organisation's objectives. Particularly where managers are closely associated with the creation and delivery of products and services, they play an important part in influencing the ongoing development and betterment of the organisation.

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.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</p>
--	---

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Lead continuous improvement systems and processes	<p>1.1. Develop <i>strategies</i> to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate</p> <p>1.2. Establish <i>systems</i> to ensure that the organisation's <i>continuous improvement processes</i> are communicated to all <i>stakeholders</i></p> <p>1.3. Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes</p>
2. Monitor and adjust performance strategies	<p>2.1. Develop strategies to ensure that systems and processes are used to monitor <i>operational progress</i> and to identify ways in which planning and operations could be improved</p> <p>2.2. Adjust and communicate strategies to all stakeholders according to organisational procedures</p>
3. Manage opportunities for further improvement	<p>3.1. Establish processes to ensure that team members are informed of outcomes of continuous improvement efforts</p> <p>3.2. Ensure processes include <i>documentation of work team performance</i> to aid the identification of further opportunities for improvement</p> <p>3.3. Consider areas identified for further improvement when undertaking future planning</p>

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- innovation and lateral thinking skills to design better ways for achieving work outcomes
- leadership skills to gain the confidence and trust of others
- communication skills to communicate opportunities for improvement, and to coach and mentor staff.

Required knowledge

- continuous improvement models
- quality systems.

Evidence Guide

<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
<p>Overview of assessment</p>	
<p>Critical aspects for assessment and evidence required to demonstrate competency in this unit</p>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • examples of strategies and approaches to improve work outcomes or organisational functioning • methods for monitoring performance and customer service • knowledge of continuous improvement models.
<p>Context of and specific resources for assessment</p>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to appropriate documentation and resources normally used in the workplace.
<p>Method of assessment</p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to assess knowledge of quality systems • review of strategies developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative • evaluation of how customer service strategies were communicated to all stakeholders • review of documentation outlining work team performance.
<p>Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is</p>

	recommended, for example: <ul style="list-style-type: none">• other units from the Diploma of Management.
--	---

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Strategies</i> may refer to:</p>	<ul style="list-style-type: none"> • clarification of roles and expectations • communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions • long-term or short-term plans factoring in opportunities for team input • mentoring and 'buddy' systems to support team members to participate in decision making • performance plans • reward/recognition programs for high performing staff • training and development activities
<p><i>Systems</i> may refer to:</p>	<ul style="list-style-type: none"> • forums, meetings • newsletters and reports • policies and procedures • web-based communication devices
<p><i>Continuous improvement processes</i> may include:</p>	<ul style="list-style-type: none"> • cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • modifications and improvements to systems, processes, services and products • policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
<p><i>Stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • business or government contacts • funding bodies • individuals within the work team • internal and external contacts • organisation's clients and customers • professional associations • senior management and board members • unions/employee groups

<i>Operational progress</i> may refer to:	<ul style="list-style-type: none">• customer service indicators• occupational health and safety indicators• productivity gains• success in meeting agreed goals and performance indicators
<i>Documentation of work team performance</i> may include:	<ul style="list-style-type: none">• annotated performance plans• quantitative data such as production figures• recommendations for improvement• records and reports

Unit Sector(s)

Management and Leadership - Management

BSBMKG502B Establish and adjust the marketing mix

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to determine the optimum marketing mix for a business through analysis of inter related marketing components.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>This unit applies to individuals in marketing management roles responsible for developing the marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities have been identified.</p> <p>The skills and knowledge required to evaluate and identify new market opportunities are covered in BSBMKG501B Identify and evaluate marketing opportunities.</p>
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Evaluate each component of the marketing mix	1.1. Identify key <i>characteristics of products or services</i> and estimate their significance to the market 1.2. Review pricing policy and analyse <i>pricing variables</i> to determine their effect on demand 1.3. Analyse <i>promotional methods</i> to determine their importance to <i>marketing</i> outcomes 1.4. Review <i>channels of distribution</i> and estimate their significance in relation to marketing outcomes 1.5. Identify and analyse <i>level of customer service</i> provision to determine its significance to marketing outcomes 1.6. Identify potential customer base and key pressure points for success 1.7. Analyse and test the effect of the components of <i>marketing mix</i> on each other, and establish their relative importance to customer base
2. Determine marketing mix for specific markets	2.1. Identify and assess environmental factors for their impact on marketing mix 2.2. Identify <i>consumer priorities, needs and preferences</i> that affect marketing mix 2.3. Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4. Select marketing mix that best satisfies target market and meets marketing objectives 2.5. Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1. Monitor marketing mix against marketing performance and isolate components for testing 3.2. Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3. Adjust components of marketing mix in response to test results and evaluation of market response 3.4. Ensure adjusted marketing mix meets budgetary requirements 3.5. Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to identify market information, to write in a range of styles for different audiences and to interpret requirements
- numeracy skills to interpret testing results and to manage marketing budgets
- organisational and time management skills to design and adjust a marketing mix.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects business operations, codes of practice and national standards such as:
 - anti-discrimination legislation and principles of equal opportunity, equity and diversity
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice; Free TV Australia Commercial Television Industry Code of Practice
 - privacy laws
 - Trade Practices Act
- organisational policies, procedures, products and services
- principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix
- statistical techniques.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing a report containing a description of activities undertaken to establish a marketing mix in an organisation, including information on each element of the marketing mix, such as: <ul style="list-style-type: none"> • levels of customer service to be provided • how a product or service will be distributed • how a product or service will be priced • whether additional products or services will be offered • how the product or service will be promoted • reporting on at least one review of the success of marketing mix activities developed including coverage of any necessary adjustments made.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual or simulated workplace • access to office equipment and resources • access to organisational and marketing strategic plans.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports on the marketing mix • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations on the marketing mix or changes made to the marketing mix • oral or written questioning to assess knowledge and understanding • review of authenticated documents from the workplace or training environment

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none">• BSBMKG501B Identify and evaluate marketing opportunities• other marketing units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Characteristics of products or services may include:

- brand
- brand loyalty
- compatibility with other products, services or equipment
- degree of customisation
- design
- durability
- ease of maintenance
- features
- flexibility
- functional performance
- innovativeness
- occupational health and safety issues
- packaging
- pollution hazard reduction
- quality
- range of size, colour or other factors
- reduction of risks to health and safety, such as noise
- robustness
- styling
- technical features
- upgrading
- volumes available

Pricing variables may include:

- cost of ownership
- credit terms
- discount percentages
- discount structure
- financial deals
- leasing arrangements
- price point chosen
- psychological elements
- residual value

RANGE STATEMENT	
	<ul style="list-style-type: none"> • sales • special offers • stage payments
<i>Promotional methods</i> may include:	<ul style="list-style-type: none"> • impersonal promotion such as: <ul style="list-style-type: none"> • advertising • sales promotion • personal promotion such as: <ul style="list-style-type: none"> • direct marketing • face-to-face selling • personal selling • segmentation
<i>Marketing</i> may include:	<ul style="list-style-type: none"> • business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<i>Channels of distribution</i> may include:	<ul style="list-style-type: none"> • dealers • delivery service • distributors • e-business • franchisees • internet • mail order • podcasts • re-seller • retail • self-service • telesales • wholesale
<i>Level of customer service</i> may include:	<ul style="list-style-type: none"> • after sales service • call centre support • electronic client service • no customer service • one-on-one personal service • sales assistance for problems or queries only
<i>Marketing mix</i> may include:	<ul style="list-style-type: none"> • customer service variables • distribution variables

RANGE STATEMENT	
	<ul style="list-style-type: none"> • pricing variables • product or service variables • promotional variables
<i>Customer priorities, needs and preferences</i> may include:	<ul style="list-style-type: none"> • required or preferred products/services • preferred price point • preferred purchase volume in units and in dollars • preferred method of payment • preferred time and place for responding • preferred time and place to take delivery • preferred medium to respond to direct response offers such as: <ul style="list-style-type: none"> • in person • mail • phone • website

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Business Development - Marketing
-------------------------	----------------------------------

Co-requisite units

Co-requisite units	

BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing plan.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This unit applies to marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Interpret trends and market developments	1.1. Use <i>statistical analysis</i> of market <i>data</i> to interpret <i>market trends and developments</i> 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use <i>measures of central tendency or dispersion and correlations</i> between <i>sets of data</i> for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of <i>comparative market information</i> as a basis for reviewing business performance 1.5. Analyse the market <i>performance of existing and potential competitors</i> and their products or services, to identify potential <i>opportunities</i> or <i>threats</i>
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing products and services to be considered for redevelopment or withdrawal 2.3. Forecast existing and emerging market needs based on information available using <i>forecasting techniques</i>
3. Report on market data	3.1. Prepare, plot and interpret data for visual presentation 3.2. Assess visual presentation for potential problems, and take any necessary corrective action 3.3. Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations such as:
 - anti-discrimination legislation
 - consumer laws including appropriate state/territory legislation
 - ethical principles
 - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
 - privacy laws
 - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet
- statistical methods and techniques, and reporting formats.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information • documenting analysis of market data including visual presentation of findings.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to office equipment and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • analysis of responses to case studies and scenarios • assessment of written reports presenting findings of statistical analysis • demonstration of statistical and forecasting techniques in the workplace • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning • review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing opportunities.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Statistical analysis</i> may include:</p>	<ul style="list-style-type: none"> • conversion rate of leads to sales • measures of central tendency particularly for such things as: <ul style="list-style-type: none"> • average order value • average response rate • measures of dispersion • nature and degree of relationship between variables • net response rate • normal distribution probability curve • sampling • time series analysis such as: <ul style="list-style-type: none"> • speed of response curve • recency or frequency grids • lifetime value of customers • net present value of customers
<p><i>Data</i> may include:</p>	<ul style="list-style-type: none"> • charts • curves • graphs • spreadsheets
<p><i>Market trends and developments</i> may include:</p>	<ul style="list-style-type: none"> • changes in technology • changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
<p><i>Measures of central tendency or</i></p>	<ul style="list-style-type: none"> • cross-tabulations for grouped or ungrouped

RANGE STATEMENT	
<i>dispersion and correlations</i> may include:	<p>data</p> <ul style="list-style-type: none"> • mean • median • mode • Z, T and chi square tests
<i>Sets of data</i> may include:	<ul style="list-style-type: none"> • geodemographic segmentations available from proprietary suppliers such as: <ul style="list-style-type: none"> • ACORN • MOSAIC • PRIZM • segmentation by customer lists such as: <ul style="list-style-type: none"> • average order value by units or dollars • geography • lifetime value by units, dollars and transactions • recency and frequency or response/purchase • segmentation of the prospect list by: <ul style="list-style-type: none"> • demographic match with customers • geographic match with customers • psychographic match with customers
<i>Comparative market information</i> may include:	<ul style="list-style-type: none"> • best practice information • books and articles, including: <ul style="list-style-type: none"> • academic • business • general • industry • brochures • direct mail packages • documentaries and interviews on broadcast media • inter-firm comparison data • international benchmarking • internet • public or proprietary research • speeches
<i>Performance of existing and potential competitors</i> may include:	<ul style="list-style-type: none"> • comparisons about: <ul style="list-style-type: none"> • corporate share price • market share

RANGE STATEMENT	
	<ul style="list-style-type: none"> • number of customers • profitability • sales in units or dollars
<i>Opportunities</i> may include:	<ul style="list-style-type: none"> • alliances • cooperative ventures • exports • extending, expanding or otherwise changing an existing business through: <ul style="list-style-type: none"> • increasing customer numbers • increasing average order value • increasing lifetime value of the customer • reducing costs of marketing • improving current products/services • developing new distribution channels • franchising • joint ventures • new products or services for existing markets • new products or services for new markets • potential for greater penetration of existing markets with existing products or services • strategic alliances
<i>Threats</i> may include:	<ul style="list-style-type: none"> • new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value
<i>Forecasting techniques</i> may include:	<ul style="list-style-type: none"> • Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting bottom-up forecasting

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Business Development - Marketing
-------------------------	----------------------------------

Co-requisite units

Co-requisite units		

BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available systems.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This unit applies to individuals who are required to apply their broad knowledge of the work environment to analysis and research tasks. They may have responsibility to provide guidance or to delegate aspects of these tasks to others.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather and organise information	1.1. Gather and organise <i>information</i> in a format suitable for analysis, interpretation and dissemination in accordance with <i>organisational requirements</i> 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that <i>methods of collecting information</i> are reliable and 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 <i>business technology</i> 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 <i>objectives of research</i> ensuring consistency with organisational requirements 2.2. Ensure that data and <i>research strategies</i> used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify <i>key words and phrases</i> for use as part of any online search strategy, including the use of <i>Boolean operators</i> and other search tools 2.4. Use reliable <i>methods of data analysis</i> 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 <i>business objectives</i>
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 <i>feedback</i> and comments on suitability and sufficiency of findings in accordance with organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information
- problem-solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- technology skills to select and use technology appropriate to a task
- research skills to identify and access information.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - occupational health and safety (OHS)
- organisational record keeping/filing systems, security procedures and safe recording practices
- organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations
- research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources of information.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of research tasks and resources.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues • review of reports outlining research findings.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • general administration units • IT use units • Governance units

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Information</i> may include:</p>	<ul style="list-style-type: none"> • demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
<p><i>Organisational requirements</i> may include:</p>	<ul style="list-style-type: none"> • anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • information protocols • legal and organisational policies, guidelines and requirements • management and accountability channels • OHS policies, procedures and programs • procedures for updating records • quality assurance and/or procedures manuals • security and confidentiality requirements
<p><i>Methods of collecting</i></p>	<ul style="list-style-type: none"> • checking research provided by others

RANGE STATEMENT	
<i>information</i> may include:	<ul style="list-style-type: none"> • checking written material including referrals and client files • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
<i>Business technology</i> may include:	<ul style="list-style-type: none"> • answering machine • computer • fax machine • photocopier • telephone
<i>Objectives of research</i> may include:	<ul style="list-style-type: none"> • comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
<i>Research strategies</i> may include:	<ul style="list-style-type: none"> • data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases
<i>Key words and phrases</i> may include:	<ul style="list-style-type: none"> • American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
<i>Boolean operators</i> may include:	<ul style="list-style-type: none"> • exclude - / NOT • include + / AND • or • phrase searching " "() • variations, depending on the resource being used
<i>Methods of data analysis</i> may include:	<ul style="list-style-type: none"> • data sampling • feedback on results • peer review

RANGE STATEMENT	
	<ul style="list-style-type: none"> • review of previous research • statistical analysis
<i>Business objectives</i> may include:	<ul style="list-style-type: none"> • community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
<i>Feedback</i> may include:	<ul style="list-style-type: none"> • audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Knowledge Management - Research
-------------------------	---------------------------------

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBSMB301A Investigate micro business opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential markets.</p> <p>Specific legal requirements apply to the management of a micro business.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.</p>
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Describe business ideas	1.1. Gather information for <i>business ideas</i> from <i>appropriate sources</i> 1.2. List details of business ideas and opportunities 1.3. Research alternative business ideas in light of the resources available 1.4. Specify and list products and services to match business ideas 1.5. Identify and research potential <i>customer information</i> for business ideas 1.6. Identify and take into account financial, business and technical skills available when researching business opportunities
2. Identify market needs	2.1. Collect information regarding market size and potential from appropriate sources 2.2. Investigate market trends and developments to identify market needs relative to business ideas 2.3. Gather market information from <i>primary and secondary sources</i> to identify possible market needs in relation to business ideas 2.4. Identify <i>ethical and cultural requirements</i> of the market and their impact on business ideas 2.5. Identify <i>new and emerging markets</i> and document their features 2.6. Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1. Identify projected changes in population, economic activity and the labour force that may affect business ideas 3.2. Identify movements in prices and projected changes in availability of resources 3.3. Review <i>trends and developments</i> and identify their potential impact on business ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify market trends and developments, and to assess their impact on products and services
- communication skills to request information from diverse sources
- lateral thinking skills to generate ideas for potential businesses
- literacy skills to interpret business and market information
- numeracy skills to analyse data to aid business/market research
- research skills to investigate market needs.

Required knowledge

- ethical and cultural requirements
- research methods and data collection tools
- sources of business and market information.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • thorough investigation of business opportunities and ideas • clearly identified products/services and customer information for each business idea • thorough collection and analysis of market information and associated factors relating to business ideas • knowledge of ethical and cultural requirements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence relating to the development of the candidate's own business idea • review of report on an existing micro or small business known to the candidate • oral or written questioning to assess knowledge of research methods and data collection tools • review of market information gathered to identify possible market needs in relation to business ideas • assessment of review of trends and developments and their potential impact on business ideas.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB302A Develop a micro business proposal.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Business ideas may be influenced by:

- amount and type of finance available
- cultural, family and/or community expectations
- expected financial viability
- finance required
- lifestyle sought
- number and type of competitors
- returns expected or required by owner
- skills of owner/operator

Appropriate sources may include:

- Aboriginal and cultural councils and incorporated bodies
- accountants
- Australian Bureau of Statistics
- business advisory services
- business brokers
- business consultants
- business incubators
- business mentors and peers
- current affairs
- databases
- financial institutions
- government agencies set up to provide and assist business development for example Indigenous Business Australia (IBA), Business Entry Point (www.business.gov.au)
- industry/trade associations
- internet
- lawyers and providers of legal advice
 - local councils
- friends, family and community
- market research publications
- national and international publications
- online gateways
- role models and other successful businesses

RANGE STATEMENT	
	<ul style="list-style-type: none"> • training providers
<i>Customer information</i> may include:	<ul style="list-style-type: none"> • customer characteristics • marketing issues to meet needs • specialised needs of customers
<i>Primary sources</i> may include:	<ul style="list-style-type: none"> • group interviews • market testing a segment of the market • interviews (face-to-face and telephone) • observation • questionnaires • samples • surveys
<i>Secondary sources</i> may include:	<ul style="list-style-type: none"> • chambers of commerce data • data held by research and industry specific organisations • polls published by advertising and media companies • published government statistics • university databases
<i>Ethical and cultural requirements</i> may include:	<ul style="list-style-type: none"> • codes of practice • cultural expectations and influences • ethical principles <ul style="list-style-type: none"> • government policies and guidelines • societal expectations • social responsibilities, for example protection of children, environmental issues
<i>New and emerging markets</i> may include:	<ul style="list-style-type: none"> • e-commerce • export market • niche or segment of the market not currently penetrated
<i>Trends and developments</i> may include:	<ul style="list-style-type: none"> • changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities, for example interest rates, deregulation • industrial trends • social and cultural factors

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units		

BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business.</p> <p>Specific legal requirements apply to the management of a small business.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or setting up a new business or a department in a larger organisation.</p>
--------------------------------	--

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and implement business legal requirements	1.1. Identify and research possible <i>options for the business legal structure</i> using <i>appropriate sources</i> 1.2. Determine <i>legislation and regulatory requirements</i> affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the <i>legal rights and responsibilities</i> of the business are identified and the business is adequately protected, specifically in relation to <i>occupational health and safety (OHS)</i> , business registration and environmental requirements 2.2. Identify <i>taxation principles and requirements</i> relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain <i>legal documents</i> and maintain and update relevant <i>records</i> to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine <i>procurement rights</i> and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including <i>contracts with relevant people</i> , as required, in accordance with the business plan 3.4. Identify <i>insurance requirements</i> and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication, reporting, record keeping and consultation skills to operate the business
- literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information
- research skills to investigate legal structures, and taxation and insurance requirements
- time management skills to prioritise tasks and to meet key dates.

Required knowledge

- business registration and licensing requirements
- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations, anti-discrimination, taxation
- creation and termination of relevant legal contracts
- cultural differences and legal implications
- duty of care imposed by Law of Torts
- legal rights and obligations of alternative ownership structures
- record keeping to meet minimum legal and taxation requirements
- relevant consumer legislation
- relevant industry codes of practice
- relevant insurance requirements and products.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements • review of insurance cover acquired.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB402A Plan small business finances • BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Options for the business legal structure may include:

- company
- cooperative
- corporation
- government owned enterprise
- partnership
- profit or not-for-profit legal structure
- sole trader
- trust

Options for the business legal structure may be influenced by:

- confidentiality
- contractual requirements
- family/community/cultural expectations
- ownership transfer
- partnership considerations
- preferences of owners/stakeholders
- protection of stakeholders and assets
- requirements of financial backers
- superannuation
- taxation

Appropriate sources may include:

- business advisers
- financial planners
- government agencies
- industry/trade associations
- mentors
- professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:

- local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
 - relevant Acts and regulations
 - industry and OHS codes of practice
 - business registrations and licences

RANGE STATEMENT	
	<ul style="list-style-type: none"> • planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations
<i>Legal rights and responsibilities</i> may include:	<ul style="list-style-type: none"> • culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
<i>Occupational health and safety and requirements</i> must include:	<ul style="list-style-type: none"> • complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
<i>Taxation principles and requirements</i> may include:	<ul style="list-style-type: none"> • relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and withholding arrangements
<i>Legal documents</i> may include:	<ul style="list-style-type: none"> • appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)

RANGE STATEMENT	
Records may include:	<ul style="list-style-type: none"> • environmental • financial • OHS • personnel • taxation
OHS records may include:	<ul style="list-style-type: none"> • accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	<ul style="list-style-type: none"> • any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	<ul style="list-style-type: none"> • any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	<ul style="list-style-type: none"> • comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
------------------	--

Co-requisite units

Co-requisite units		

BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability.</p> <p>Specific legal requirements apply to the management of a small business.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document <i>costs</i> associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate <i>pricing strategies</i> in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set <i>profit targets/goals</i> to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare <i>cash flow projections</i> to enable business operation in accordance with business plan and <i>legal requirements</i> 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget 3.2. Identify <i>sources of finance</i> , including potential <i>financial backers</i> , to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to secure finance
- literacy skills to develop a financial plan and to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information
- research skills to identify costs and sources of finance.

Required knowledge

- break-even analysis
- costing for the business, including margin/mark-up, hourly charge out rates and unit costs
- financial decision making relevant to the business
- methods and relative costs of obtaining finance
- principles for preparation of balance sheets
- principles for preparation of cash flow forecasts
- principles for preparation of profit and loss statements
- purpose of financial reports
- relevant accounting terminology
- working capital cycles.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant documentation candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> portfolio of evidence including financial plan and records review of projected profit statement prepared to supplement the business plan review of cash flow projections oral or written questioning to assess knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBSMB401A Establish legal and risk management requirements of small business BSBSMB404A Undertake small business planning BSBSMB405A Monitor and manage small business operations BSBSMB406A Manage small business finances.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Costs may include:

- direct/indirect costs
- fixed, variable, semi-variable costs
- overheads and employee costs

Pricing strategies may include:

- competitor analysis
- cost/volume/profit analysis
- cost factors
- cost plus pricing
- demand-based pricing
- discounting
- market conditions
- penetration pricing
- perceived value
- product mix
- skimming

Financial plan may include:

- analysis of sales by product/service, identifying where they were sold and to whom
- cash flow estimates for each forward period
- current financial state of the enterprise (or owner/operator)
- estimates of profit and loss projections for each forward period
- financial performance to date (if applicable)
- likely return on investment
- monthly, quarterly or annual returns
- non-recurrent assets calculations
- profit, turnover, capital and equity targets
- projected profit targets, pricing strategies, margins
- projections of likely financial results (budgeting)
- projections, which may vary depending on the importance of such information and the stage in the life of the business
- resources required to implement the proposed marketing and production strategies (staff,

RANGE STATEMENT	
	<p>materials, plant and equipment)</p> <ul style="list-style-type: none"> • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
<i>Profit targets/goals</i> may include:	<ul style="list-style-type: none"> • break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
<i>Cash flow projections</i> may include:	<ul style="list-style-type: none"> • anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Legal requirements</i> may include:	<ul style="list-style-type: none"> • contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
<i>Sources of finance</i> may include:	<ul style="list-style-type: none"> • personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
<i>Financial backers</i> may include:	<ul style="list-style-type: none"> • financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units	

BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>This unit is suitable for micro and small businesses or a department in a larger organisation.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the <i>marketing objectives and strategies</i> 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with <i>relevant people</i> and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different <i>distribution channels</i> and/or providing different <i>levels of customer service</i> and consider the results in determining the <i>marketing mix</i> 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing strategies	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success of marketing strategies 3.2. Plan and implement <i>promotional activities</i> , in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse <i>performance gaps</i> and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse <i>customer reaction</i> to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and

ELEMENT	PERFORMANCE CRITERIA
	improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to question, clarify and report
- literacy and numeracy skills to research information, to analyse data and to interpret market data.

Required knowledge

- industry market trends
- methods of analysing costs and benefits of marketing strategies
- methods of developing marketing objectives and marketing mix
- methods of monitoring customer satisfaction
- relevant market analysis and research
- relevant marketing concepts and methods.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan implementing and monitoring the marketing strategy/plan to optimise the chances of small business success knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant documentation candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> portfolio of evidence including marketing strategy and monitoring of marketing performance oral or written questioning to assess knowledge of industry market trends review of analysis of performance gaps and corrective action taken or new targets set review of promotional activities implemented.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBSMB404A Undertake small business planning.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Marketing objectives and strategies</i> may include:</p>	<ul style="list-style-type: none"> • achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
<p><i>Relevant people</i> may include:</p>	<ul style="list-style-type: none"> • accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
<p><i>Distribution channels</i> may include:</p>	<ul style="list-style-type: none"> • dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
<p><i>Levels of customer service</i> may include:</p>	<ul style="list-style-type: none"> • after sales service • one-on-one personal service • sales assistance for problems/queries only
<p><i>Marketing mix</i> may include:</p>	<ul style="list-style-type: none"> • distribution • level of service • pricing

RANGE STATEMENT	
	<ul style="list-style-type: none"> • promotion • quality, range • safety features • technical features, design
<i>Promotional activities</i> may include:	<ul style="list-style-type: none"> • advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
<i>Performance gaps</i> may include:	<ul style="list-style-type: none"> • over achievement of performance targets • under achievement of performance targets
<i>Customer reaction</i> may be determined through:	<ul style="list-style-type: none"> • customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units	

BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.</p> <p>Specific legal requirements apply to the management of a small business.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>This unit is suitable for micro and small businesses or a department in a larger organisation.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the <i>business plan</i> 1.2. Identify and review the essential components of the business plan 1.3. Identify and document <i>business goals and objectives</i> as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to <i>occupational health and safety (OHS)</i> , in accordance with business goals and objectives 2.2. Research market needs, and market size and potential 2.3. Identify sources and costs of finance, from the <i>financial plan</i> , to provide required liquidity and profitability for the business 2.4. Identify methods, from the <i>marketing strategies</i> , to promote the market exposure of the business 2.5. Identify methods/means of production/operation from the <i>production/operations plan</i> to conform with business goals and objectives 2.6. Identify <i>staffing requirements</i> to effectively produce/deliver products/services 2.7. Identify <i>specialist services</i> and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of <i>relevant people</i> and seek and confirm their support of the planned business direction 3.2. Identify and develop <i>risk management strategies</i> according to business goals and objectives, and relevant legal requirements 3.3. Develop <i>contingency plan</i> to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to assess business performance
- literacy skills to enable interpretation of business information
- numeracy skills to analyse data.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination
- methods of evaluation
- OHS responsibilities and procedures for identifying hazards relevant to the business
- planning processes
- preparation of a business plan
- principles of risk management relevant to business planning
- reasons for and benefits of, business planning
- relevant industry codes of practice
- setting goals and objectives
- types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Business plan may include:

- business opportunities, which may be influenced by:
 - amount and types of finance available
 - expected financial viability
 - skills of operator
- details of ownership/management
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- level of risk involved, risk assessment and management
- market focus of the business
- marketing requirements
- need to raise finance and requirements of lenders
- organisation/operational arrangements
- proposed size and scale of the business
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
- resources required and available
- sources of funding
- specialist services and sources of advice that may be required
- staffing
- stages in the business development

Business goals and objectives may include:

- customer needs/marketing projections
- family or community benefits

RANGE STATEMENT	
	<ul style="list-style-type: none"> • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
<i>Occupational health and safety issues</i> must include:	<ul style="list-style-type: none"> • identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
<i>Financial plan</i> may include:	<ul style="list-style-type: none"> • analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

RANGE STATEMENT	
	<p>and forms of finance)</p> <ul style="list-style-type: none"> • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
<i>Marketing strategies</i> may include:	<ul style="list-style-type: none"> • achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
<i>Production/operations plan</i> may include:	<ul style="list-style-type: none"> • customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
<i>Staffing requirements</i> may include:	<ul style="list-style-type: none"> • full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
<i>Specialist services</i> may include:	<ul style="list-style-type: none"> • accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

RANGE STATEMENT	
	<ul style="list-style-type: none"> • online gateways
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
<i>Risk management strategies</i> may include:	<ul style="list-style-type: none"> • breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
<i>Risk management strategies</i> must include:	<ul style="list-style-type: none"> • OHS requirements
<i>Contingency plan</i> may include:	<ul style="list-style-type: none"> • disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units		

BSBSMB405A Monitor and manage small business operations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to operate a small business and to implement a business plan. The strategies involve monitoring, managing and reviewing operational procedures.</p> <p>Specific legal requirements apply to the management of a small business.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop OPERATIONAL STRATEGIES AND PROCEDURES	1.1. Develop an action plan to provide a clear and coherent direction, in accordance with the <i>business goals and objectives</i> 1.2. Identify <i>occupational health and safety (OHS) and environmental issues</i> and implement strategies to minimise risk factors 1.3. Develop a <i>quality system</i> for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and <i>operational targets</i> to conform with the business plan 1.5. Develop strategies for innovation, including the utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1. Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction 2.2. Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan 2.3. Maintain staffing requirements, where applicable, within budget to maximise productivity 2.4. Carry out the provision of goods/services in accordance with established legal, ethical cultural and <i>technical standards</i> 2.5. Provide goods/services in accordance with time, cost and quality specifications, and customer requirements 2.6. Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1. Regularly monitor/review the achievement of operational targets to ensure optimum business performance, in accordance with the business plan goals and objectives 3.2. Review systems and structures, with a view to more effectively supporting business performance 3.3. Investigate and analyse operating problems to establish causes and implement changes as required as part of the business quality system

ELEMENT	PERFORMANCE CRITERIA
	3.4. Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1. Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives 4.2. Clearly record proposed changes to aid future planning and evaluation 4.3. Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to develop criteria and targets for the business plan
- communication skills to question, clarify and report
- literacy skills to interpret legal requirements, company policies and procedures
- numeracy skills to manage performance information and to control the finances
- technology skills to use relevant business equipment.

Required knowledge

- methods for developing and maintaining networks
- methods for implementing operation and revenue control systems
- methods for monitoring performance and implementing improvements
- OHS responsibilities and procedures for managing hazards
- principles of risk management relevant to the business, including risk assessment
- quality system principles and methods
- relevant industry codes of practice
- relevant marketing, sales and financial concepts
- relevant performance measures
- role of innovation
- systems to manage staff, stock, expenditure, services and customer service
- technical or specialist skills relevant to the business operation.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • developing strategies and procedures to successfully manage the operation of the business • making appropriate adjustments to the business operations as required • knowledge of quality system principles and methods.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including operational strategies and procedures • oral or written questioning to assess knowledge of principles of risk management relevant to the business, including risk assessment • review of analysis of operating problems (establishing causes and implementing changes as required as part of the business quality system) • review of records proposing changes to the business operations.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB406A Manage small business finances • BSBSMB407A Manage a small team.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<p><i>Operational strategies and procedures</i> may be determined by:</p>	<ul style="list-style-type: none"> • business premises (size, location, layout) • financial control systems and procedures • management and administrative systems and procedures • methods/techniques/technology • physical and natural resources • plant and equipment , including OHS requirements • premises, plant and equipment, which may be new or previously owned • purchase (sole or shared ownership) or leasing • raw materials • requirements, which may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
<p><i>Business goals and objectives</i> may include:</p>	<ul style="list-style-type: none"> • customer needs/marketing projections • family or community benefits • financial projections • goals, objectives, plans, systems and processes • lifestyle issues • proposed size and scale of the business, market focus of the business • short-, medium- or long-term goals • social responsibility
<p><i>Occupational health and safety and environmental issues</i> must include:</p>	<ul style="list-style-type: none"> • controls, which may include instructions to workplace personnel concerning site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors

RANGE STATEMENT	
	<ul style="list-style-type: none"> establishment and maintenance of procedures for assessing and controlling risks establishment and maintenance of procedures for identifying risks to health and safety waste and by-products
<i>Quality system</i> may include:	<ul style="list-style-type: none"> manual or computer quality control systems quality assurance/management approaches random inspections and assessments of goods and services against predetermined standards random inspections and assessments of processes against predetermined standards random sampling and follow-up of customers
<i>Operational targets</i> may include:	<ul style="list-style-type: none"> external targets, which may relate to market share and positioning and may involve exploring new markets, building national or international trade links internal targets, which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels staffing level and skills mix targets, which may be short-, medium- or long-term
<i>Technical standards</i> may include:	<ul style="list-style-type: none"> current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units		

BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business.</p> <p>Specific legal requirements apply to the management of a small business.</p>
------------------------	---

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	<p>1.1. Identify <i>financial information</i> requirements and obtain <i>specialist services</i>, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2. Produce financial budgets/projections, including <i>cash flow</i> estimates, as required for each forward period, and distribute to <i>relevant people</i> in accordance with legal requirements</p> <p>1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of <i>financial backers</i></p> <p>1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements</p> <p>1.5. Develop, monitor and maintain client <i>credit policies</i>, including contingencies for debtors in default, to maximise cash flow</p> <p>1.6. Select key performance indicators to enable ongoing monitoring of financial performance</p> <p>1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan</p>
2. Monitor financial performance	<p>2.1. Regularly monitor and report on financial performance targets and analyse data to establish the extent to which the <i>financial plan</i> has been met</p> <p>2.2. Monitor marketing and operational strategies for their effects on the financial plan</p> <p>2.3. Calculate and evaluate <i>financial ratios</i> according to own/industry benchmarks</p> <p>2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to interpret financial data
- communication skills to negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Financial plan may include:

- analysis of sales by product/service, identifying where they were sold and to whom
- cash flow estimates for each forward period
- current financial state of the enterprise (or owner/operator)
- estimates of profit and loss projections for each forward period
- financial performance to date (if applicable)
- likely return on investment
- monthly, quarterly or annual returns
- non-recurrent assets calculations
- profit, turnover, capital and equity targets
- projected profit targets, pricing strategies, margins
- projections of likely financial results (budgeting)
- projections, which may vary depending on the importance of such information and the stage in the life of the business
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- review of financial inputs required (sources and forms of finance)
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:

- accrual of staff leave/entitlements
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets
- asset registers
- balance sheets
- bookkeeping/accounting/stock/job costing records

RANGE STATEMENT	
	<ul style="list-style-type: none"> • business activity statements • business capital • cash book • cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
<i>Specialist services</i> may include:	<ul style="list-style-type: none"> • accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
<i>Cash flow</i> may include:	<ul style="list-style-type: none"> • anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
<i>Relevant people</i> may include:	<ul style="list-style-type: none"> • family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
<i>Financial backers</i> may include:	<ul style="list-style-type: none"> • financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
<i>Credit policies</i> may include:	<ul style="list-style-type: none"> • collateral • credit limits • credit references

RANGE STATEMENT	
	<ul style="list-style-type: none"> • debt collection • payment options • proof of Indigenous identity • trading terms
<i>Financial ratios</i> may include:	<ul style="list-style-type: none"> • current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units	

BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace.</p> <p>Specific legal requirements apply to the management of a small business.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>This work is undertaken by individuals who operate a small business.</p> <p>The unit is suitable for existing micro and small businesses or a department in a larger organisation.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop staffing plan	1.1. Determine <i>staffing requirements</i> to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan 1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3. Develop <i>policies and procedures</i> for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain the team	2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business 2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements 2.3. Induct new staff members in accordance with the policies and procedures of the business 2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who are unfamiliar with the procedures of the business 2.5. Develop and implement a <i>staff development program and career paths</i> based on the requirements of business and staff competencies 2.6. <i>Advertise staff vacancies</i> appropriately in accordance with staffing plan
3. Comply with INDUSTRIAL RELATIONS obligations	3.1. Clarify workplace rights and obligations of employers and employees, in accordance with <i>legal requirements and codes of practice</i> 3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1. Develop <i>staff records system</i> to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required
5. Manage staff	5.1. Regularly review contribution and skills of self and

ELEMENT	PERFORMANCE CRITERIA
	<p>other team members to ensure performance is in line with agreed <i>performance measures</i></p> <p>5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business</p> <p>5.3. Support and encourage staff, and acknowledge and reward their contribution to the business</p> <p>5.4. Regularly provide opportunities for staff to discuss work related issues</p> <p>5.5. Develop <i>contingency plans</i> to cope with unexpected or extreme situations and take appropriate corrective action as required</p>
6. Review team performance	<p>6.1. Develop positive and constructive relationships with and between <i>team members</i></p> <p>6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members</p> <p>6.3. Identify strengths and weaknesses of team against current and expected work requirements</p> <p>6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency</p> <p>6.5. Encourage team members to monitor their own performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements</p> <p>6.6. Monitor and review staff turnover rate</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify workplace skill gaps
- coaching skills
- communication skills to relate to staff
- conflict resolution skills
- literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description
- team building and motivation skills.

Required knowledge

- commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity (EEO), industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- relevant industry awards/enterprise agreements
- staff development and career planning
- staff counselling, grievance and disciplinary procedures
- unfair dismissal legislation and procedures.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> managing a small team including staff selection, staff records, induction, training and development developing and maintaining team performance to enhance business operations knowledge of relevant legislative requirements affecting business operation.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to relevant documentation candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> portfolio of evidence including staff policies and records, and contingency plans oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs review of job/position descriptions and selection criteria developed review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Staffing requirements may include:

- full-time, part-time, permanent, temporary or casual
- number of staff
- responsibilities, competencies required
- self, other owners, family and/or friends
- sub-contractors or external advisors/consultants
- time commitment, performance expectations

Policies and procedures must include:

- complaint and grievance procedures
- culturally appropriate entitlements e.g. funeral leave, national/religious days
- culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers
- employment conditions, equal opportunity, anti-discrimination, cultural diversity
- induction and training
- OHS
- recruitment and selection
- performance measures
- professional development

Staff development program and career paths may include

- attendance at courses
- career planning
- coaching
- flexible learning
- job rotation
- mentoring
- on-the-job training
- professional development
- staff exchanges
- succession planning

Advertising staff vacancies may

- electronic (radio, television and internet)

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • noticeboards • print media • word-of-mouth
<i>Industrial relations</i> may include:	<ul style="list-style-type: none"> • awards and/or industrial agreements and relevant industrial instruments • counselling, dismissal procedures
<i>Legal requirements and codes of practice</i> may include:	<ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination • relevant industry codes of practice
<i>Staff records system</i> must include:	<ul style="list-style-type: none"> • disciplinary and grievance procedures • employee records (including tax file number, remuneration, leave and training records) • job/position descriptions • OHS record • records of taxation and superannuation payments made
<i>Performance measures</i> may include:	<ul style="list-style-type: none"> • overall staff productivity • percentage of chargeable hours/days per week • performance of key people • ratio of direct workers to those who support, supervise or manage them • ratio of sales dollars per employee • staff morale, work ethic, work satisfaction
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> • accidents or emergencies • environmental issues • fluctuating workloads • OHS • unpredicted customer demand/busy periods • unpredicted staff shortages
<i>Team members</i> may include:	<ul style="list-style-type: none"> • employees, trainees/apprentices, sub-contractors or external advisers/consultants • owner/s, partners, family members

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Small and Micro Business
-------------------------	--

Co-requisite units

Co-requisite units		

BSBWOR402A Promote team effectiveness

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
------------------------	--

Application of the Unit

Application of the unit	<p>Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion. They 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.</p>
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan to achieve team outcomes	1.1. Identify, establish and document team purpose, roles, responsibilities, goals, plans and objectives in consultation with team members 1.2. Support team members in meeting expected outcomes
2. Develop team 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
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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - boost team morale
 - deal with team conflict
 - deliver messages from management
 - facilitate discussion
 - mentor and coach
- leadership skills
- planning and organising skills.

Required knowledge

- organisational goals, objectives and plans
- organisational policy and procedures framework
- organisational structure, including organisational chart
- principles and techniques associated with:
 - delegation and work allocation
 - goal setting
 - group dynamics and processes
 - individual behaviour and difference
 - leadership
 - motivation
 - negotiation
 - planning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> teamwork plan with details of how it was generated and how it will be monitored so that team goals can be met techniques in communicating information, dealing with team conflict and resolving issues knowledge of organisational goals, objectives and plans.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to appropriate documentation and resources normally used in the workplace.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> analysis of responses to case studies and scenarios direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of demonstrated techniques in working with team dynamics observation of performance in role plays oral or written questioning to assess knowledge of principles and techniques associated with group dynamics and processes evaluation of opportunities provided for input of team members into planning, decision making and operational aspects of work team review of feedback provided to team members review of teamwork plan.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> other units from the Certificate IV in Frontline

EVIDENCE GUIDE	
	Management.

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<p><i>Team purpose, roles, responsibilities, goals, plans and objectives</i> may include:</p>	<ul style="list-style-type: none"> • action plans, business plans and operational plans linked to strategic plans • expected outcomes and outputs • goals for individuals and the work team • individual and team performance plans and key performance indicators • occupational health and safety (OHS) responsibilities
<p><i>Consultation</i> may include:</p>	<ul style="list-style-type: none"> • attending meetings, interviews, brainstorming sessions • using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness • using mechanisms to provide feedback to the work team in relation to consultation outcomes
<p><i>Responsibility for own work</i> may involve:</p>	<ul style="list-style-type: none"> • individual and joint actions • individuals and teams
<p><i>Feedback</i> may refer to:</p>	<ul style="list-style-type: none"> • formal/informal gatherings between team members where there is communication on work related matters • informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
<p><i>Relevant persons</i> may include:</p>	<ul style="list-style-type: none"> • colleagues • direct superior or other management representatives • OHS committees and other people with specialist responsibilities
<p><i>Communication</i> may include:</p>	<ul style="list-style-type: none"> • face-to-face • formal/informal interaction

RANGE STATEMENT	
	<ul style="list-style-type: none"> • verbal, written or electronic communication
<i>Line manager/management</i> may refer to:	<ul style="list-style-type: none"> • direct superior or other management representatives

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Management and Leadership - Management
-------------------------	--

Co-requisite units

Co-requisite units		

CUVPHI05A Use a 35mm SLR camera or digital equivalent

Modification History

Not Applicable

Unit Descriptor

Not Applicable

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

HLTCOM404B Communicate effectively with clients

Modification History

Unit Descriptor

This unit covers the skills required by practitioners to establish and maintain effective communication with the client throughout all interactions and provide basic counselling as required and as appropriate to facilitate the treatment or health service being provided

Application of the Unit

This unit applies to work in a range of health settings where health services are provided with direct client contact involved

Application of this unit should be contextualised to reflect any specific workplace requirements, issues and practices

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish professional relationship with the client	1.1 Evaluate practice to maintain a high standard of client service
	1.2 Identify and respond to special needs of clients
	1.3 Use effective communication with clients
	1.4 Encourage clients to voice queries and/or fears and address these appropriately
	1.5 Take into consideration cultural and personal factors when consulting or interacting with clients
	1.6 Exercise discretion and confidentiality appropriately, outlining and explaining to clients boundaries of confidentiality as required
	1.7 Define and apply boundaries of the practitioner/client relationship
2 Provide effective response to client enquiries	2.1 Present relevant information clearly and comprehensively and in sufficient detail to meet the needs of the enquirer
	2.2 Select appropriate modes of communication to suit the enquiry and the purpose and context of the enquiry
	2.3 Identify and acknowledge enquirer's expectations
	2.4 Discuss any unresolved concerns or issues with enquirers
	2.5 Make appointments for clients according to workplace guidelines
3 Respond effectively to difficult or challenging behaviour	3.1 Plan responses to difficult or challenging behaviour and manage appropriately
	3.2 Maintain professional integrity at all times
4 Use basic counselling skills as required to facilitate	4.1 Determine need for basic counselling
	4.2 Provide basic counselling to facilitate treatment/

treatment

services when necessary and in accordance with
practice specific guidelines

4.3 Record details of services provided according to
workplace guidelines

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Effective communication strategies

Principles and practices of services provided

Various modes of communication appropriate to therapeutic practice

Basic counselling techniques

Basic information on counselling styles and theories

Basic information on human psychological development and needs

Basic information on human psychopathologies including personality disorders

Local professional counselling resources

Organisation policies, procedures and guidelines

Legal and ethical issues relating to practitioner - client relations

Essential skills:

Ability to:

Respond appropriately to a range of clients in a range of situations

Respond appropriately to special needs

Appropriately prepare and present information for a range of enquiries

Make appointments to meet a range of client needs in accordance with established business practice

Handle difficult situations

Follow workplace guidelines

Assess the need for professional counselling

Use basic counselling skills to facilitate various goals and to recognise the limitations of own counselling skills

Communicate effectively including:

active listening

clear, concise and correct written and verbal communication

passing on verbal and written messages
documentation and record keeping
correct presentation of correspondence
clarify and ascertain correct meanings from communication
establish rapport
communicate on a one-to-one and group basis
use correct grammar, spelling and punctuation

Seek assistance if necessary

Elicit information

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of work conditions

Assessment may be mostly practical and examples covering a range of situations relevant to health services provided in the workplace

Evidence of workplace performance over time must be obtained to inform a judgement of competence

Assessment of this unit should be conducted concurrently with assessment of units relating to client assessment and/or provision of health services/treatments

Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender

Assessment of sole practitioners must consider their unique workplace context, including:

Interaction with others in the broader professional community as part of the sole practitioner's workplace

Scope of practice as detailed in the qualification and component competency units

Holistic/integrated assessment including:

working within the practice framework

performing a health assessment

assessing the client

planning treatment

providing treatment

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Special needs may include:

Disability

Communication difficulties

Language difficulties

Presence of children/spouse

Need for uninterrupted privacy

Need for communication aids

Effective communication includes:

Active listening
Appropriate language
Appropriate communication aids
Appropriate modes of communication
Appropriate demeanour and body language
Appropriate tone and presentation
Observation
Questioning, clarifying, advising
Providing appropriate and accurate information
Honesty and integrity

Cultural and personal factors may include:

Religious background
Racial background
Gender
Age
Dis/ability
Family or social factors

Boundaries may refer to:

Confidentiality
Privacy
Respect
Acknowledgement of individual needs
Appropriate sexual boundaries
Appropriate physical boundaries
Use of enquiry only as appropriate and necessary
Practitioner awareness of possibilities of client transference
Practitioner staying within area of expertise

Relevant information may include:	Confirmation of appointment date and time Number, length and costs of visits Location directions Costs and payment options Referrals Medical reports Medication information Procedure and practices Information about client condition or treatment Information about general health and self care Background information about the practice Information about the expertise of the practitioner
Modes of communication may include:	Verbal/non-verbal Written Formal/informal Direct/indirect Personal/using technology
Enquirer expectations may include:	Potential for improved health/wellbeing Duration for treatment Costs Availability for health fund rebates Workcover eligibility Hours and locations of visits

Manage appropriately may include:

- Managing emotions
- Defusing anger
- Clarifying the issues
- Attending to client needs
- Maintaining composure and professional attitude
- Providing support
- Seeking assistance

The need for basic counselling may include:

- To support client
- To facilitate case taking
- To facilitate negotiation with client
- To facilitate education of client
- To facilitate information giving
- To assess the need for professional counselling

Basic counselling skills may include:

- Attending skills, use of body language
- Paraphrasing
- Reflecting feelings
- Open and closed questioning or probing
- Summarising
- Reframing
- Exploring options
- Normalising statements

Practice specific guidelines refers to:

Basic counselling is used only in order to facilitate the treatment

Clients requiring professional counselling are referred

Counselling is used as a communication tool and for emotional support when necessary to treatment

Client boundaries are respected at all times

Counselling is provided in accordance with level of training

Workplace guidelines may include:

Guidelines and procedures

Mission statements

Codes of practice

Unit Sector(s)

HLTCOM405B Administer a practice

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide administration for a clinical health practice according to the size and scale of the business

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish and maintain administrative systems	1.1 Identify and perform routine tasks
	1.2 Follow policies and procedures are followed
	1.3 Use resources appropriately
	1.4 Establish administrative systems

- 2 Conduct financial administration
 - 2.1 Administer financial procedures of the business
 - 2.2 Maintain systems for **financial documentation**
 - 2.3 Record information for financial reports is recorded
- 3 Follow practice management strategies
 - 3.1 Follow **operational strategies**
 - 3.2 Follow **marketing strategies**
 - 3.3 Attend meetings are attended
 - 3.4 Monitor **stock levels** and supplies
 - 3.5 Comply with **statutory and regulatory requirements**
- 4 Administer personnel management strategies
 - 4.1 Follow **human resource strategies**
 - 4.2 Administer **payroll and employee records**
 - 4.3 Follow diversity guidelines

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Knowledge of clinic practices and procedures

Knowledge of stock control methods and procedures

Knowledge of forms and administrative systems

Knowledge of services available and charges

Knowledge of planning and control systems (sales, advertising and promotion, distribution and logistics)

Knowledge of financial recording systems

Knowledge of legal rights and responsibilities

Knowledge of record keeping duties

Knowledge of operational factors relating to the business (provision of professional services, products)

Knowledge of business systems

Essential skills:

Ability to:

Establish and maintain administrative systems

Accurately record financial transactions

Maintain payroll records

Securely manage monies

Follow clinic practice guidelines

Give and receive communication messages

Apply time management skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

Observation of performance in the workplace or a simulated workplace (defined as a supervised clinic) is essential for assessment of this unit

Assessment may contain both theoretical and practical components and examples covering a range of clinical situations

Evidence is required of both knowledge and skills application. The assessee must provide evidence of specified essential knowledge as well as skills

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender

Assessment of sole practitioners must consider their unique workplace context, including:

Interaction with others in the broader professional community as part of the sole practitioner's workplace

Scope of practice as detailed in the qualification and component competency units

Holistic/integrated assessment including:

working within the practice framework

performing a health assessment

assessing the client

planning treatment

providing treatment

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

Assessment should replicate workplace conditions as far as possible

Simulations may be used to represent workplace conditions as closely as possible

Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Resources essential for assessment include:

an appropriately stocked and equipped clinic or simulated clinic environment

relevant texts or medical manuals

documented process to enable the access and interpretation of up-to-date information

relevant assessment instruments

appropriate assessment environment

skilled assessors

Method of assessment

Observation in the workplace (if possible)

Written assignments/projects or questioning should be used to assess knowledge

Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.

Explanations of technique

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Routine tasks may include:

Maintaining information systems

Providing practice communications

Performing financial activities

Maintaining stock and resources

In accordance with requirements for the scale of the operation policies and procedures may include:

Treatment protocols
Human resources policies
Communication procedures
Emergency procedures
Stock control procedures
Financial procedures
Documentation procedures
Security procedures
Policy and procedure guidelines developed and/or provided by industry associations

Resources may include:

Physical environment
Practice/medical equipment
Administrative equipment and materials
Communications equipment
Marketing materials

Financial documentation may include:

NB These will vary in complexity according to the scale of the business and the level of support employed from accountants and financial consultants.

Banking documentation
Credit transactions
Creditors and debtors systems
Costing procedures
Draft financial forecasts/budgets
Stock records
Petty cash
Asset registers
Payroll records

Financial reports may include:

NB These will vary in complexity according to the scale of the business and the level of support employed from accountants and financial consultants

Cash flow forecasts
Budget reports
Reconciliations
Taxation documentation
Profit and loss statements
Detailed ledger accounts

Operational strategies may include:

Management and administrative systems and procedures
Office systems
Marketing approaches
Staffing procedures
Daily operation procedures
Environmental strategies

Marketing strategies may include:

Promotional and public relations activities
Development of marketing/promotional materials
Publicity and media relations
Advertising
Pricing strategies

Stock may include:

Materials and equipment required to prepare and dispense medicines
Materials and equipment used in the treatment of clients
Medicinal preparations provided to clients
Stationery and administrative supplies
Information materials provided to clients
Other promotional materials

Statutory and regulatory requirements may include local, state and national legislation and regulations affecting business operations such as:

Business registration
Planning and other permissions
Fire, occupational and environmental legislation
Taxation, copyright and trademark regulations
Codes of practice standards
Anti-competition/monopoly and consumer-based legislation
Anti-discrimination Act
Equal Employment Opportunities Act
Therapeutic Goods Act

Human resource strategies may include:
NB These will vary in detail according to number of personnel involved either as practitioner partners or employees

Recruitment, policies and procedures
Training and assessment
Performance management strategies
Personnel documentation
Workplace communications
Planning and facilitation of meetings
Implementation of statutory requirements
Workplace health and safety
Time and stress management
Support networks

Employee records may include:

Job/position descriptions

Employee records (including tax file number, remuneration, leave and training records, records of disciplinary action, time and wages sheets)

Records of taxation and superannuation payments made

OHS records

Relevant awards and/or industrial agreements

Manage diversity involves:

Gender

Valuing and utilising the different skills, backgrounds and capabilities of self and staff and developing strategies to encourage and enable their effective integration into the business. Diversity may include for example:

Culture

Language

Network of contact

Work preference

Competencies

Education

Work history

Unit Sector(s)

HLTCOM406B Make referrals to other health care professionals when appropriate

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to arrange referrals to other health care professionals when required

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Formulate a referral plan for client requiring further treatment	1.1 Determine need for referral to other health care professionals services 1.2 Communicate need for referral to the client 1.3 Consider the financial aspects of complementary health care

- 1.4 Ensure referral occurs with permission/consent of client and within confidentiality/privacy standards
- 2 Interact with other health care professionals
 - 2.1 Identify a range of **complementary health** care professionals and services
 - 2.2 Consult Complementary health care professionals and **support services** to determine the most appropriate source for **referral**
 - 2.3 Relate effectively and knowledgeably with other health care professionals
- 3 Arrange a referral to an appropriate source for clients with specific needs
 - 3.1 Contact the health care professional and/or service to whom clients are to be referred
 - 3.2 Arrange transfer of **copies of client records** to the appropriate referral source
 - 3.3 Include the client in referral communications and provided with written referrals
 - 3.4 **Brief** the appropriate health professional/service is on reason for referral
 - 3.5 Answer queries regarding the referral
 - 3.6 Provide assistance to other health care professionals/services as required
 - 3.7 Record referrals in case notes

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Knowledge of the profession's special characteristics, historical mileposts, aspirations and strengths

Knowledge of health care professionals/services locally, nationally, and internationally and of their relationship to other professions and organisations

Knowledge of the role of other health professionals and support services

Knowledge of the paradigms, including fee environments, within which other professions function

Knowledge of and ability to apply referral procedures

Knowledge of what constitutes a medical emergency or referral

Essential skills:

Ability to:

Communicate effectively

Demonstrate appreciation of the relative merits of the treatment options available in regard to cost, benefit and efficiency of such procedures

Consult colleagues for special expertise

Write referrals, certificates and correspondence

Formulate referral plans and arrange referrals

Write third party and medico legal reports, certificates and correspondence

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

Observation of performance in the workplace or a simulated workplace (defined as a supervised clinic) is essential for assessment of this unit

Assessment may contain both theoretical and practical components and examples covering a range of clinical situations

Evidence is required of both knowledge and skills application. The assessee must provide evidence of specified essential knowledge as well as skills

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender

Assessment of sole practitioners must consider their unique workplace context, including:

Interaction with others in the broader professional community as part of the sole practitioner's workplace

Scope of practice as detailed in the qualification and component competency units

Holistic/integrated assessment including:

working within the practice framework

performing a health assessment

assessing the client

planning treatment

providing treatment

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

Assessment should replicate workplace conditions as far as possible

Simulations may be used to represent workplace conditions as closely as possible

Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Resources essential for assessment include:

Contact directories

Method of assessment

Observation in the work place (if possible)

Written assignments/projects or questioning should be used to assess knowledge

Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

Conventional letters or electronic communication

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Need for referral may include:

Client with a counselling need beyond the practitioner's own level of skill

Client in need of ongoing support or counselling

Client with a personality disorder

Disclosure, by a minor, of abuse

Suicidal or homicidal client

Referral to a GP for initial or follow up pathology

Referral to GP/health services because of a/or suspicion of notifiable disease

Practitioner establishes a supervisory, social or sexual relationship with client

Practitioner identifies with client transference or counter-transference

Other health care professionals/services may include but are not limited to:

- Professional counsellors or psychologists
- Social or health workers
- Mental health units or hospitals
- Doctors
- Psychiatrists
- Law officers
- Dieticians
- Physiotherapists/chiropractors
- Complementary health therapists

Complementary health care practitioners may include:

- More experienced homoeopaths with or without a speciality
- Naturopaths
- Herbalists
- Acupuncturists
- Massage therapists
- Osteopaths
- Chiropractors

Support services may include:

- Local child care centre
- Local welfare centre
- Local church groups
- Local other than Christian groups
- Life line
- Domestic violence telephone service
- Others

Referral may be by:

- Written communication
- Verbal communication

Client records may include:

A copy of the whole care record

A synopsis of the case record

Homoeopathic specific information via e.g. Standard Case Recoding forms, symptom descriptor forms, treatment evaluation and progress sheets

Briefing may include:

Verbal communication e.g. telephone or face to face

Electronic communication e.g. email

Conventional written letter

Unit Sector(s)

HLTCOM408B Use specific health terminology to communicate effectively

Modification History

Unit Descriptor

This unit covers the skills required to understand and respond to instructions, carry out routine tasks and communicate with a range of internal and external clients in a health care practice, using appropriate practice-specific health terminology.

Application of the Unit

This unit applies to work in a range of health settings

It has been derived from unit BSBMED301A Use advanced medical terminology to apply across a range of health industry sectors, including medical and non-medical settings

Application of this unit should be contextualised to reflect specific terminology and usage requirements to address workplace requirements, issues and practices

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Respond appropriately to instructions containing health terminology	1.1 Receive, understand and document written and oral instructions using practice-specific health terminology
	1.2 Use checklists containing health terminology where appropriate
	1.3 Recognise and interpret abbreviations for practice-specific terms and associated processes
	1.4 Understand and adhere to policies, procedures and guidelines of specific health workplace
	1.5 Seek clarification of instructions when necessary
2 Carry out routine tasks	2.1 Use practice-specific health terminology correctly in the completion of routine tasks
	2.2 Seek assistance from designated person/s as required
3 Use appropriate health terminology in oral and written communication	3.1 Use appropriate practice-specific health terminology as directed in oral and written communication with clients, fellow workers and health professionals
	3.2 Present written communication to a designated person for verification of terminology if required
	3.3 Correctly spell and pronounce practice-specific health terminology
	3.4 Seek advice from designated person as required to clarify correct use and meaning of practice-specific health terms and associated processes

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Relevant workplace guidelines
Relevant practice-specific health terminology
Relevant local/state/federal legislation
Own and others' responsibilities
Appropriate forms and recording requirements
Appropriate external agencies
Appropriate information sources

Essential skills:

Ability to:

Use and understand abbreviations for practice-specific health terms and associated processes
Correctly spell and pronounce practice-specific health terminology
Communicate in a professional manner using appropriate communication strategies
Maintain confidentiality, security and privacy of information
Carry out activities and actions within local, state and federal legislation
Follow instructions, including routine oral and written sequenced instructions
Ensure activities are well organised, executed in a timely fashion and any documents prepared or obtained are filed appropriately
Ensure all written communication is self-checked for spelling errors, grammatical mistakes and missing words and presented to designated person for approval if required
Use literacy skills, including:
follow procedures, policies, signs and instructions
use correct spelling, grammar and punctuation

Use language skills, including:

relay information

use appropriate and correct practice-specific health terminology

use correct pronunciation and sentence structures

question to clarify terms and context

Apply interpersonal skills to interact with clients and others in an appropriate manner

Apply basic research skills to increase own knowledge of practice-specific health terminology

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

This unit is most appropriately assessed in a classroom environment

Assessment may contain theoretical emphasis and examples covering a range of workplace situations in relation to a specific sector of the health industry

Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender

Assessment of sole practitioners must consider their unique workplace context, including:

Interaction with others in the broader professional community as part of the sole practitioner's workplace

Scope of practice as detailed in the qualification and component competency units

Holistic/integrated assessment including:

working within the practice framework

performing a health assessment

assessing the client

planning treatment

providing treatment

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Practice-specific health terminology may include standard terms and abbreviations relating to:

Practice-specific language and nomenclature
Case taking
Prescriptions
Labelling
Health conditions and disease processes
Health investigations and procedures
Practice equipment and instruments
Departments/sections in a hospital
Other health care specialties
Health insurance
Workcover
Referrals

Written and oral instructions may include:

Notices
Prescriptions
Instructions for post-treatment care
Client notes
Routine reports
Test results
Referrals
OHS signs and instructions
Diary entries
Telephone calls
Oral instructions

Routine tasks may include:

Entering client details into computer system
Filing client notes
Maintaining client information
Receiving and making telephone calls
Word processing
Processing correspondence
Maintaining information to assist clients and practitioner(s)
Ordering stock (e.g. stationery, medical supplies)
Recording information
Preparing reports
Answering client enquiries
Producing a range of documents, as required

Oral communication may include:

Verbal instructions
Confirming appointments
Answering routine telephone enquiries
Communicating with a range of health care professionals on client related matters

Written communication may include:

- Memoranda
- Letters
- Minutes
- Forms
- Correspondence to a range of health care professionals on client related matters
- Client history questionnaires
- Client records
- Appointment diaries, cards
- Telephone messages
- Client histories
- Case reports

Clinic guidelines may include:

- Telephone protocol
- Correspondence format
- Office practice manual
- OHS
- Emergency procedures
- Security, confidentiality and privacy procedures
- Recording information
- Cleanliness and hygiene
- Accessing and updating files
- Information specific to the practice
- Comply with local, state and federal legislation
- Instructions

Clarification may be sought from:

Dictionary of medical and/or other health care terminology

Drug and prescription information sources/databases

Practice specific texts

Clinic guidelines

Relevant handbook

Designated person/s

Unit Sector(s)

HLTCOM502B Develop professional expertise

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to initiate and maintain continual development of professional skills and knowledge in complementary healthcare and contribute to the knowledge base of the specific healthcare practice

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Seek out and apply traditional, alternative and scientific information	1.1 Utilise a variety of methods to collect and evaluate data in the clinical setting 1.2 Access and evaluate literature on the theory and practice of traditional, alternative and scientific medicine

- 1.3 Give case presentations and/or literature reviews in a public/peer setting
- 2 Implement reflective learning practices
 - 2.1 Evaluate, compare and contrast new treatments, protocols and other new ideas
 - 2.2 Transfer skills and competencies to new contexts
 - 2.3 Use knowledge of the historical, theoretical and philosophical aspects of the field of practice to improve existing practices
 - 2.4 Identify strengths and weaknesses and implement measures to improve these
- 3 Contribute to the development of professional practices
 - 3.1 Establish links with other healthcare professionals using a knowledge of local, community and hospital based services
 - 3.2 Maintain membership of relevant professional association/s
 - 3.3 Actively pursue participation in **professional development activities**
 - 3.4 **Monitor** progress of professional on a regular basis
- 4 Critically evaluate specific research
 - 4.1 Describe **research strategies**
 - 4.2 Identify stakeholders and their communication needs
 - 4.3 Identify **research requirements**
 - 4.4 Analyse research information and data
 - 4.5 **Report research**

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Knowledge of research strategies

Knowledge of research techniques

Knowledge of recent issues and events affecting the industry

Knowledge of research issues and their application

Knowledge of statistical analysis

Knowledge of relevant reference works

Knowledge of professional development activities available

Knowledge of the historical, theoretical and philosophical aspects of the field of practice

Knowledge of time management strategies

Knowledge of own personal and professional strengths and weaknesses

Essential skills:

Ability to:

Participate in professional development activities listed in the range of variables

Identify and communicate research findings with others

Collect, organise and analyse research data

Demonstrate report writing skills

Demonstrate presentation skills

Demonstrate competence in communicating industry specific information

Write reports

Demonstrate literacy, numeracy and computer skills

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

Observation of performance in the workplace or a simulated workplace (defined as a supervised clinic) is essential for assessment of this unit

Assessment may contain both theoretical and practical components and examples covering a range of clinical situations

Evidence is required of both knowledge and skills application. The assessee must provide evidence of specified essential knowledge as well as skills

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender

Assessment of sole practitioners must consider their unique workplace context, including:

Interaction with others in the broader professional community as part of the sole practitioner's workplace

Scope of practice as detailed in the qualification and component competency units

Holistic/integrated assessment including: .
Working within the practice framework .
Performing a health assessment . Assessing the client . Planning treatment . Providing treatment

Context of and specific resources for assessment:

Assessment should replicate workplace conditions as far as possible

Simulations may be used to represent workplace conditions as closely as possible

Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Resources essential for assessment include:

An appropriately stocked and equipped clinic or simulated clinic environment

Relevant texts or medical manuals

Documented process to enable the access and interpretation of up-to-date information

Relevant assessment instruments

Appropriate assessment environment

Skilled assessors:

Method of assessment

Observation in the work place and practical demonstration

Written assignments/projects or questioning should be used to assess knowledge

Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice.

Clinical skills involving direct client care are to be assessed initially in a simulated clinical setting (laboratory). If successful, a second assessment is to be conducted during workplace application under direct supervision.

Explanations for techniques

Research work

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement**RANGE STATEMENT**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Professional development activities may include:

Articles, public presentations, interviews and other communications

Attendance at lectures or other education activities

Participation in research projects

Participation in provings

Attendance at association meetings

Subscription to professional journals

Clinic supervision

Provision of or participation in training

Study, distance-based learning

Mentoring

Monitored may refer to:

Feedback from colleagues

Accreditation to professional associations

Peer discussions

Workplace assessments

Supervisory feedback

Assessment of clinic results

Client surveys

Monitoring of client attendance and business success

Research strategies include:

Selecting and defining hypotheses according to standard research practice

Case history

Surveys and questionnaires

Participant recruitment

Recognised research techniques

Research validation, peer review, reputability

Research requirements may include:

Designing and making available material and other aids needed to conduct research eg questionnaires

Identifying all relevant information sources

Arranging times and places for collection of information

Collecting and storing information

Maintaining confidentiality where appropriate

Report research includes:

Presenting research, methodology and findings to industry peers

Providing analysis of the data, issues and needs arising during research

Providing an analysis of methodology used

Unit Sector(s)

HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	<p>1.1 Identify assess and minimise hazards in the situation that may pose a risk of injury or illness to self and others</p> <p>1.2 Minimise immediate risk to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements</p> <p>1.3 Assess casualty and identify injuries, illnesses and conditions</p>
2 Apply first aid procedures	<p>2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness</p> <p>2.2 Use available resources and equipment to make the casualty as comfortable as possible</p> <p>2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner</p> <p>2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort</p> <p>2.5 Seek consent from casualty prior to applying first aid management</p> <p>2.6 Provide first aid management in accordance with established first aid principles and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements</p> <p>2.7 Seek first aid assistance from others in a timely manner and as appropriate</p> <p>2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures</p>

- 2.9 Use safe manual handling techniques as required
- 2.1 Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
- 2.1 Finalise casualty management according to casualty's needs and first aid principles
- 3 Communicate details of the incident
 - 3.1 Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
 - 3.2 Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
 - 3.3 Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
 - 3.4 Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
 - 3.5 Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
- 4 Evaluate own performance
 - 4.1 Seek feedback from **appropriate clinical expert**
 - 4.2 Recognise the possible psychological impacts on rescuers of involvement in critical incidents
 - 4.3 Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

poisoning and toxic substances (including chemical contamination)

respiratory distress

seizures

shock

stroke

substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care

need to be culturally aware, sensitive and respectful

importance of debriefing

confidentiality

own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:

Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit

Competence should be demonstrated working individually and, where appropriate, as part of a first aid team

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting

Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

Context and resources required for assessment:

Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge

For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines

Access and equity considerations:

All workers in the health industry should be aware of access and equity issues in relation to their own area of work

All workers should develop their ability to work in a culturally diverse environment

In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people

Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Contextualisation to address specific requirements may include:

Focus on first aid management of specific types of injury

First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)

Established first aid principles include:	Preserve life Prevent illness, injury and condition(s) becoming worse Promote recovery Protect the unconscious casualty
Vital signs include:	Consciousness Breathing Circulation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from equipment, machinery and substances Risks from first aid equipment Environmental risks Exposure to blood and other body substances Risk of further injury to the casualty Risks associated with the proximity of other workers and bystanders Risks from vehicles

Casualty's condition is managed for:

Abdominal injuries
Airway obstruction
Allergic reactions
Altered and loss of consciousness
Bleeding
Burns - thermal, chemical, friction, electrical
Chest pain/cardiac arrest
Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations
Near drowning
Envenomation - snake, spider, insect and marine bites
Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke
Fractures
Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions
No signs of life
Poisoning and toxic substances (including chemical contamination)
Respiratory distress/arrest
Seizures
Shock
Stroke
Substance misuse - common drugs and alcohol, including illicit drugs.

First aid management must take into account applicable aspects of:

The setting in which first aid is provided, including:

- workplace policies and procedures
- industry/site specific regulations, codes etc.
- OHS requirements
- state and territory workplace health and safety legislative requirements
- location and nature of the incident
- situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents
- location of emergency services personnel.

The use and availability of first aid equipment and resources

- Infection control
- Legal and social responsibilities of first aider

Resources and equipment are used appropriate to the risk to be met and may include:

- AED
- First aid kit
- Auto-injector
- Puffer/inhaler
- Resuscitation mask or barrier
- Spacer device

Communication media and equipment may include but are not limited to:

Telephones, including landline, mobile and satellite phones

HF/VHF radio

Flags

Flares

Two way radio

Email

Electronic equipment

Hand signals

Appropriate clinical expert may include:

Supervisor/manager

Ambulance officer/paramedic

Other medical/health worker

Documentation may include:

Injury report forms

Workplace documents as per organisation requirements

Documentation may include recording:

Time

Location

Description of injury

First aid management

Fluid intake/output, including fluid loss via:
blood

vomit

faeces

urine

Administration of medication including:

time

date

person administering

dose

Vital signs

Unit Sector(s)

SIRXCCS003A Coordinate interaction with customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management, and leading a customer service team.

Application of the Unit

Application of the unit This unit requires a demonstrated ability to coordinate a customer service team, provide accurate feedback to management on operational and procedural matters related to customer service, and supervise the resolution of customer complaints according to store policy. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement customer service standards.	<p>1.1 Monitor <i>service standards</i> according to <i>store policy</i>.</p> <p>1.2 Identify deficiencies in service and take action as required according to store policy.</p> <p>1.3 Convey store and <i>legislative policy and procedures</i> in relation to customer service provision to <i>team</i> members.</p> <p>1.4 Give <i>feedback</i> on quality of service provision to team members and management on a regular basis.</p>
2 Implement store policy regarding customer complaints.	<p>2.1 Monitor service standards to ensure store policy in regard to customer complaints is implemented by sales staff.</p> <p>2.2 Authorise, action, or refer to a higher authority procedures to resolve customer complaints according to store policy.</p>

ELEMENT	PERFORMANCE CRITERIA
	2.3 Satisfy customers' special needs where appropriate according to store policy.
3 Communicate with management.	3.1 Refer to management current store policies on customer service issues that may affect the operation of the department or section. 3.2 Provide <i>operational information</i> to management and other supervisors in order to facilitate customer service planning.
4 Lead customer service team.	4.1 Interpret store policy and procedures and apply to store operation. 4.2 Motivate team to achieve a high standard of service to customers. 4.3 Ensure team access to current information on staff issues and operations. 4.4 Clarify, plan and allocate team tasks in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources. 4.5 Inform team of changes in store service policy and procedures that affect their roles and responsibilities. 4.6 Provide feedback to team in regard to achievement or non-achievement of agreed service standards and performance targets. 4.7 Encourage team members to contribute feedback in regard to achievement of performance targets. 4.8 Handle routine problems using appropriate <i>problem-solving</i> techniques and refer to management if required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills, including:
 - giving feedback
 - coaching
 - performance analysis
 - questioning, listening and observation
 - group presentation
 - team motivation
 - negotiation
 - team leadership
 - verbal and non-verbal communication
- literacy skills in regard to:
 - completing a proforma for feedback to management
 - reading and interpreting store policy and procedures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - customer service
 - customer complaints about products or individual staff
 - staff supervision
 - monitoring team performance
 - discipline
 - grievance handling
 - allocating duties and responsibilities
 - meetings
 - store appraisal
- merchandise and service range of the store
- lines of communication to staff and management
- relevant legislation and statutory requirements
- relevant industry codes of practice
- interpersonal communication techniques.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- proactively coordinates a team in the provision of quality customer service according to store policy by:
 - consulting with staff
 - allocating tasks
 - conveying relevant information
 - applying store policy
 - monitoring performance
 - identifying deficiencies
 - providing feedback
 - motivating staff
 - solving routine problems
- provides accurate feedback to management on operational and procedural matters related to provision of customer service
- supervises the resolution of customer complaints according to store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - reporting proformas
 - legislation and statutory requirements
 - industry codes of practice
- a range of customers with different requirements
- a client service team.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Service standards may apply to:

- all store activities
- internal and external customers.

RANGE STATEMENT

Store policy may relate to:

- customer service
- staff supervision
- dealing with customer complaints.

Legislative policies and procedures may include:

- Trade Practices Act
- tobacco laws
- lottery legislation
- liquor licensing regulations
- sale of X and R rated products
- sale of second-hand goods
- trading hours
- transport, storage and handling of goods.

Teams may include:

- small work teams
- store team
- corporate team.

Feedback may include:

- verbal reports
- written reports
- presentations
- informal and formal meetings.

Customers may include:

- new and existing customers
- internal or external customers
- customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
- customers with routine or special needs.

Operational information may include:

- varying levels of staff training
- routine or busy trading times
- sales trends.

Problem solving may be affected by:

- store policy and procedures
- resource implications.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Client and Customer Service

SIRXCOM001A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

Application of the Unit

Application of the unit

This unit relates to frontline service staff and supervisors. It requires the team member to demonstrate the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish contact with customers.	<p>1.1 Maintain a welcoming <i>customer</i> environment.</p> <p>1.2 Greet customer warmly according to <i>store policy and procedures</i>.</p> <p>1.3 Create effective service environment through <i>verbal and non-verbal interaction</i> according to store policy and procedures.</p> <p>1.4 Use <i>questioning</i> and active listening to determine customer needs.</p> <p>1.5 Demonstrate confidentiality and tact.</p>
2 Process information.	<p>2.1 Answer telephone according to store procedures.</p> <p>2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements.</p>

ELEMENT	PERFORMANCE CRITERIA
	2.3 Use telephone system functions according to instructions.
	2.4 Record and promptly pass on messages or <i>information</i> .
	2.5 Inform customer of any problems and relevant action being taken.
	2.6 Perform follow-up action as necessary.
3 Communicate with customers and colleagues from diverse backgrounds.	3.1 Value and treat with respect and sensitivity customers and <i>colleagues</i> from different cultural groups.
	3.2 Consider cultural differences in all <i>verbal and non-verbal communication</i> .
	3.3 Use gestures or simple words to communicate where language barriers exist.
	3.4 Obtain assistance from colleagues or supervisors when required.
4 Work in a team.	4.1 Demonstrate a courteous and helpful manner at all times.
	4.2 Complete allocated tasks willingly according to set timeframes.
	4.3 Actively seek or provide assistance by approaching other <i>team</i> members when difficulties arise.
	4.4 Identify lines of communication with supervisors and peers according to store policy.
	4.5 Encourage, acknowledge and act upon constructive feedback provided by other team members.
	4.6 Use questioning to minimise misunderstandings.
	4.7 Identify and avoid signs of potential workplace conflict wherever possible.
	4.8 Demonstrate participation in team <i>problem solving</i> .
5 Read and interpret retail documents.	5.1 List and describe a range of <i>retail documents</i> .
	5.2 Read and interpret information from a range of retail documents.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- demonstrated use of positive and inclusive language
- questioning and listening
- resolving conflict
- negotiating
- managing stress
- demonstrating self-esteem
- literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - internal and external customer contact
 - verbal and non-verbal presentation
 - code of conduct
 - allocated duties and responsibilities
- goods and services provided by the store
- location of store departments
- functions and procedures for operating telephones and other communication equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - stock, inventory or price lists
 - lay-by, credit and product return slips
 - store policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the

EVIDENCE GUIDE

industry sector, workplace and job role is recommended, for example:

- SIRXIND001A Work effectively in a retail environment
- SIRXOHS001A Apply safe working practices
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

RANGE STATEMENT

Store policy and procedures may relate to:

- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- induction process.

Verbal and non-verbal interaction may occur with:

- external customers
- internal contacts, including management and other team members.

Questioning may involve the following communication techniques:

- using open and inclusive language
- speaking clearly and concisely
- using appropriate language
- non-verbal communication.

Information may include:

- telephone
- written
- electronic media such as email
- verbal feedback
- observation.

Colleagues may include:

- management
- other staff members
- full-time, part-time, casual or contract staff

Verbal and non-verbal communication may include:

- speaking and listening
- reading and writing
- body language
- facial expression.

Teams may include:

- small work teams
- store team
- corporate team.

RANGE STATEMENT

Problem solving may be affected by:

- store policy and procedures
- resource implications.

Retail documents may include:

- stock sheets
- planograms
- timetables, staff record forms
- lay-by slips
- credit slips
- product return slips
- manufacturer instructions
- telephone message pads.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Communication

SIRXEBS004A Select an e-business model

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use e-business approaches and tools to establish more efficient business operations.

Application of the Unit

Application of the unit

This unit requires the team member to identify, trial and evaluate a range of e-business models, and to report to stakeholders on the contrasting features and benefits of models in order to select an e-business model to meet organisation requirements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Assess emerging electronic business capabilities and their relevance to sales and service systems.	1.1 Identify new capabilities provided by <i>online technologies and applications</i> .
	1.2 Identify strengths, weaknesses, opportunities and threats related to the introduction of <i>e-business solutions</i> .
	1.3 Assess impact of electronic enablement on current <i>critical market factors</i> .
	1.4 Identify relationship of e-commerce capabilities to established <i>business strengths</i> .
2 Confirm impact of business to business models on retail operations.	2.1 Establish impact of trends in business to business developments on retail operations.
	2.2 Assess the ability of business to business solutions to enhance current <i>retail strategies</i> .
	2.3 Compare and confirm features and advantages of different business to business models.

ELEMENT	PERFORMANCE CRITERIA
3 Confirm impact of business to consumer models on retail operations.	3.1 Establish the impact of business to consumer trends on retail operations. 3.2 Assess the ability of business to consumer solutions to enhance current retail strategy. 3.3 Compare and confirm features and advantages of different business to consumer models.
4 Evaluate and trial e-business process and models.	4.1 Compare and contrast features and benefits of different <i>e-business models</i> . 4.2 Assess the relevance of each model to current retail and service strategies. 4.3 Select e-business processes and models. 4.4 Set performance requirements for an e-business process and model. 4.5 Trial e-business process and model. 4.6 Document, <i>evaluate</i> and report on data collected from e-business trials. 4.7 Select e-business model for adoption.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - communicate with external and internal groups and teams regarding e business models, applications and consultancies through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- capacity to determine appropriateness of various e-business applications and systems
- identify and assess forms of electronic transactions
- demonstrate adherence to safe working practices
- literacy and numerical skills in regard to:
 - reading and interpreting data on e-business applications
 - generating reports
- analytical and decision-making skills to:
 - seek out e-business strategies that produce operational efficiencies
 - implement e-business solutions that enhance sales and service efficiency
 - determine how e-business models and approaches can promote comparative brand, market and sales positions
 - evaluate information on forecasts and trends in e-business
 - build e-business models that enhance business relationships.

The following knowledge must be assessed as part of this unit:

- how e-business models affect e-business approaches
- relationship of e-commerce to e-business
- a range of business to business and business to consumer approaches
- types of data
- data processing requirements
- understanding of electronic transactions and processes
- impact on business of different business and business to consumer solutions
- relevant legal and legislative requirements
- principles and techniques in interpersonal communication.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying and utilising research on e-commerce and e-business tools and capabilities
- planning, coordinating and implementing activities associated with assessing the impact of e-business models on business operations
- evaluating and reporting on effectiveness of e-business models and processes
- consulting and liaising with business partners to assess suitability of e-business solutions
- integration of e-business solutions with business strengths and strategic goals or targets
- developing systems to manage and monitor e-business approaches
- awareness of how e-business changes will affect business relationships.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - legislation and statutory requirements
 - OHS requirements
 - industry codes of practice
 - information and performance data on existing business model and IT infrastructure
- information on:
 - markets
 - competitors
 - products and services
 - suppliers
 - new technology.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Online technologies and applications may include:

- a wide range of hardware, including routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls and peripherals
- a wide range of software, including network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software and spreadsheet software

E-business solutions may involve:

- integration of new solutions with existing IT infrastructure and business processes
- integration with basic e-commerce solutions that include different business models depending on the final requirement
- integration across operations at different levels of e-business development involving a mix of the above.

Critical market factors may include:

- response times
- scalability
- traffic
- data collection and management
- security
- customer demographics
- customer confidence
- customer expectations.

Business strengths may include:

- profitability
- customer relationships
- business management
- vendor relationships
- data management
- collaborative and cooperative relationships.

RANGE STATEMENT

Retail strategies must include:

- cost reduction
- productivity gains
- increased revenues
- responsiveness of suppliers
- market share
- value adding
- business competitiveness
- customer relationships
- supplier relationships
- revenue growth and flow.

E-business models may vary according to:

- enterprise products and services
- access
- content (product, data and information)
- commercial set-up of trading company
- applications
- infrastructure
- software
- services
- supply arrangements
- payment methods.

Evaluation may include:

- stakeholder consultation
- confirmation that a procurement process is necessary
- development of a business case
- comparison of internal versus outsourced provision
- whether to buy or build solutions.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field E-Business

SIRXFIN001A Balance point-of-sale terminal

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to balance a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

Application of the Unit

Application of the unit This unit is undertaken with some supervision. It requires the team member to apply store policy and procedures to accurately and efficiently balance a register or terminal, maintain a cash float, reconcile cash and non-cash transactions and record takings.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Remove takings from register or terminal.	<p>1.1 Perform <i>register or terminal</i> balance at designated times according to <i>store policy and procedures</i>.</p> <p>1.2 Separate cash float from takings prior to balancing procedure and secure according to store policy.</p> <p>1.3 Supply change to register or terminal according to store policy.</p> <p>1.4 Acquire and accurately interpret register or terminal reading or print-out.</p> <p>1.5 Remove and transport cash and <i>non-cash documents</i> according to store security policy and procedures.</p>
2 Reconcile takings.	<p>2.1 Count cash accurately.</p> <p>2.2 Calculate non-cash documents accurately.</p> <p>2.3 Determine balance between register or terminal reading and sum of cash and non-cash transactions.</p>

ELEMENT

PERFORMANCE CRITERIA

- 2.4 Report discrepancies between register or terminal reading and sum of cash and non-cash transactions to *relevant personnel* according to store policy.
- 2.5 Record store and individual department takings and file *records* according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- operating register or terminal
- completing tasks in a set timeframe
- literacy skills in regard to:
 - interpreting documentation
 - completing documentation
- numeracy skills in regard to:
 - counting cash
 - calculating non-cash transactions
 - reporting on takings.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - register or terminal balance
 - cash and non-cash transactions security
 - cash float
 - operation of equipment used at register or terminal
- cash and non-cash handling procedures, including:
 - opening and closing point-of-sale terminal
 - clearance of terminal and transference of tender
 - maintenance of cash float
 - counting cash
 - calculating non-cash documents
 - balancing point-of-sale terminal
 - recording takings
 - security of cash and non-cash transactions
 - change required and denominations of change
 - EFTPOS
 - credit cards
 - gift vouchers
 - lay-by
 - credit and returns.

REQUIRED SKILLS AND KNOWLEDGE

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates register or terminal equipment according to manufacturer instructions and store policy
- consistently applies store policy and procedures in regard to handling cash and removing takings from register or terminal
- consistently applies store policy and procedures in regard to cash float
- consistently applies store policy and procedures in regard to reading registers and recording information
- processes documentation and records responsibly and according to store policy and procedures
- reconciles takings according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - financial transaction dockets, slips and invoices
 - sample debit card and credit card vouchers
 - recording and tally sheets
 - store policy and procedure manuals in regard to register or terminal balance
- register or terminal and related equipment.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

- Register or terminals* may be:
- manual
 - electronic
 - cleared by operator or specialist staff
 - cleared at intervals during or at close of trading.

- Store policy and procedures* in regard to:
- register or terminal balance
 - cash handling
 - security.

- Non-cash documents* may relate to:
- credit cards
 - cheques
 - gift vouchers
 - hire-purchase
 - lay-by
 - cash on delivery (COD)
 - customer refunds
 - customer credit ratings.

- Relevant personnel* may include:
- manager
 - supervisor
 - team leader.

- Records* may be:
- manual
 - electronic.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Finance

SIRXHRM001A Administer human resources policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to plan and manage human resources.

Application of the Unit

Application of the unit This unit involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement staffing levels.	<p>1.1 Maintain and monitor <i>store policy and procedures</i> in regard to <i>staffing levels</i>.</p> <p>1.2 Maintain store staffing plans involving total store operation.</p> <p>1.3 Ensure store staffing plan is comprehensive, concise and easily understood by <i>staff and management</i>.</p> <p>1.4 Base all staffing figures on accurate and current information.</p> <p>1.5 Develop <i>contingency plans</i> to cope with extreme situations.</p> <p>1.6 Identify, analyse and rectify staff turnover problems as required by store policy.</p>
2 Monitor staff performance.	<p>2.1 Analyse, monitor and maintain store policy and procedures in regard to staff performance requirements.</p> <p>2.2 Conduct performance appraisal and counselling interviews</p>

ELEMENT	PERFORMANCE CRITERIA
	as required according to store policy.
	2.3 Give clear, constructive <i>feedback</i> on performance at a level and pace appropriate to the team member.
	2.4 Recognise performance and achievement and encourage individuals to contribute to their own assessment.
	2.5 Encourage individuals to contribute to improving policy and procedures.
	2.6 Discipline and counsel staff as required according to store policy and <i>statutory requirements</i> .
	2.7 Implement staff dismissals according to store policy and procedures and statutory requirements.
	2.8 Conduct terminal and exit interviews according to store policy and procedures and statutory requirements.
	2.9 Accurately and completely record details of all procedures and made available to authorised personnel.
3 Identify and minimise potential industrial relations problems.	<p>3.1 Develop and implement strategies in regard to <i>interpersonal conflict</i> and dispute resolution according to store policy and procedures.</p> <p>3.2 Actively encourage consultation and cooperation within team.</p> <p>3.3 Provide constructive support to resolve problems where interpersonal conflict arises.</p> <p>3.4 Accurately <i>communicate</i> current dispute resolution and grievance procedures to team members.</p> <p>3.5 Concisely and accurately record details of proceedings and make available to authorised personnel.</p> <p>3.6 Treat team members with integrity, respect and compassion.</p>
4 Develop and implement training plans.	<p>4.1 Develop <i>training objectives and activities</i> based on considered assessment of existing individual and team competencies, potential competency and career aspirations according to store policy.</p> <p>4.2 Regularly review, update and improve training plans in consultation with staff and management.</p> <p>4.3 Ensure training plans contain clear, realistic <i>objectives</i>.</p>

ELEMENT

PERFORMANCE CRITERIA

- 4.4 Encourage and assist individuals to evaluate their own development and training needs and to contribute to development planning and review.
- 4.5 Plan training activities to optimise the use of available resources.
- 4.6 Identify training needs using accurate and current information.
- 4.7 Clearly define training requirements relating to specific competencies necessary to perform a specified role or function.
- 4.8 Provide ongoing training information to all staff.
- 4.9 Delegate responsibility for training to *specific staff*.
- 4.10 Document planned training needs and specified outcomes.
- 4.11 Monitor and maintain budget in regard to training and assessment of staff according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - conduct performance appraisal and counselling and terminal and exit interviews
 - give feedback and provide information
 - encourage individual contribution and evaluation of training and development needs
 - discipline and counsel staff and resolve conflicts
 - encourage consultation and cooperation in the team through clear and direct communication
 - ask questions to identify and confirm requirements,
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- analysing training needs
- monitoring staff performance
- conducting performance appraisal
- negotiating
- literacy skills in regard to:
 - researching, analysing and interpreting a broad range of written material
 - preparing reports
 - documenting results
 - numeracy skills in regard to interpreting and maintaining data.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - staffing
 - performance appraisal
 - employee relations
 - staff development
- relevant statutory, legal and industrial relations requirements in regard to:
 - monitoring staff performance
 - counselling
 - disciplinary procedures
 - dismissal procedures

REQUIRED SKILLS AND KNOWLEDGE

- agreements, awards and wages and conditions
- anti-discrimination
- equal opportunity
- sexual harassment
- OHS
- a range of responsibilities and job descriptions
- Australian apprenticeship legislation
- Training Packages and competency standards
- store staffing plan
- staff levels and turnover
- existing competencies
- resources available for training
- principles and techniques in training and development.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains and monitors optimum staff levels according to store policy and procedures by:
 - maintaining staffing plans
 - communicating with staff and management
 - developing contingency plans
 - analysing and rectifying staff turnover problems
- maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
 - monitoring and analysing performance
 - identifying performance and skill gaps
 - applying on the job training and coaching processes to develop employees
 - developing performance improvement plans
 - conducting performance appraisal interviews
 - demonstrating discipline and counselling processes
 - demonstrating dismissal processes
- accurately records and maintains details of staff performance procedures, taking into account privacy requirements
- communicates with team members to minimise potential industrial relations problems
- develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on employee relations and staff development
 - legislative requirements
 - store staffing plan
 - job descriptions
- statutes, awards and agreements relating to:
 - monitoring staff performance
 - performance appraisal
 - counselling
 - disciplinary procedures.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- employee relations and staff development
- systems for recording employee relations information.

Staffing levels may vary according to:

- peak trading times
- special events
- promotion
- stocktakes
- refurbishment.

Staff and management may include:

- full-time, part-time, casual or contract staff
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Contingency plans may include:

- unpredicted staff shortages
- unpredicted customer demand
- accidents or emergencies.

Techniques for providing ***feedback*** may include:

- using open and inclusive language
- speaking clearly and concisely
- using appropriate language
- non-verbal communication.

RANGE STATEMENT

Statutory requirements and legislation may include:

- equal employment opportunity (EEO)
- Australian apprenticeships
- disciplinary procedures
- awards and agreements
- wages and conditions
- anti-discrimination
- sexual harassment
- OHS
- privacy.

Interpersonal conflict:

- may occur with or between:
 - individuals
 - teams
 - customers
 - management
- may be minimised:
 - formally
 - informally
- is minimised to:
 - promote effective working relationships
 - prevent disciplinary or grievance procedures becoming necessary.

Methods to *communicate* information may include:

- verbal
- written, including email.

Training objectives and activities may relate to:

- existing staff competencies
- level of competencies required by staff
- budget allocation for staff training.

Objectives may apply to:

- individuals
- teams
- managers.

RANGE STATEMENT

Specific staff responsible for training may include:

- supervisor and manager
- training coordinator
- external consultant.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Human Resources Management

SIRXHRM002A Recruit and select personnel

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to recruit and select personnel.

Application of the Unit

Application of the unit This unit involves defining future personnel requirements, determining job specifications, evaluating and selecting applicants, and recruiting staff. Staff with managerial responsibilities perform this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Define future personnel requirements.	<p>1.1 Accurately identify <i>store policy and procedures</i> in regard to <i>staffing levels</i>.</p> <p>1.2 Access and utilise accurate and current <i>information</i> to define personnel requirements.</p> <p>1.3 Clearly identify competencies and attitudes required of <i>staff members</i> and <i>teams</i>.</p> <p>1.4 Consult <i>relevant personnel</i> as required.</p> <p>1.5 Support estimates of <i>staffing requirements</i> with <i>appropriate calculations</i> where necessary.</p>
2 Determine job specifications.	<p>2.1 Ensure <i>job specifications</i> accurately reflect the role that the appointee will play in relation to the team as a whole.</p> <p>2.2 Take into account the views and requirements of all relevant personnel prior to completing the specification.</p>

ELEMENT	PERFORMANCE CRITERIA
	2.3 Write clear and concise job specifications according to <i>relevant legislation</i> .
	2.4 Confirm specifications with relevant personnel prior to recruitment action according to store policy.
3 Recruit staff.	3.1 Maintain and monitor <i>staff recruitment procedures</i> .
	3.2 Advertise employment vacancies internally and externally according to store policy.
	3.3 Conduct job interviews and <i>employment appraisal tests</i> according to store policy.
	3.4 Enact staff selection policy and procedures to comply with equal opportunity and equal employment opportunity legislation.
	3.5 Ensure wages and conditions comply with relevant awards and agreements and store policy.
4 Assess and select applicants.	4.1 Conduct assessment and selection process according to store policy and procedures and legal requirements.
	4.2 Judge information obtained from each candidate against specified selection criteria, and note any additional influencing factors.
	4.3 Promptly seek advice from relevant personnel where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria.
	4.4 Identify and correct unintended deviations from agreed procedures before making selection decisions.
	4.5 Maintain complete, accurate and clear <i>records</i> of assessment and selection processes.
	4.6 Ensure selection recommendations are communicated to authorised personnel only.
	4.7 Promptly and accurately inform all candidates of selection decisions following each stage of the selection process.
	4.8 Promptly communicate recommendations for improvements to any aspect of the selection process to appropriate personnel.
	4.9 Ensure that assessment and selection processes used and evidence gained justify the selection choice.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interviewing skills
- interpersonal communication skills to:
 - consult personnel
 - confirm specifications,
 - seek advice and communicate recommendations
 - conduct interviews and inform candidates of results through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- presentation skills
- evaluating information from resumes, letters, references, interviews and aptitude tests against criteria
- checking references, security clearances and personal documentation
- obtaining information from candidates at interview
- literacy skills in regard to:
 - researching, analysing and interpreting a broad range of written material
 - writing clear accurate job descriptions and specifications
 - preparing reports
 - recording details of processes
 - documenting results.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - job role and responsibilities
 - personnel planning, including current and projected staff numbers
 - recruitment , assessment and selection of candidates
- relevant legislation and statutory requirements, including:
 - equal opportunity and equal employment opportunity (EEO) legislation
 - awards and agreements
 - anti-discrimination
 - recruitment sourcing methods

REQUIRED SKILLS AND KNOWLEDGE

- government subsidies and support functions for traineeships
- Australian apprenticeships
- Training Packages and competency standards
- principles and techniques in:
 - interpersonal communication
 - identifying competency requirements in relation to work demands
 - identifying, defining and assessing competency of individuals
 - consultation
 - interviewing
- knowledge of special needs in relation to recruitment and selection, including reasonable adjustments for interviews, interview techniques and provision of appropriate documentation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies existing and required competencies and attitudes of individuals and teams
- develops job specifications to effectively meet the needs of the store and company
- recruits suitable staff according to:
 - relevant store policy and procedures
 - relevant legislation
 - relevant awards and agreements
- assesses and selects candidates according to store policy and procedures and legal requirements
- accurately records selection processes.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on personnel planning, selection and recruitment
 - equal opportunity and equal employment opportunity (EEO) legislation
 - awards and agreements
- job descriptions and specifications.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- personnel planning
- selection and recruitment
- maintaining records.

Staffing levels may vary according to:

- peak trading cycles
- special events
- promotion
- stocktakes
- market trends.

Sources of accurate and current ***information*** may include:

- colleagues, supervisors and managers
- store records
- personal observation and experience
- store policy and procedures documents
- unions
- industry associations.

Staff members may include:

- full-time, part-time, casual or contract staff
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Teams may include:

- small work teams
- store team
- corporate team.

RANGE STATEMENT

- Relevant personnel*** may include:
- internal or external consultants
 - employees
 - supervisors
 - human resources personnel
 - store and area manager.
- Staffing requirements*** may include:
- permanent
 - temporary
 - full-time
 - part-time
 - casual
 - contract.
- Appropriate calculations*** may include:
- financial considerations
 - current and projected staff numbers
 - current staff competencies and estimation of competencies required
 - succession planning
 - personnel forecasts
 - business plan and strategic directions.
- Job specifications*** should include:
- job title and purpose of position
 - responsibilities
 - competencies required.
- Relevant legislation*** may include:
- equal employment opportunity (EEO)
 - anti-discrimination
 - awards and agreements
 - confidentiality laws.
- Staff recruitment procedures*** may be delegated to:
- individuals
 - specialist personnel.

RANGE STATEMENT

Employment appraisal tests may include:

- assessment of relevant competencies
- personality profiling.

Records may be:

- manual
- electronic
- access restricted.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Human Resources Management

SIRXIND001A Work effectively in a retail environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Application of the Unit

Application of the unit

This unit may apply to all service personnel. It requires the team member to demonstrate an understanding of workplace policies and legislation regarding work availability and rosters, work duties, and relevant awards or agreements. Demonstrated understanding of workplace culture, inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete tasks under instruction are also required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Act responsibly.	<p>1.1 Provide notification of shift availability, or non-attendance for shift, according to set time frames and according to <i>store policy and procedures</i>.</p> <p>1.2 Interpret staff rosters accurately.</p> <p>1.3 Recognise and describe <i>organisational culture</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
2 Act in a non-discriminatory manner.	2.1 Display <i>non-discriminatory attitudes</i> when interacting with <i>customers, staff or management</i> . 2.2 Use non-discriminatory language.
3 Develop retail industry knowledge.	3.1 Identify and access <i>sources of information</i> on the retail industry. 3.2 Obtain <i>information</i> to assist with effective work performance and career planning within the retail industry. 3.3 Identify and interpret relevant awards and agreements. 3.4 Identify and analyse role of employee and employer associations in industrial relations system.
4 Maintain personal presentation.	4.1 Maintain personal dress and presentation in a neat and tidy manner. 4.2 Maintain personal hygiene according to store policy and <i>legislation</i> .
5 Follow routine instructions.	5.1 Receive and act upon instructions. 5.2 Use effective questioning to elicit information. 5.3 Assess, comprehend and act upon <i>store information</i> relevant to the particular task. 5.4 Plan and organise <i>daily work routine</i> within the scope of the job role. 5.5 Prioritise and complete <i>tasks</i> according to required timeframes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - follow routine instructions through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- ability to follow store policy and procedures
- maintaining personal presentation
- interpersonal communication skills, including:
 - non-discriminatory verbal and non-verbal communication
 - listening, questioning and observation
- literacy skills in reading and interpreting workplace documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - workplace ethics
 - shift availability or non-attendance
 - staff rosters
 - interpersonal conflict
 - dealing with grievances
 - personal animosity
 - discriminatory behaviour
 - harassment
 - staff counselling and disciplinary procedures
 - equal opportunity issues
 - part-time, casual, full-time work, contract employment
 - hygiene and self-presentation
- store organisational structure
- structure of the retail industry
- rights and responsibilities of employers and employees in retail workplace
- responsibilities under an Australian apprenticeship contract of training (if applicable)
- major changes affecting retail workplaces
- following set routines and procedures

REQUIRED SKILLS AND KNOWLEDGE

- relevant legislation and statutory requirements, such as:
 - equal opportunity legislation
 - equal employment opportunity (EEO) legislation
 - anti-discrimination legislation
 - workplace relations
 - industry awards and agreements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- responsibly applies store policy and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description
- recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals
- applies store policy and procedures and legislative requirements in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes
- knows employee's own rights and responsibilities in regard to awards and agreements
- identifies and describes the role of various parties, including employer and employee associations
- applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct
- consistently meets store scheduling routines and uses time effectively.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - store or sample policy and procedures in regard to workplace ethics
 - store or sample job descriptions and organisational charts
 - store or sample documentation regarding mission and goals for the company
 - store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
 - awards and agreements
 - government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination
 - store or sample policies on OHS.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- research projects or case studies
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example this unit can be assessed with the following units:

- SIRXCOM001A Communicate in the workplace
- SIRXOHS001A Apply safe working practices
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology

EVIDENCE GUIDE

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:

- workplace ethics
- modes of communication
- store hours of operation
- completing work out of hours
- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- OHS.

Organisational culture may include:

- organisational structure, including own position and role within the structure
- chain of command
- workplace policy and procedures
- organisational values
- mission statement
- workplace goals.

RANGE STATEMENT

Non-discriminatory attitudes may include:

- age
- race
- colour
- national or ethnic origin
- sex
- pregnancy or marital status
- disability
- religion
- sexual preference.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff or management may:

- come from a range of social, cultural and ethnic backgrounds
- have varying degrees of language and literacy levels.

Sources of information may include:

- media
- reference books
- libraries
- unions
- industry associations
- industry publications
- internet
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisers.

RANGE STATEMENT

- Information*** may include:
- industry working conditions
 - employee and employer rights and responsibilities
 - environmental issues and requirements
 - industrial relations issues and major organisation
 - career opportunities within the industry
 - the work ethic required to work in the industry
 - industry expectations of staff
 - quality assurance
 - new products and services.
- Legislation*** may include:
- federal, state or territory and local legislation
 - food safety
 - OHS.
- Store information*** may:
- be written or verbal
 - relate to store policy and procedures, including:
 - contact with customers
 - job descriptions and responsibilities
 - interaction with other team members
 - interaction with supervision and management.
- Daily work routine*** may include:
- interacting with customers
 - interacting with supervisors and other staff members
 - handling telephone enquiries
 - organising and maintaining work areas
 - maintaining merchandise and displays
 - preparing goods for delivery
 - observing scheduled breaks
 - assisting other team members
 - working within required timelines.
- Tasks*** may be:
- routine
 - rostered
 - non-routine.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Working in Industry

SIRXINV002A Maintain and order stock

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

Application of the Unit

Application of the unit

This unit requires staff to exercise managerial responsibility to monitor and coordinate stock levels, storage, distribution and reorder cycles; roster staff, organise and coordinate stocktakes, maintain accurate records and routinely report on inventory status to relevant personnel according to store policy and procedures.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor receipt and dispatch of goods	<p>1.1 Delegate responsibility for receipt and dispatch of goods to <i>appropriate staff</i>.</p> <p>1.2 Implement store procedures in regard to receipt, dispatch and secure storage of goods.</p> <p>1.3 Observe <i>staff</i> functions to ensure store procedures are followed and documentation is completed correctly.</p> <p>1.4 Implement store procedures to ensure goods inspected for quantity and quality on receipt.</p> <p>1.5 Act upon variations to quantity and quality of delivered goods according to <i>store policy and procedures</i>.</p> <p>1.6 Supervise safe <i>handling and storage of goods</i> according to store policy.</p>

ELEMENT	PERFORMANCE CRITERIA
2 Maintain stock records.	2.1 Monitor and maintain stock levels at required levels. 2.2 Maintain, monitor and adjust stock reorder cycles as required. 2.3 Inform team members of their individual responsibilities in regard to recording of stock. 2.4 Maintain stock storage and movement <i>records</i> according to store policy. 2.5 Record stock discrepancies and follow procedures according to store policy. 2.6 Monitor stock performance and identify and <i>report</i> fast and slow selling items according to store policy.
3 Coordinate stocktake or cyclical count.	3.1 Interpret policy and procedures in regard to <i>stocktaking</i> and cyclical counts and explain to team members. 3.2 <i>Roster</i> staff according to allocated budget and time constraints. 3.3 Allocate stocktaking tasks to individual team members. 3.4 Provide team members with clear directions for the performance of each task. 3.5 Allocate team members to ensure effective use of staff resources to complete task. 3.6 Produce accurate reports on stocktake data, including discrepancies, for management.
4 Identify stock losses.	4.1 Identify, record and assess losses against potential loss forecast on a regular basis. 4.2 Identify avoidable losses and establish reasons. 4.3 Recommend and implement possible solutions.
5 Process orders.	5.1 Process and raise orders for stock as requested according to store policy and procedures. 5.2 Maintain <i>ordering and recording system</i> . 5.3 Ensure availability of sample range according to buying plan.

ELEMENT

PERFORMANCE CRITERIA

- 5.4 Order pricing materials as required.
- 5.5 Record negotiated purchase and supply agreements and file for retrieval.
- 6 Follow up orders.
 - 6.1 Monitor delivery process to meet agreed deadlines.
 - 6.2 Handle routine supply problems or refer to management as required by store policy.
 - 6.3 Maintain ongoing liaison with buyers, store or departments, warehouse and *suppliers* to ensure continuity of supply.
 - 6.4 Distribute stock according to store or department allocation.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- store stocktaking systems
- use of electronic recording equipment
- interpersonal communication skills to:
 - inform team members of their responsibilities and give instructions
 - explain policies and procedures to staff
 - allocate tasks and provide directions for performance of tasks
 - liaise with buyers, store and departments, warehouse and suppliers through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- time management
- negotiation skills
- report preparation and presentation
- literacy and numeracy skills in regard to:
 - stock control reports and documentation
 - processing orders
 - maintaining delivery and supply records
 - stock distribution records
 - maintaining stock ordering and recording systems.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - stock control
 - store merchandising system
 - current and future stock levels
 - bar codes, labels and price tags
 - store stock recording system
 - stock replenishment and reorder procedures
 - inter- and intra-store and department transfers
 - reporting of stock discrepancies and damage
 - identifying and recording stock losses
 - identifying and recording discrepancies

REQUIRED SKILLS AND KNOWLEDGE

- existing suppliers
- quality control procedures and requirements
- receipt and dispatch of goods, including inspection for quality and quantity
- relevant licensing requirements for moving stock mechanically
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS legislation and codes of practice
- principles and techniques for interpersonal communication skills.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently implements and monitors store policy and procedures regarding receipt, dispatch and secure storage of goods
- regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods
- monitors stock levels, storage, movement and reorder cycles on a regular basis.
- organises and coordinates stocktake according to store policy and procedures
- consistently raises and processes stock orders and maintains record system according to store policy and procedures
- monitors delivery processes and distributes stock to ensure continuity of supply.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures for receipt and dispatch of goods
 - store procedures for stocktake
 - OHS legislation and codes of practice
 - industry codes of practice
 - legislation and statutory requirements
 - store merchandising and marketing policy and procedures
 - inter- and intra-store and department transfer procedures
 - store quality control procedures and requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

- Appropriate staff*** may include:
- frontline staff
 - relevant managers
 - supervisor
 - team leader
 - specialist staff.
- Staff*** may include:
- full-time, part-time, casual or contract staff
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying degrees of language and literacy levels.
- Store policy and procedures*** in regard to:
- stock control
 - stock control system
 - recording procedures
 - procedures for investigating discrepancies
 - store merchandise and marketing
 - pricing, labelling and packaging requirements
 - quality control policy and procedures.
- Handling and storage of goods*** may vary according to:
- stock characteristics
 - industry codes of practice.
- Records*** may be:
- manual
 - digital.

RANGE STATEMENT

Reports for management may include:

- financial reports
- business documents
- informal reports
- stocktake reports.

Stocktaking may be:

- cyclical
- compliance driven.

Roster may include:

- varying levels of staff training
- staffing levels
- routine or busy trading conditions
- full-time, part-time or casual staff
- range of staff responsibilities.

Ordering and recording system may be:

- manual
- digital.

Suppliers may include:

- existing contacts
- new contacts
- local suppliers
- overseas supplies.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Inventory

SIRXMER001A Merchandise products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling and pricing stock.

Application of the Unit

Application of the unit

This unit applies to frontline retail personnel. It requires the team member to demonstrate the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storage of stock, including application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, relevant legislation, government regulations, and industry codes of practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Place and arrange merchandise.	<p>1.1 Unpack <i>merchandise</i> according to <i>store policy and procedures</i> and <i>legislative requirements</i>.</p> <p>1.2 Place merchandise on floor, fixtures and shelves in determined locations according to OHS and other relevant legislative requirements.</p> <p>1.3 <i>Display</i> merchandise to achieve a balanced, fully-stocked appearance and promote sales.</p> <p>1.4 Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedure.</p> <p>1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes.</p> <p>1.6 Rotate stock according to stock requirements and store procedure.</p>

ELEMENT	PERFORMANCE CRITERIA
	1.7 Ensure stock presentation conforms to special <i>handling techniques</i> and other <i>safety requirements</i> .
2 Prepare display labels and tickets.	<p>2.1 Prepare <i>labels and tickets</i> for window, wall or floor displays according to store policy.</p> <p>2.2 Prepare tickets using electronic equipment or neatly by hand according to store procedures.</p> <p>2.3 Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.</p> <p>2.4 Use and maintain electronic ticketing and labelling equipment according to design specifications.</p> <p>2.5 Store ticketing equipment in a secure location.</p>
3 Place, arrange and display price labels and tickets.	<p>3.1 Place labels and tickets visibly and correctly on merchandise.</p> <p>3.2 Replace labels and tickets according to store policy.</p> <p>3.3 Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements.</p>
4 Maintain displays.	<p>4.1 Reset and dismantle <i>special promotion areas</i>.</p> <p>4.2 Assist supervisor in selection of merchandise for display.</p> <p>4.3 Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.</p> <p>4.4 Identify, reset or remove unsuitable or out-of-date displays as directed.</p> <p>4.5 Identify optimum stock levels and replenish stock according to store policy.</p> <p>4.6 Maintain display areas in a clean and tidy condition.</p> <p>4.7 Remove excess packaging from display areas.</p>

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|----------------------|-----|--|
| 5 | Protect merchandise. | 5.1 | Identify and apply correct handling, storage and display techniques according to stock characteristics and legislative requirements. |
|---|----------------------|-----|--|

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- use and maintenance of manual and electronic labelling and ticketing equipment
- completing tasks in a set timeframe
- literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines
 - machine or manual preparation of labels and tickets
 - reading and understanding manufacturer instructions.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
 - merchandising, ticketing and pricing of stock
 - correct storage of stock
 - store promotional themes, including advertising, catalogues and special offers
 - location of display areas
 - availability and use of display materials
 - stock rotation
 - stock replenishment
 - merchandise range
 - scheduling for building or rotating displays
 - correct storage procedures for labelling and ticketing equipment and materials
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant OHS regulations, including:
 - manual handling
 - hygiene and sanitation
 - hazardous substances
 - labelling of workplace substances
- relevant legislation and statutory requirements
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures and legislative requirements
- performs correct manual handling, storage and display techniques according to:
 - stock characteristics
 - industry codes of practice
 - OHS legislation and codes of practice.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
 - store policy and procedure manuals on housekeeping, merchandising and OHS
 - manufacturer instructions and operation manuals for electronic ticketing equipment
 - relevant legislation and industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services
- SIRXSLS002A Advise on products and services.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Merchandise may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price.

Store policy and procedures in regard to:

- merchandising of stock
- preparing and displaying labels and tickets
- maintaining displays.

Legislative requirements may include:

- pricing requirements, including GST requirements
- industry codes of practice
- discounted items
- Trade Practices and Fair Trading Acts.

Display may include:

- setting new displays
- maintaining existing displays.

Handling techniques may vary according to:

- stock characteristics
- store policy
- legislative requirements
- industry codes of practice.

RANGE STATEMENT

Safety requirements may relate to:

- transport, storage and handling of goods
- hazardous substances
- labelling of workplace substances.

Preparation of *labels and tickets* may involve:

- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards.

Special promotion areas may be:

- permanent or temporary
- interior or exterior
- publicly accessible
- windows
- shelves
- wall fixtures
- on floor.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

SIRXMER005A Create a display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to plan and implement a display for a retail business.

Application of the Unit

Application of the unit This unit requires the team member to identify requirements for a display, develop display ideas and have them approved by relevant personnel and plan and build displays. In addition the unit requires the team member to maintain displays to meet the requirements of the product, the audience and the organisation. This unit may apply to floor and sales team members.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the requirements of the display.	1.1 Identify <i>purpose</i> and <i>audience</i> for the display. 1.2 Identify products that will be displayed. 1.3 Identify organisation's requirements and research <i>relevant information</i> where required. 1.4 Identify <i>resources</i> required to create the display. 1.5 Identify and consider <i>constraints or factors</i> that may affect the creation of the display.
2 Develop display ideas.	2.1 Generate ideas for the display using <i>creative thinking techniques</i> . 2.2 Test ideas against display requirements and <i>organisation's requirements</i> . 2.3 Discuss <i>display options</i> with relevant personnel. 2.4 Modify display ideas and refine according to <i>feedback</i> and

ELEMENT

PERFORMANCE CRITERIA

confirm with *relevant personnel*.

- | | | | |
|---|--------------------------|-----|---|
| 3 | Plan and build displays. | 3.1 | Develop ideas into a simple <i>display plan</i> . |
| | | 3.2 | Source resources, materials and products to meet plan requirements. |
| | | 3.3 | Create display following the display plan. |
| | | 3.4 | Seek assistance from relevant personnel where required. |
| | | 3.5 | Review display and make refinements as required. |
| 4 | Maintain display. | 4.1 | Maintain display in a clean and tidy condition and replace products as necessary according to display plan. |
| | | 4.2 | Make changes or alterations to the display as appropriate. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- creative thinking skills
- interpersonal communication skills to:
 - communicate display ideas to others
 - seek and accept feedback through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- representing ideas in the form of a simple display plan
- observing when display needs to be changed, updated or altered
- maintaining display.

The following knowledge must be assessed as part of this unit:

- basic design principles, including:
 - colour
 - shape
 - use of space
 - flow of product
- the audience for the display and what the display needs to communicate
- a variety of display options
- organisational requirements in terms of product display.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies the requirements for a new display
- creates a display plan that meets the requirements of the product, the audience and the organisation
- plans and builds the display plan and maintains the display.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as store policy and procedures manuals
- display space
- a range of display products and materials.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Purpose of the display may include:

- window display
- promotion
- sale
- new products
- new range.

Audience for the display may include:

- new or repeat customers
- external and internal foot or vehicular traffic
- people of different ages
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
- people with varying degrees of language and literacy.

Relevant information may be sourced from:

- direct observation
- written reports
- colleagues
- internet
- magazines
- technical personnel
- marketing personnel.

Resources may include:

- labels and tickets
- materials
- equipment and technology
- fixtures and fittings
- staff
- time
- budget.

RANGE STATEMENT

Constraints or factors may include:

- time
- budget
- staff
- availability of materials
- space
- product characteristics.

Creative thinking techniques may include:

- product association
- brainstorming
- visualising
- telling stories
- creative writing
- lateral thinking
- mind mapping
- drawings
- using prompts.

Organisation's requirements may include:

- organisational standards
- OHS
- branding
- store policy and procedures
- aesthetics
- budget
- staff
- allocated space.

Display options may include:

- indoor or outdoor
- static or moving
- sound
- lighting.

Feedback may be sought and received:

- verbally
- in writing
- in groups
- individually.

RANGE STATEMENT

Relevant personnel may include:

- manager
- team leader
- external personnel with display creation expertise.

Display plan may include:

- simple sketches of planned display
- checklist of materials and equipment required.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

SIRXMGT001A Coordinate work teams

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Application of the Unit

Application of the unit

This unit requires the team member to consistently and responsibly apply store policy and procedures and local statutory requirements in regard to the induction, rostering, coordination, coaching and motivation of work teams. It requires strong interpersonal communication skills. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and organise staffing levels.	<p>1.1 Maintain <i>staffing levels</i> and rosters in designated areas within budget and according to <i>store policy and procedures</i> and <i>legislative requirements</i>.</p> <p>1.2 Roster <i>team</i> according to anticipated sales peaks and <i>statutory requirements</i>.</p> <p>1.3 Inform team members of individual rosters according to store policy and procedures.</p> <p>1.4 Take corrective action as needed according to staff availability.</p>
2 Inform team members.	<p>2.1 Inform team of expected standards of <i>work</i> and behaviour required by store policy in a manner and at a level and pace appropriate to the individual.</p> <p>2.2 Implement staff <i>communication</i> and motivation programs</p>

ELEMENT	PERFORMANCE CRITERIA
	according to store policy.
	2.3 Compare store targets to individual and team results.
	2.4 Conduct staff meetings to address issues within area of authority according to store policy.
	2.5 Perform <i>staff induction</i> into teams according to store policy.
3 Coach on the job.	3.1 Identify opportunities to <i>coach</i> team members who are unfamiliar with specific <i>procedures</i> .
	3.2 Make team members aware of the work application of the competency or job being taught.
	3.3 Use a systematic approach, including explanation and demonstration where appropriate.
	3.4 Encourage trainees by positive <i>comments and feedback</i> .
	3.5 Design feedback during instruction to help trainees learn from their mistakes.
	3.6 Encourage and guide trainees to evaluate their own performance and diagnose it for improvement.
	3.7 <i>Evaluate</i> trainees' performance according to store policy and procedures.
4 Motivate the team.	4.1 Identify strengths and weaknesses of team against current and anticipated work requirements.
	4.2 Encourage individuals within the team to contribute to discussion and planning of team objectives and goals.
	4.3 Update and review team objectives and goals on a regular basis in consultation with <i>relevant personnel</i> .
	4.4 Develop positive and constructive relationships with and between team members.
	4.5 Treat all team members fairly, equally and with respect.
	4.6 Accept responsibility for developing own competencies and identify realistic objectives.
5 Maintain staffing records.	5.1 Maintain <i>staff records</i> as required according to store policy and relevant awards and agreements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - inform team members of rosters
 - conduct staff meetings
 - coach team members, including explaining and demonstrating
 - provide feedback and encouragement through clear and direct communication
 - ask questions to identify and confirm requirements
 - give instructions and provide constructive feedback
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - literacy skills in regard to:
 - reading and interpreting workplace documents
 - reporting procedures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - workplace ethics
 - work teams
 - staffing rosters
 - personnel records
 - trainee assessment
 - supervising new apprentices
 - staff counselling and disciplinary procedures
 - work and overtime periods
 - meetings
 - housekeeping
 - store organisational structure
 - rights and responsibilities of employers and employees in retail workplace
 - award and agreement requirements, including employment classifications, such as full-time, part-time and casual
 - forms of work in retail
 - major changes affecting retail workplaces

REQUIRED SKILLS AND KNOWLEDGE

- principles and techniques in interpersonal communication
- relevant legislation and statutory requirements, such as:
 - equal employment opportunity (EEO) legislation
 - anti-discrimination legislation
 - industry awards and agreements
 - relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently and responsibly applies store policy and procedures and ethical behaviour in regard to the coordination of staff
- consistently applies store policies and procedures in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff
- consistently and responsibly applies store policy and procedures in regard to the induction of new staff.
- consistently and responsibly applies store policy and procedures in regard to maintaining staffing levels and coordinating work teams within budgetary constraints
- consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements
- consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities
- reports suggestions for improvements in procedures to management.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment

relevant documentation, such as:

- legislation and statutory requirements
- awards and agreements
- job descriptions and responsibilities
- training programs
- store policy and procedures manuals

rostering and recording systems

a work team.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXMGT002A Maintain employee relations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Staffing levels may vary according to:

- peak trading times
- special events
- promotion
- stocktakes
- refurbishment.

Store policy and procedures may relate to:

- staffing requirements
- on the job training
- maintaining staffing records
- housekeeping.

Legislative requirements may include:

- OHS
- equal opportunity
- anti-discrimination
- workplace relations
- industry awards and agreements.

Team may include:

- full-time, part-time or casual staff
- staff under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Statutory requirements may include:

- minimum and maximum hours of work
- meal and other breaks
- leave entitlements
- remuneration scales
- penalty rates
- relevant industry awards and agreements.

RANGE STATEMENT

Work may include:

- selling
- merchandising
- housekeeping
- rostering
- maintaining equipment
- stocktaking.

Communication with team may be:

- face-to-face
- written
- in languages other than English, Indigenous languages or visual languages, such as sign language
- individually or in groups.

Staff induction may include:

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

Coaching may be done:

- frequently or infrequently
- formally or informally.

Procedures may relate to:

- modes of communication
- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- OHS.

Techniques for providing *comments and feedback* may include:

- using appropriate, open and inclusive language
- speaking clearly and concisely
- using languages other than English, including Indigenous languages and visual languages, such as sign language
- non-verbal communication.

RANGE STATEMENT

Methods of *evaluation* may include:

- observation
- third-party reports
- customer feedback
- questioning.

Relevant personnel may include:

- team members
- supervisors
- managers.
-

Staff records:

- systems may be:
- manual
- electronic
- may relate to:
- attendance
- leave entitlements
- training
- discipline.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Management and Leadership

SIRXMGT003A Lead and manage people

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to lead and manage teams.

Application of the Unit

Application of the unit This unit involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals and store plans and targets.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Lead the team.	<p>1.1 Ensure leadership style reflects the <i>store image and culture.</i></p> <p>1.2 Create an environment in which <i>team members</i> are motivated to achieve high standards of performance.</p> <p>1.3 Analyse and evaluate personal leadership style in terms of effects on motivation and performance of team members.</p>
2 Lead by example.	<p>2.1 Demonstrate high standards of personal performance.</p> <p>2.2 Demonstrate willingness to confront <i>difficult situations and problems.</i></p> <p>2.3 Use honest, open consultation to facilitate <i>communication</i> with team members.</p> <p>2.4 Deal with difficult situations fairly, openly and promptly according to <i>store policy and procedures.</i></p>

ELEMENT	PERFORMANCE CRITERIA
3 Develop and communicate team objectives.	<p>3.1 Develop clear, accurate and relevant team objectives, including expected performance standards.</p> <p>3.2 Ensure objectives are achievable within designated time limits and according to <i>resources</i> available.</p> <p>3.3 Explain objectives clearly and at a level and pace appropriate to team members.</p> <p>3.4 Regularly review objectives according to team or store policy changes.</p> <p>3.5 Encourage team members to provide <i>feedback</i> on objectives and to clarify areas of uncertainty.</p>
4 Establish, develop and improve teams.	<p>4.1 Access <i>relevant information</i> to develop plans based on accurate assessment of current <i>competencies</i> and career aspirations according to current and future store requirements.</p> <p>4.2 Assist and encourage individuals to take responsibility for their self-development.</p> <p>4.3 Ensure team building and development plans contain clear, realistic objectives.</p> <p>4.4 Minimise unproductive friction between team members.</p> <p>4.5 Take collaborative approach with team members, colleagues and management to establish constructive relationships.</p> <p>4.6 Encourage team members to offer ideas, views or suggestions.</p> <p>4.7 Recognise suggestions offered by team members, and provide explanations if proposals rejected.</p> <p>4.8 Recognise outstanding achievements.</p> <p>4.9 Ensure promises and undertakings to team are realistic and honoured.</p> <p>4.10 Give team members appropriate support in areas that may affect work performance and morale.</p>

ELEMENT	PERFORMANCE CRITERIA
5 Develop self.	<p>5.1 Identify own current competencies and development needs according to current position description and future career aspirations.</p> <p>5.2 Develop realistic, achievable and challenging objectives and regularly review them.</p> <p>5.3 Accept responsibility for achieving self-development objectives.</p> <p>5.4 Regularly review own progress and performance with <i>appropriate personnel</i>.</p> <p>5.5 Use feedback received to improve future performance.</p>
6 Delegate responsibility and authority.	<p>6.1 Clearly define team and individual responsibilities and limits of responsibility according to store policy.</p> <p>6.2 Provide information in a manner and at a pace appropriate for the individual.</p> <p>6.3 Ensure delegation is unambiguous, explicit and able to be carried out within a designated timeframe.</p> <p>6.4 Negotiate resources and implementation methods effectively with team members.</p> <p>6.5 Ensure support and resources available are accessible and sufficient for the needs of the operation.</p> <p>6.6 Review delegation regularly and revise as required.</p>
7 Consult with team.	<p>7.1 Clearly and concisely communicate policies, plans, problems and solutions to team according to store policy.</p> <p>7.2 Demonstrate active and clear communication to team on store policy and operational issues.</p> <p>7.3 Clearly establish meeting purposes.</p> <p>7.4 Present information clearly.</p> <p>7.5 Encourage positive contributions from all members of group.</p> <p>7.6 Allocate discussion time to items according to importance, urgency or complexity.</p> <p>7.7 Ensure leadership style is appropriate for purpose and</p>

ELEMENT

PERFORMANCE CRITERIA

- membership of group.
- 7.8 **Record** decisions accurately and act upon them as required.
- 7.9 Perform written and verbal communication in a clear and concise manner according to store policy.
- 8 Support the team.
- 8.1 Actively support staff, colleagues and management within store policy guidelines in situations involving store policies or operations.
- 8.2 Actively support team members in achievement of realistic goals.
- 8.3 Actively focus team members towards store plans and targets.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- presenting information
- conflict resolution
- leadership skills
- interpersonal communication skills to:
 - consult with team members
 - deal with difficult situations
 - develop and communicate team objectives including encouraging feedback
 - encourage ideas, views or suggestions from team members
 - review own progress and performance with appropriate personnel
 - provide information on responsibilities
 - negotiate resources and implementation methods through clear and direct communication
 - ask questions to identify and confirm requirements
 - give instructions and constructive feedback
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - literacy skills in regard to communicating ideas and information.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - job role and responsibilities
 - people management
 - staff development
 - leadership
 - team and company objectives
 - principles and techniques in interpersonal communication skills, including:
 - conflict resolution
 - negotiation
 - consultation
 - team building
 - training and mentoring
 - delegation

REQUIRED SKILLS AND KNOWLEDGE

- Training Packages and competency standards
- relevant legislation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- establishes effective and collaborative teams to achieve common objectives
- manages teams to perform effectively and collaboratively by:
 - using a leadership style that supports store image, culture and business strategic direction
 - creating an environment to achieve high standards
 - maintaining effective communication with staff
 - leading by example
 - consulting honestly and openly
 - dealing with difficult situations fairly, openly and promptly
 - evaluates, analyses and enhances own leadership style
 - evaluates and improves the effective performance of teams
 - leads teams in an effective, open, consultative and supportive manner
 - delegates appropriate responsibility and authority to team members.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
 - store policy and procedures on people management and staff development
 - team and company objectives
 - a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work

RANGE STATEMENT

environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store image and culture may relate to:

- range of products and services
- personal and store presentation
- organisational structure, including own position and role within the structure
- chain of command
- workplace policy and procedures
- organisational values
- mission statement
- workplace goals.

Team members may:

- come from a variety of social, cultural or ethnic backgrounds
- vary in literacy and numeracy skills
- vary in competencies.

Difficult situations and problems may include:

- unsafe work practices
- dealing with difficult customers
- dealing with customer complaints
- resolving staff conflict
- managing emergency situations.

Communication may include:

- verbal
- individuals or groups
- formal or informal meetings
- written correspondence, memos
- email, fax, telephone
- use of languages other than English including local community languages, Indigenous languages and visual languages such as sign language.

RANGE STATEMENT

Store policy and procedures in regard to:

- staff development, people management and leadership style
- conflict resolution and grievance procedures.
-

Resources may include:

- training materials
- equipment
- relevant information.

Feedback may be sought and given:

- verbally
- in languages other than English including local community languages, Indigenous languages and visual languages such as sign language
- in writing
- in groups
- individually.

Sources of *relevant information* may include:

- personal observation and experience
- colleagues, supervisors and managers
- personnel documentation and files
- unions
- industry associations
- industry publications
- internet
- information services
- industry contacts, mentors and advisers.

Competencies may include:

- customer service skills
- communication skills
- conflict resolution skills
- team building skills
- industry specific skills.

RANGE STATEMENT

Appropriate personnel may include:

- supervisor and manager
- team members.

Methods used to *record* decisions may include:

- manual
- digital
- allocated proformas.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Management and Leadership

SIRXOHS001A Apply safe working practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit encompasses the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It describes the performance outcomes, skills and knowledge required to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.

Application of the Unit

Application of the unit

This unit may apply to all retail personnel. It requires the team member to consistently apply safe working practices, including identifying and reporting faults and problems, according to OHS legislation and store policies. Knowledge of store policies and procedures with regard to emergency situations, evacuation or accident and illness should also be demonstrated.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Observe basic safety procedures.	<p>1.1 Follow and maintain <i>safety procedures</i> to achieve a safe work environment according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.</p> <p>1.2 Identify and report <i>unsafe working practices</i>, including faulty <i>plant and equipment</i> according to <i>store policy and procedures</i>.</p> <p>1.3 Manage dangerous goods and substances according to store policy and relevant legislation.</p> <p>1.4 Identify potential <i>manual handling</i> risks and manage tasks according to store policy.</p> <p>1.5 Report work-related incidents and accidents to <i>designated personnel</i>.</p> <p>1.6 Demonstrate <i>consultative processes</i> and follow procedures for OHS.</p>

ELEMENT

PERFORMANCE CRITERIA

- | | | | |
|---|-------------------------------------|-----|--|
| 2 | Observe basic emergency procedures. | 2.1 | Follow fire and <i>emergency procedures</i> , including store evacuation, according to store policy and legislation. |
| | | 2.2 | Identify designated personnel responsible for first aid and evacuation procedures. |
| | | 2.3 | Accurately identify safety alarms. |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
- report unsafe work practices, faulty plant and equipment and incidents and accidents through clear and direct communication
- share information
- use and interpret non-verbal communication
 - locating and using safety alarms, fire extinguishers and emergency exits
 - identifying hazardous goods and substances
 - interpreting symbols used for OHS signage
 - storing and using chemicals and hazardous substances
 - handling broken or damaged equipment
 - manual handling procedures
 - using personal protective gear and equipment
 - appropriate waste disposal
 - literacy skills in regard to reading and interpreting instructions
 - numeracy skills in regard to estimating weights, size, quantities and mixtures.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
- OHS and emergency procedures
- state and territory legislation and regulations
- rights and responsibilities of designated personnel responsible for health and safety in the workplace
 - relevant industry codes of practice
 - management of OHS, including:
- communication and consultation processes
- reporting procedures
- manual handling procedures
- interpreting symbols for OHS signage
 - first aid procedures
 - identification of hazards in the workplace, including:
- managing broken or of faulty equipment

REQUIRED SKILLS AND KNOWLEDGE

- storage of dangerous goods and hazardous substances
- fire, chemical and electrical hazards
- spills and leakage of materials
- waste
- slip, trips and falls
 - controlling risks through the hierarchy of control, including:
- eliminating hazards
- isolating hazards
- use of engineering controls
- use of administrative controls
- appropriate use of personal protective clothing.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies safe working practices, in all areas of the store, according to OHS legislation and codes of practice
- applies appropriate store policies and procedures and legislative requirements in regard to following basic safety procedures and for reporting faults and problems to relevant person, department or committee
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures
- reads, interprets and applies manufacturer instructions for storage and use of hazardous goods
- knows store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- suitable equipment and materials for lifting
- relevant documentation, such as:
 - store policy and procedures manuals
 - manufacturer instructions and operation manuals
 - OHS regulations
 - legislation and statutory requirements
 - industry codes of practice.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCOM001A Communicate in the workplace
- SIRXIND001A Work effectively in a retail environment
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

RANGE STATEMENT

performance criteria is detailed below.

Safety procedures may include:

- hazard identification, e.g. workplace inspections
- evacuation involving staff or customers
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment
- issue resolution procedures
- reporting incidents and accidents in the workplace.

Unsafe working practices may deal with but are not restricted to:

- sharp cutting tools and instruments
- electricity and water
- damaged packing material or containers
- toxic substances
- inflammable materials and fire hazards
- lifting practices
- spillages, waste and debris
- ladders
- trolleys
- broken or damaged equipment
- glue guns
- stress.

Checking *plant and equipment* may include:

- guarding of machinery
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers.

RANGE STATEMENT

Store policy and procedures related to OHS may deal with:

- federal, state or territory and local OHS legislation
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers and staff
- equipment and tools
- premises
- stock.

Safe *manual handling* practices may include:

- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

Designated personnel may include:

- safety representative
- supervisor
- team leader
- manager.

Consultative processes may include:

- minutes from staff meetings, OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving tasks and procedures.

Emergency procedures may relate to:

- sickness
- accidents
- fire
- storms and cyclones
- store evacuation
- armed hold-up.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Occupational Health and Safety

SIRXOHS002A Maintain store safety

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit is based on the National Occupational Health and Safety Commission (NOHSC) guidelines and describes the performance outcomes, skills and knowledge required to maintain store safety in a retail environment.

Application of the Unit

Application of the unit This unit involves informing and involving team members with regard to OHS, monitoring and maintaining a safe work environment, implementing emergency procedures, identifying the need for OHS training, and maintaining OHS records.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Inform team members.	<p>1.1 Clearly and accurately explain <i>store policy and procedures</i> in regard to OHS and <i>emergency procedures</i> to <i>team members</i>.</p> <p>1.2 Ensure access for team members to store <i>OHS policy and procedures</i>.</p> <p>1.3 Clearly and accurately explain relevant provisions of OHS legislation and codes of practice to team members.</p> <p>1.4 Regularly provide clear and accurate information on identified <i>hazards</i> and risk control procedures to team members.</p>
2 Involve team members.	<p>2.1 Provide <i>opportunities and processes for team members to consult and contribute</i> on OHS issues according to store policy.</p> <p>2.2 Promptly resolve issues raised or refer to relevant personnel according to store policy.</p>

ELEMENT	PERFORMANCE CRITERIA
	2.3 Promptly convey outcomes of issues raised on OHS matters to team members.
3 Monitor and maintain a safe work environment.	<p>3.1 Implement store policy and procedures with regard to identification, prevention and reporting of potential hazards.</p> <p>3.2 Take prompt action to deal with hazardous events according to store policy.</p> <p>3.3 Investigate unsafe or hazardous events to identify cause and report any inadequacies in risk control measures or resource allocation for risk control to relevant personnel.</p> <p>3.4 Implement and monitor control measures to prevent recurrence and minimise risks of unsafe and hazardous events according to store policy and the hierarchy of control.</p> <p>3.5 Handle and store hazardous goods according to store policy and OHS regulations.</p> <p>3.6 Maintain equipment according to store policy and OHS regulations.</p> <p>3.7 Monitor team performance to ensure use of safe manual handling techniques.</p>
4 Implement emergency procedures.	4.1 Implement store emergency policy and procedures promptly in the event of an emergency.
5 Identify need for OHS training.	<p>5.1 Identify OHS training needs, specifying gaps between OHS competencies required and those held by team members.</p> <p>5.2 Organise and arrange training according to store policy.</p>
6 Maintain OHS records.	<p>6.1 Complete and maintain OHS records regarding occupational injury and disease according to store policy and legislative requirements.</p> <p>6.2 Use information from records to identify hazards and monitor risk control procedures according to store policy.</p>

ELEMENT

PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - provide information, coaching and feedback to team members
 - involve team members
 - refer issues to appropriate personnel through clear and direct communication
 - use and interpret non-verbal communication
 - motivate and lead a team
 - locating and using safety alarms, fire extinguishers and emergency exits
 - identifying hazardous goods and substances
 - interpreting symbols used for OHS signage
 - identifying broken or damaged equipment
 - manual handling procedures
 - literacy and numeracy skills in regard to:
- interpreting and applying OHS regulations
- reading and understanding store policy and procedures
- generating reports.

The following knowledge must be assessed as part of this unit:

- job role and responsibilities
- store policies and procedures, in regard to:
 - OHS
 - emergency procedures
 - unsafe or hazardous goods
 - handling and storage
 - disposal
 - bomb threat procedures
 - store evacuation
 - manual handling and safe lifting techniques
 - possible fire and safety hazards
 - sickness and accident procedures
 - location of nearest first aid assistant or facility
 - hierarchy of risk control:

REQUIRED SKILLS AND KNOWLEDGE

- elimination of hazards
- engineering controls to reduce risk
- administrative controls
- use of personal protective equipment
 - relevant OHS legislation and codes of practice
 - principles and techniques in interpersonal communication.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the following is essential:

- applies and monitors store policy, industry codes of practice, relevant legislation and statutory requirements in regard to OHS and emergency procedures
- applies and monitors safe working practices in the handling and moving of stock, according to OHS legislation and codes of practice
- interprets and monitors the implementation of manufacturer instructions with regard to handling stock and using relevant equipment
- applies and monitors safe working practices in the handling, storage and disposal of unsafe or hazardous materials
- identifies OHS training needs and maintains OHS records.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant equipment, such as:
 - stock moving equipment
 - alarm systems
 - first aid equipment
 - firefighting equipment
 - communication equipment
- relevant documentation, such as:
 - OHS legislation
 - store evacuation procedures
 - store policy and procedures manuals
 - incident reporting forms.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXRSK002A Maintain store security.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:

- OHS
- emergency procedures
- reporting procedures
- issue resolution procedures.

Emergency procedures may relate to:

- sickness
- accidents
- fire
- store evacuation involving staff or customers
- product recall and contamination
- bomb threat
- cyclones
- flooding
- dealing with dangerous customers.

Team members may include:

- new or existing staff
- full-time, part-time, casual or contract
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

RANGE STATEMENT

OHS policy and procedures may relate to:

- reporting procedures
- issue resolution procedures
- basic safety procedures
- emergency procedures
- safe manual handling and lifting
- dangerous goods
- customers
- staff
- equipment and tools
- premises
- stock.

Hazards may include:

- unguarded equipment
- electricity and water
- fires
- chemical spills
- sharp cutting tools and instruments
- broken or damaged equipment
- damaged packing material or containers
- manual handling
- stress.

Opportunities and processes for team members to consult and contribute may include:

- staff meetings
- OHS meetings
- identification of health and safety representatives
- suggestions from staff for improving existing tasks and procedures.

Resource allocation may include:

- people
- materials
- equipment and technology
- finances
- time.

RANGE STATEMENT

Relevant personnel may include:

- safety representative
- supervisor
- team leader
- manager.

Hierarchy of control may include:

- elimination of hazards
- substitution
- isolating hazards
- use of engineering controls
- use of administrative controls
- appropriate use of personal protective clothing and equipment.

Hazardous goods may include:

- electrical equipment
- chemicals
- flammable goods
- waste.

Equipment may include:

- point of sale terminals
- printers
- EFTPOS terminals
- computers
- wrapping and packing equipment such as shrink wrapping
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment.

RANGE STATEMENT

Safe manual handling techniques may include:

- lifting or shifting practices
- use of equipment such as ladders and trolleys
- job procedures.

Store emergency policy and procedures may relate to:

- alarm systems and procedures
- firefighting procedures
- store evacuation procedures for staff and customers
- transport arrangements for sick or injured persons
- medical attention procedures
- events likely to endanger staff, contractors, customers or visitors
- product recall and contamination.

Training may include:

- first aid
- emergency procedures
- evacuation procedures
- manual handling techniques
- stress management
- reporting procedures.

Records may include:

- manual
- electronic
- departmental
- centralised.

Legislative requirements may include:

- OHS regulations
- privacy legislation
- workers' compensation regulations
- federal, state or territory and local legislation.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Occupational Health and Safety

SIRXOHS003A Provide a safe working environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement policies and procedures relating to OHS issues. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit

Application of the unit

This unit involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems and evaluating policies and procedures. Senior management personnel are responsible for this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop policies to establish and maintain a safe working environment.	<p>1.1 Develop <i>store policy and procedures</i> based upon a commitment to OHS and with regard to <i>relevant legislation</i>.</p> <p>1.2 Clearly define and allocate OHS responsibilities and duties, and include in job descriptions and duty statements for all relevant positions.</p> <p>1.3 Promptly and consistently identify, seek or provide financial and human resources for the operation of the OHS system.</p> <p>1.4 Ensure information on the OHS system is readily accessible and clearly explained to <i>staff</i>.</p> <p>1.5 Establish procedures to identify existing and potential <i>hazards</i>.</p> <p>1.6 Establish and maintain <i>procedures</i> to facilitate the reporting of all safety-related incidents.</p> <p>1.7 Develop control measures according to the <i>hierarchy of control</i>.</p>

ELEMENT	PERFORMANCE CRITERIA
	1.8 Establish systems to encourage staff members to identify and report matters likely to affect workplace safety.
2 Consult with staff.	2.1 Establish and maintain appropriate <i>consultation processes</i> in consultation with staff according to OHS legislation and store policy. 2.2 Promptly deal with and resolve issues raised through consultation according to store policy. 2.3 Clearly and promptly provide information to staff on outcomes of consultation.
3 Establish and maintain a safe working environment.	3.1 Establish and maintain policy and procedures to facilitate identification and prevention of hazards. 3.2 Establish and maintain procedures to ensure safe handling and storage of <i>hazardous goods</i> . 3.3 Establish and maintain procedures to ensure <i>equipment</i> is maintained and stored safely according to store policy. 3.4 Establish and maintain procedures to ensure safe lifting or shifting and manual handling techniques are employed by staff. 3.5 Establish and maintain store <i>emergency procedures</i> .
4 Assess risks.	4.1 Assess risks presented by identified hazards according to OHS legislation and codes of practice. 4.2 Develop procedure for ongoing <i>risk assessment</i> and integrate with systems of work and procedures. 4.3 Monitor staff activities to ensure risk assessment procedure is adopted effectively. 4.4 Address risk identification and assessment at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.
5 Control risks.	5.1 Develop measures to control assessed risks according to the hierarchy of control and implement according to store policy, OHS legislation and codes of practice. 5.2 Establish and implement interim or contingency measures when control measures are not immediately

ELEMENT	PERFORMANCE CRITERIA
	practicable, until permanent control measures are implemented.
6 Establish and maintain policies for hazardous events.	6.1 Identify potentially hazardous events. 6.2 Develop procedures to control risks associated with hazardous events and meet legislative requirements, in consultation with appropriate emergency services. 6.3 Provide appropriate information and training to all employees to enable implementation of the correct procedures in all relevant circumstances.
7 Train staff.	7.1 Develop and implement OHS <i>training</i> program to ensure all staff are trained in <i>OHS issues</i> .
8 Establish and maintain record system.	8.1 Establish and monitor system for maintaining OHS <i>records</i> to facilitate identification of patterns of occupational injury and disease according to store policy.
9 Evaluate policies and procedures.	9.1 Assess effectiveness of the OHS system and related policies, procedures and programs according to store policy. 9.2 Develop and implement improvements to the OHS system to ensure more effective achievement of store policy. 9.3 Assess compliance with OHS legislation and codes of practice to ensure that legal OHS standards are maintained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - define and allocate OHS responsibilities and duties
 - explain information on the OHS system and provide information and training for staff through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - consultation processes
 - identifying and preventing safety hazards, including fire, chemical and electrical hazards
 - negotiation skills
 - using safety alarms, fire extinguishers and emergency exits
 - developing processes and procedures
 - literacy skills in regard to:
- researching, analysing and interpreting a broad range of written material
- preparing reports
- documenting results
 - numeracy skills in relation to:
- finance and risk assessment.

The following knowledge must be assessed as part of this unit:

- store policy and procedures, in regard to:
 - OHS and emergency procedures, taking into account state and local government regulations and codes of practice
 - emergency evacuation of store
 - events likely to endanger staff or customers
 - hierarchy of control in emergency situations
 - place of consultative committees
 - recording system for accidents, illness and incidents
 - relevant legislation and statutory requirements, including OHS legislation and codes of

REQUIRED SKILLS AND KNOWLEDGE

practice

- relevant industry codes of practice
- first aid procedures
- handling and storage procedures for hazardous and non-hazardous goods and equipment
- procedures for spills, leakage of materials, accidents and sickness
- safe lifting and manual handling procedures
- waste disposal methods, including hazardous substances.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains, manages and applies safe working practices, including necessary resources, control measures and risk assessments, in all areas of the store, according to relevant legislation
- maintains, manages and applies emergency procedures according to store policy and procedures
- develops and manages store policy and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products
- establishes and maintains consultative processes in regard to OHS
- allocates and manages staff responsibility for OHS guidelines
- develops and implements staff training programs that relate to OHS, and health and hygiene legislation and industry codes of practice
- establishes and maintains systems for maintaining OHS records
- evaluates, reviews and makes recommendations for improvements with regard to store policy and procedures in OHS and store emergency procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
 - OHS legislation and codes of practice
 - store policy and procedures manuals
 - industry codes of practice
 - enterprise agreements in regard to consultative committees
 - staff members
 - emergency equipment.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXHRM001A Administer human resources policy
- SIRXHRM002A Recruit and select personnel.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Store policy and procedures may relate to:

- OHS
- emergency procedures
- use of technology
- job roles and responsibilities
- delegation.

Relevant legislation may include:

- OHS regulations
- privacy legislation
- Work Care or Work Cover regulations
- federal, state and local health and hygiene.

Staff may include:

- new or existing staff
- full-time, part-time, casual or contract
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of job roles and responsibilities.

Hazards may include:

- unguarded equipment
- electricity and water
- fires
- chemical spills
- sharp cutting tools and instruments
- broken or damaged equipment or technology
- damaged packing material or containers
- manual handling
- stress.

Reporting ***procedures*** may be:

- manual
- digital or electronic
- scheduled
- standardised.

RANGE STATEMENT

Hierarchy of control may include:

- elimination of hazards
- substitution
- isolating hazards
- use of engineering controls
- use of administrative controls
- appropriate use of personal protective clothing and equipment.

Consultation processes may involve:

- minutes from health and safety meetings
- suggestions for improvements put forward by employees
- staff meetings, management meetings.

Hazardous goods may include:

- electrical equipment
- chemicals
- flammable goods
- waste.

Equipment may include:

- manual handling equipment
- steps and ladders
- electrical equipment including:
 - retail technology
 - cleaning equipment
 - food storage equipment
 - food warming and preparation equipment
- electrical tools
 - hand tools
 - knives and scissors
- manual cleaning equipment.

RANGE STATEMENT

Emergency procedures may relate to:

- locating and using alarms
- events likely to endanger staff or customers
- sickness
- accidents
- fire
- store evacuation
- chemical spills
- bomb threat
- armed robbery.

Risk assessment may include:

- conducting regular reviews of injury or accident registers
- consultation processes, including discussions with employees
- assessment of individual tasks and job design.

Training may include:

- on-the-job, off-the job training or a combination of both
- induction training
- training for specific hazards identified in the industry
- fire and emergency evacuation training
- ongoing professional development training, including OHS implications.

RANGE STATEMENT

OHS issues may include:

- customers and staff, equipment, premises and stock
- sickness and accident reporting procedures
- storage and use of flammable materials
- safe lifting and manual handling procedures
- store evacuation
- chemical containment
- first aid procedures
- range of responsibilities or job description, including general duty of care of employees and employers
- workplace inspection and safety audits
- checking equipment prior to and during work
- reporting process for and issues resolution, injury or accidents.

Records may include:

- workplace inspection and audit reports
- training records for new employees
- training records for existing employees
- manufacturer instructions, including MSDS maintenance records
- revision of policies and procedures to ensure relevance through audits against state and territory legislation and regulations.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Occupational Health and Safety

SIRXQUA001A Develop innovative ideas at work

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace.

Application of the Unit

Application of the unit This unit requires the skills to interpret or observe a need and develop a detailed idea. It involves the creative generation and discussion of a number of ideas or solutions, accepting positive and negative feedback, and testing ideas in order to establish and present a workable outcome that meets the needs of the end user.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the need for innovation.	1.1 Observe the need for <i>innovation</i> within workplace context. 1.2 Challenge assumptions about products and processes to identify opportunities for innovation. 1.3 Project possible future contexts and environments for the innovation. 1.4 Define <i>end user requirements</i> . 1.5 Identify <i>resources and constraints</i> . 1.6 Research <i>factors and ethical considerations</i> that may impact on the idea. 1.7 Access relevant <i>organisational knowledge</i> .

ELEMENT	PERFORMANCE CRITERIA
2 Generate ideas.	2.1 Conceptualise ideas using a range of <i>creative thinking techniques</i> . 2.2 Apply relevant knowledge to explore a range of approaches. 2.3 Seek <i>stimulation from alternative sources</i> . 2.4 Test ideas against brief and other factors. 2.5 Select preferred option.
3 Collaborate with others.	3.1 Develop ideas in conjunction with <i>relevant people</i> . 3.2 Seek and accept <i>feedback</i> from relevant people in an appropriate fashion. 3.3 Modify ideas according to feedback. 3.4 Maintain and utilise a <i>network of peers</i> to discuss ideas.
4 Analyse and reflect on ideas.	4.1 Analyse ideas from different perspectives. 4.2 Use appropriate strategies to capture <i>reflections</i> . 4.3 Examine ideas to ensure they meet context requirements, best practice and future needs. 4.5 Allow time for the development and analysis of ideas.
5 Represent ideas.	5.1 Select an appropriate <i>communication technique</i> for the target <i>audience</i> . 5.2 Develop the <i>presentation of the idea</i> with the audience in mind. 5.3 Present the idea to educate and inform the client. 5.4 Modify the idea according to client feedback.
6 Evaluate ideas.	6.1 <i>Review</i> ideas using appropriate <i>evaluation methods</i> to ensure they meet required needs. 6.2 Modify ideas as required.

ELEMENT

PERFORMANCE CRITERIA

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - collaborate with others and represent ideas through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - research skills
 - networking
 - lateral thinking
 - the ability to analyse self and external factors
 - time management skills.

The following knowledge must be assessed as part of this unit:

- relevant technical knowledge
- broad industry and market knowledge
- organisational culture
- social, environmental and work culture impacts
- principles of innovation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets the need for innovation in the workplace
- identifies resources and constraints and researches affecting factors when generating innovative ideas
- generates ideas using creative thinking techniques
- tests ideas against brief and other relevant factors
- presents and discusses ideas with relevant people
- seeks feedback and modifies ideas accordingly
- analyses and reflects on ideas to ensure they meet end user requirements
- presents ideas using appropriate communication methods
- reviews and modifies idea using appropriate evaluation methods.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as store policy and procedures manuals
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a detailed case study
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Innovation may include:

- generating new ideas or solutions
- developing new uses for old ideas and making them useful or a means of improvement.

End user requirements may refer to:

- who will be using the end product
- why the product or process is needed
- how will it be used
- advantages will it provide
- where it will be used.

RANGE STATEMENT

Resources and constraints may include:

- time required
- costs
- equipment
- human resources
- work culture
- management practice
- technology needed.

Factors and ethical considerations may include:

- aesthetic requirements
- functionality
- information available
- OHS
- environmental considerations.

Organisational knowledge may include:

- technical knowledge
- information gained from books and audiovisual resources
- knowledge from different work areas
- information from work colleagues
- work processes
- product
- materials
- systems
- tools
- working conditions.

Feedback may be:

- formal or informal
- verbal
- in writing
- in groups
- individual.

RANGE STATEMENT

Creative thinking techniques may include:

- brainstorming
- visualising
- making associations
- building on associations
- telling stories
- creative writing
- lateral thinking games
- mind mapping, drawings
- six thinking hats
- using prompts.

Stimulation from alternative sources may include:

- reading books and industry journals
- talking with colleagues and friends
- visiting art galleries and museums
- going to industry workshops
- networks.

Relevant people may include:

- colleagues
- team members
- supervisors
- managers
- the client.

Maintaining a *network of peers* may include:

- participating in forums
- participating in industry training
- attending workshops
- becoming a member of a network.

Capture of *reflections* may include:

- mind mapping
- assessing alternatives
- drawing comparisons
- imagining possible outcomes
- imagining best and worst case scenarios.

RANGE STATEMENT

Communication techniques may include:

- writing a proposal
- building a model
- showing a film
- presenting a talk
- preparing a report
- drawing a diagram.

The *audience* may include:

- external contacts
- internal contacts, such as management and other team members
- groups or individuals
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Presentation of ideas may include:

- helping the client visualise and understand the idea
- actively listening
- asking questions
- accepting others opinions
- explaining the proposal
- clarifying details.

Formal review of the idea may involve:

- checking that the idea can be implemented
- that it meets the client and end user needs
- best practice
- financial requirements
- resource requirements.

Evaluation methods may include:

- developing checklists
- discussing the process with colleagues or supervisors
- writing a report of the outcomes.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Quality and Innovation

SIRXQUA002A Lead a team to foster innovation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to lead a workplace team in ways that foster innovative work practices.

Application of the Unit

Application of the unit This unit covers the skills needed by individuals leading work teams on individual projects or for work in general. The skills encompass the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor progress, how to ensure the team members have the information and skills they need and how to apply innovative work skills to the leadership role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise team to maximise innovation.	1.1 Analyse the performance requirements for the <i>team</i> . 1.2 Gather <i>information</i> about <i>team members</i> . 1.3 Acknowledge strengths and weaknesses of individual team members. 1.4 Assign team roles to ensure a match between work requirements and individual team members' capacities. 1.5 Select team members to foster cross-fertilisation of ideas.
2 Organise work assignments within team to facilitate innovative work practices.	2.1 Structure and organise work to enable innovation. 2.2 <i>Communicate</i> work assignments to team members in ways that <i>encourage and reinforce</i> team-based innovation. 2.3 Allocate tasks and activities to ensure the best use of team skills.

ELEMENT	PERFORMANCE CRITERIA
	2.4 Ensure work assignments include timelines that allow for innovation.
3 Provide guidance and coaching to team members on innovation in the workplace.	<p>3.1 Encourage team members to work collaboratively on work assignments.</p> <p>3.2 Encourage team members to share work information, knowledge and experiences in their day-to-day work.</p> <p>3.3 Encourage team members to seek <i>external stimuli and knowledge</i> and to set up and maintain networks.</p> <p>3.4 Provide appropriate <i>guidance</i> to team members on the use of innovation in the workplace.</p> <p>3.5 Coach team members to ensure they have the enabling skills to implement innovation in the workplace.</p>
4 Provide a model of innovative work practice.	<p>4.1 Share case studies and examples of the use and benefits of innovative work practices within teams with team members.</p> <p>4.2 Ensure examples of the way innovative skills can be applied in the workplace are provided by the team leader.</p> <p>4.3 Demonstrate the <i>qualities of an effective team member</i>, as team leader in working with the team.</p> <p>4.4 Promote and reinforce the value placed by the organisation on innovation.</p>
5 Monitor the team's ongoing use of innovative work practices.	<p>5.1 Actively encourage team members to reflect on team activities and opportunities for improvement and innovation.</p> <p>5.2 Evaluate team activities based on <i>feedback</i> from team members, management, <i>clients</i> and other interested people.</p> <p>5.3 Receive <i>suggestions for work improvements</i> in a positive manner, and act on them where appropriate.</p> <p>5.4 Review and record <i>evidence</i> of the application of innovative work skills, and present findings as appropriate.</p> <p>5.5 Review the innovation process and discuss and</p>

ELEMENT

PERFORMANCE CRITERIA

constructively analyse both positive and negative outcomes.

6 Provide feedback on the use of innovative work skills.

6.1 Debrief team members after work and *training and evaluation* exercises.

6.2 Discuss feedback from review processes within the team and use it to inform future planning.

6.3 Celebrate successful innovations and *reward* the team appropriately.

6.4 Discuss problems in the use of innovation in a constructive way.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to apply innovative work skills in own work
- interpersonal communication skills to:
 - communicate work assignments
 - provide guidance and coaching and provide feedback through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - give instructions
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - leadership skills
 - motivational skills
 - counselling and consoling skills
 - conflict resolution skills
 - evaluation skills
 - matching staff competencies to task requirements.

The following knowledge must be assessed as part of this unit:

- innovative work skills
- leadership principles
- techniques for evaluating team performance
- an understanding of group dynamics in a team
- coaching and learning principles.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment

EVIDENCE GUIDE

Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- organises team to maximise innovation, including gathering information on team members, assigning team roles and selecting team members
- organises work assignments within team to foster innovation
- provides guidance and coaching to team members on innovation in the workplace
- provides a model of innovative work practice
- monitors the team's ongoing use of innovative work practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as store policy and procedures manuals
- a range of communication equipment
- a team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Team may include:

- small work team
- store team
- corporate team.

Information may include:

- work preferences
- past jobs
- interests
- working styles
- lifestyle preferences.

Team members may:

- come from a variety of social, cultural or ethnic backgrounds
- vary in literacy and numeracy skills
- vary in competencies.

RANGE STATEMENT

Methods used to *communicate* may include:

- writing a proposal
- building a model
- showing a film
- presenting a talk
- preparing a report
- drawing a diagram.

Ways to *encourage and reinforce* team-based innovation may include:

- supportive communication
- allowing follow-through with ideas
- providing enough but not too much guidance and structure
- providing training and learning opportunities.

External stimuli and knowledge may come from:

- technical experts
- other organisations
- journals
- the internet
- networks.

Guidance may include:

- coaching
- mentoring
- counselling
- skills training
- modelling.

Qualities of an effective team member may include capacity to be:

- fair
- responsible
- collaborative
- reflective
- sympathetic
- equitable
- hardworking.

RANGE STATEMENT

Feedback may be sought and given:

- verbally
- in writing
- through presentations
- at informal and formal meetings.

Clients may include:

- new and existing clients
- internal or external clients
- customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
- customers with routine or special needs.

Evidence may include:

- feedback from team members or other staff
- feedback from clients or work-based managers
- work-related statistics and reports.

Suggestions for work improvements may be received from:

- supervisors
- team members
- peers
- clients
- the learners
- subject experts.

Training and evaluation may:

- relate to:
existing staff competencies
level of competencies required by staff
- be supervised by:
 - supervisor or manager
 - training coordinator
 - external consultant.

RANGE STATEMENT

Rewards and promotion of innovation may include:

- positive feedback presentation to peers and higher management
- prizes
- certificates
- positive reinforcement through articles in newsletters.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Quality and Innovation

SIRXRPK002A Recommend hair, beauty and cosmetic products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on hair, beauty and cosmetic products and services to customers.

Application of the Unit

Application of the unit This unit involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on hair, beauty and cosmetic products. It requires sales and service team members to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research store product range.	1.1 Develop and maintain <i>product knowledge</i> by accessing appropriate <i>sources of information</i> . 1.2 Research and apply <i>comparisons between products and services</i> according to product information.
2 Identify hair, beauty and cosmetic products.	2.1 Identify store <i>product range</i> according to product information. 2.2 Convey product information to <i>customers</i> and other <i>staff members</i> as required.
3 Recommend hair, beauty and cosmetic products and services.	3.1 Use questioning and active listening to identify <i>customer requirements</i> . 3.2 Evaluate products and <i>services</i> according to customer requirements and product information. 3.3 Demonstrate features and benefits of products to customer

ELEMENT

PERFORMANCE CRITERIA

to create a buying environment.

- 3.4 Apply detailed specialised product knowledge to provide accurate advice to customers regarding product performance according to manufacturer information and *legislative requirements*.
- 3.5 Explain and demonstrate products according to *store policy and procedures* and legislative requirements.
- 3.6 Identify and utilise opportunities to advise on or demonstrate and apply products to customers who are unfamiliar with aspects of product use.
- 3.7 *Follow up* with customer, where required, according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - develop and maintain product knowledge
 - recommend hair, beauty and cosmetic products through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - handle customers with special needs, including difficult customers
 - literacy skills in the following areas:
 - reading and understanding product information
 - reading and understanding store policy and procedures
 - numerical skills in regard to estimating quantities.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
 - sales and customer service
 - methods of dealing with special needs and requests of customers
 - customer complaints
 - store services and procedures
 - store product range, including product types, properties, features, benefits and ingredients
 - design principles, common face and body shapes and their application to store product range
 - fashion trends relating to store product range
 - store range of complementary products
 - application methods for store product range
 - relevant legislation and statutory requirements
 - relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- continually updates and applies product knowledge to provide comprehensive advice to customers and staff
- consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures
- advises customers and informs sales team members of skin and hair care essentials
- advises customers on the use and application of hair, beauty and cosmetic products, including hair, skin and nail care advice, colour coordination for hair and make-up products and advice on current fashion trends and design elements
- consistently advises on product performance and features and benefits of products according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - store policy and procedures manuals
 - industry codes of practice and relevant legislation
 - an appropriate range of hair, beauty and cosmetic products
 - a range of customers with different requirements.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a role play
- customer feedback
- written or verbal answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Product knowledge may include:

- brand options
- application procedures and techniques
- benefits and effects of various products
- method of production
- guarantees
- price
- ingredients
- elements of design such as:
 - line, direction, focal points, balance
 - camouflage of skin or hair faults.

Sources of information may include:

- store or supplier product leaflets and manuals
- fashion magazines
- manufacturer representatives
- product labels
- hair and beauty shows
- internet
- customer feedback
- designated staff members.

Comparisons between products and services may relate to:

- features and effects of products and services
- method of application
- price
- storage requirements and shelf life.

RANGE STATEMENT

Product range may include:

- hair products such as:
 - hair colour
 - shampoos and conditioners
 - styling aids such as mousses, gels and hairsprays
 - hair ornaments
 - brushes, combs
 - blow dryers
- beauty products such as:
 - skin care products for face and body
 - home care skin treatments
 - home care remedial products
 - sunscreen and tanning products
 - nail, hand and foot care products
- cosmetic products such as:
 - face and body make-up, pre-make-up products and stabilisers
 - brushes, sponges
 - applicators
 - pallets
 - lash curlers, artificial lashes, tweezers
 - magnifying mirrors
 - containers and trays, make-up boxes
 - pencil sharpeners.

Customers may include:

- people with routine or special requests
- people with special needs
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff members may include:

- new or existing staff
- full-time, part-time or casual
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

RANGE STATEMENT

Customer requirements may include:

- occasion (e.g. casual, professional, day or evening)
- colour preferences and style
- durability, function and usage
- cost
- lifestyle
- physical characteristics, including allergic reactions
- product preferences, including desire to use natural products
- culture and ethnicity.

Services may include:

- product advice for home care treatments
- hair, skin and nail care advice
- hair, skin and nail care treatments
- colour coordination for hair and make-up products
- advice on current fashion trends and basic design elements.

Legislative requirements may include:

- consumer law
- environmental protection
- hazardous substances and dangerous goods
- Trade Practices and Fair Trading Acts
- Therapeutic Goods Act
- OHS
- industry codes of practice
- waste disposal
- pricing procedures, including GST requirements.

Store policy and procedures in regard to:

- selling hair, beauty and cosmetic products
- interacting with customers
- product demonstration.

Follow-up may include:

- contact by store representative
- return appointments for the customer.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Retail Product Knowledge

SIRXSL001A Sell products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Application of the Unit

Application of the unit

This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply product knowledge.	<p>1.1 Demonstrate knowledge of the use and application of relevant products and services according to <i>store policy</i> and <i>legislative requirements</i>.</p> <p>1.2 Develop <i>product knowledge</i> by accessing <i>relevant sources of information</i>.</p>
2 Approach customer.	<p>2.1 Determine and apply timing of <i>customer</i> approach.</p> <p>2.2 Identify and apply effective <i>sales</i> approach.</p> <p>2.3 Convey a positive impression to arouse customer interest.</p> <p>2.4 Demonstrate knowledge of customer buying behaviour.</p>

ELEMENT	PERFORMANCE CRITERIA
3 Gather information.	<ul style="list-style-type: none">3.1 Apply questioning techniques to determine customer buying motives.3.2 Use listening skills to determine customer requirements.3.3 Interpret and clarify non-verbal communication cues.3.4 Identify customers by name where possible.3.5 Direct customer to specific merchandise.
4 Sell benefits.	<ul style="list-style-type: none">4.1 Match customer needs to appropriate products and services.4.2 Communicate knowledge of products features and benefits clearly to customers.4.3 Describe product use and safety requirements to customers.4.4 Refer customers to appropriate product specialist as required.4.5 Answer <i>routine customer questions</i> about merchandise accurately and honestly or refer to senior sales staff.
5 Overcome objections.	<ul style="list-style-type: none">5.1 Identify and accept customer objections.5.2 Categorise objections into price, time and merchandise characteristics.5.3 Offer solutions according to store policy.5.4 Apply <i>problem solving</i> to overcome customer objections.
6 Close sale.	<ul style="list-style-type: none">6.1 Monitor, identify and respond appropriately to customer buying signals.6.2 Encourage customer to make purchase decisions.6.3 Select and apply appropriate method of closing sale.

ELEMENT

PERFORMANCE CRITERIA

7 Maximise sales opportunities.

7.1 Recognise and apply opportunities for making additional sales.

7.2 Advise customer of complementary products or services according to customer's identified need.

7.3 Review personal sales outcomes to maximise future sales.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
 - opening techniques
 - recognising buying signals
 - strategies to focus customer on specific merchandise
 - add-ons and complementary sales
 - overcoming customer objections
 - closing techniques
 - verbal and non-verbal communication skills
 - handling difficult customers
 - negotiation skills
 - sales performance appreciation
 - questioning, listening and observation
 - literacy skills in regard to:
 - reading and understanding product information
 - reading and understanding store policies and procedures
 - recording information
 - numeracy skills in regard to:
 - handling payment for goods
 - weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
 - selling products and services
 - allocated duties and responsibilities
 - store merchandise and service range
 - specific product knowledge for area or section
 - relevant legislation and statutory requirements
 - relevant industry codes of practice
 - customer types and needs, including:
 - customer buying motives
 - customer behaviour and cues

REQUIRED SKILLS AND KNOWLEDGE

- individual and cultural differences
- demographics, lifestyle and income
- types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence of the following is essential:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- consistently applies store policies and procedures in regard to selling products and services
- maximises sales opportunities according to store policies and procedures
- consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximise future sales.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as policy and procedures manuals
- a range of customers with different requirements
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:

- interaction with customers
- selling products and services.

Legislative requirements may include:

- Trade Practices and Fair Trading Acts
- tobacco laws
- liquor laws
- lottery legislation
- industry codes of practice
- OHS
- sale of second-hand goods
- sale of X and R rated products
- trading hours
- transport, storage and handling of goods.

Product knowledge may include:

- warranties
- features and benefits
- use-by dates
- handling and storage requirements
- stock availability
- safety features
- price.

RANGE STATEMENT

Relevant sources of information may include:

- internet
- staff members
- store or supplier product manuals
- product profiles
- videos
- demonstrations
- labels
- store tours.

Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Sales transactions may be completed:

- face to face
- over the telephone
- online.

Routine customer questions may relate to:

- price and price reductions
- quality
- availability
- features and benefits.

Problem solving may be affected by:

- store policies and procedures
- resource implications.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

SIRXSL S002A Advise on products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor It describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Application of the Unit

Application of the unit This unit requires the team member to develop, maintain and convey detailed and specialised product knowledge to customers and other staff in accordance with store policy and relevant legislation. Specialist sales personnel undertake this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop product and service knowledge.	<p>1.1 Develop and maintain <i>product knowledge</i> according to <i>store policy</i> and <i>legislative requirements</i>.</p> <p>1.2 Convey product knowledge to other <i>staff</i> as required.</p> <p>1.3 Research and apply comparisons between products and services.</p> <p>1.4 Demonstrate knowledge of competitors' product and service range and <i>pricing structure</i>.</p>
2 Recommend specialised products or services.	<p>2.1 Evaluate merchandise according to <i>customer requirements</i>.</p> <p>2.2 Demonstrate features and benefits of products and services to <i>customer</i> to create a buying environment.</p> <p>2.3 Apply detailed specialised knowledge of product to provide accurate advice to customers.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
 - convey product knowledge to staff
 - apply knowledge to provide advice to customers
 - handle difficult customers through clear and direct communication
 - ask questions to identify and confirm requirements
 - share information
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
 - using a range of communication and electronic equipment
 - accessing relevant product and service information
 - literacy skills in regard to:
 - reading and understanding product information
 - reading and understanding store policies and procedures
 - recording information
 - numerical skills in regard to:
- estimating and calculating costs relevant to pricing products.

The following knowledge must be assessed as part of this unit:

- specialised product knowledge, including:
 - warranties
 - benefits and features
 - shelf life and use-by date
 - storage requirements
 - ingredients or materials contained in product
 - product and ingredient origins
 - care and handling of products
 - corresponding or complementary products and services
 - stock availability
 - store and industry manuals and documentation
 - stock and merchandise range
 - service range

REQUIRED SKILLS AND KNOWLEDGE

- procedures for taking orders
- pricing procedures, including GST requirements
- other relevant policies and procedures
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to customers and other staff
- applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- a range of stock and merchandise

relevant documentation, such as:

- price lists
- policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

RANGE STATEMENT

Product knowledge may include:

- brand options
- product features and benefits
- warranties
- safety features
- use-by dates
- handling and storage requirements
- stock availability
- price.

Product knowledge may be developed and maintained by:

- accessing the internet
- attending product launches
- attending product seminars
- discussions with staff
- accessing product information booklets and pamphlets.

Store policy and procedures in regard to:

- interaction with customers
- selling products and services.

Legislative requirements may include:

- Trade Practices and Fair Trading Acts
- tobacco laws
- liquor laws
- lottery legislation
- industry codes of practice
- OHS
- sale of second-hand goods
- sale of X and R rated products
- trading hours
- transport, storage and handling of goods.

RANGE STATEMENT

Staff may include:

- full-time, part-time or casual
- under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Customer requirements may include:

- specific brand
- sizing
- quality
- quantity
- price range
- usage.

Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Pricing structure may include:

- sales reductions
- pricing procedures, including GST requirements
- mark-downs.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field Sales

SIRXSL S004A Build relationships with customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to use advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to customers, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations.

Application of the Unit

Application of the unit

This unit applies to senior sales personnel. It requires the development and maintenance of expert knowledge to provide accurate product information to customers, including post-sales support; and communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish rapport with customers.	<p>1.1 Establish rapport and relationship with <i>customer</i> and express a genuine interest in <i>customer needs and requirements</i> to enhance customer commitment, trust and credibility of store and to build return customer base.</p> <p>1.2 Maintain <i>professional ethics</i> with the customer to promote store image and credibility.</p> <p>1.3 Accurately clarify <i>customer needs and preferences</i> to maximise sales opportunities.</p> <p>1.4 Maximise sales opportunities by use of add-on and complementary <i>sales techniques</i>.</p> <p>1.5 Give customer space and time to evaluate purchase decision, while using time to maximum advantage for customer and store.</p>

ELEMENT	PERFORMANCE CRITERIA
	1.6 Use effective methods to close sales.
2 Apply expert knowledge.	<p>2.1 Provide customer with accurate information regarding product and service appraisals, correct statements and warranties according to <i>legislative requirements</i>.</p> <p>2.2 Provide detailed knowledge of supplier or manufacturer information according to customer needs and commercial confidentiality guidelines.</p> <p>2.3 Evaluate product range, accurately demonstrate features and benefits of products or services where appropriate and make recommendations to the customer to maximise sales potential.</p> <p>2.4 Maximise customer interest in product or service through price negotiation where applicable and offer payment and credit options according to <i>store policy</i>.</p> <p>2.5 Accurately calculate prices and discounts according to pricing determinants and store policy.</p>
3 Provide post sales support.	<p>3.1 Accurately provide evidence of ongoing support as sale is concluded.</p> <p>3.2 Accurately explain <i>back-up service</i> and reassure customer according to legislative requirements and store policy.</p> <p>3.3 Provide customer with store or salesperson's contact details to provide line of contact and customer followed up according to store policy.</p> <p>3.4 Accurately enter customer and transaction details into <i>customer database</i>.</p>
4 Plan sales presentations.	<p>4.1 Plan presentation to complement <i>product characteristics</i>.</p> <p>4.2 Select client group according to product characteristics and store merchandising policy.</p> <p>4.3 Access <i>promotional materials</i> where required and distribute to client group.</p> <p>4.4 Select and prepare a range of products or services for presentation to reflect store image, demographics and merchandising plan.</p>

ELEMENT	PERFORMANCE CRITERIA
5 Implement sales presentation.	<p>5.1 Ensure sufficient numbers of adequately briefed support staff, where required for a presentation.</p> <p>5.2 Apply communication skills to effectively create interest, focus attention, and encourage customer interaction with individuals or groups.</p> <p>5.3 Demonstrate products or services to create a buying environment.</p> <p>5.4 Measure results of sales presentation according to predetermined criteria, review overall performance and results, and apply information to enhance future <i>sales presentations</i> according to store sales policy.</p>
6 Maintain and utilise a customer database.	<p>6.1 Maintain customer confidentiality as required by store policy and legislative requirements.</p> <p>6.2 Develop and maintain accurate <i>customer records</i> and store securely according to store policy and procedures.</p> <p>6.3 Accurately identify and follow up regular customers according to store marketing policy.</p> <p>6.4 Accurately utilise customer records to advise customers on products and services of possible interest.</p> <p>6.5 Implement <i>customer loyalty schemes</i> where required according to store promotional activities.</p>
7 Deal with difficult customers.	<p>7.1 Acknowledge customer complaints and problems and reassuringly support <i>difficult customers</i> to produce positive outcome.</p> <p>7.2 Use questioning and active listening to encourage customer to verbalise issue and minimise customer frustration.</p> <p>7.3 Develop customer's confidence in the candidate and product or service to promote long-term trust and commitment to store.</p> <p>7.4 Establish mutually acceptable resolution of complaint.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
 - opening and closing techniques
 - identifying buying signals
 - strategies to focus customer on specific merchandise
 - add-ons and complementary sales
 - overcoming customer objections
 - presentation skills
 - conflict resolution
 - verbal and non-verbal interpersonal communication
 - accessing relevant product information
 - literacy and numeracy skills in regard to:
 - reading and understanding product information
 - reading and understanding store policies and procedures
 - recording client and sales information
 - calculating prices and discounts.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
 - establishing, maintaining and utilising customer records
 - updating and maintaining customer mailing lists
 - methods of maintaining customer confidentiality and secure storage of customer details
 - pricing, including GST requirements
 - price negotiation and payment and credit options
 - resolving customer complaints
 - store and area merchandise and service range
 - relevant legislation and statutory requirements
 - relevant industry codes of practice
 - OHS requirements such as:
 - manual handling
 - plant and equipment
 - hazardous substances and dangerous goods

REQUIRED SKILLS AND KNOWLEDGE

- workers compensation
 - customer types and needs, including:
- customer buying motives, customer behaviour and cues
- individual and cultural differences, demographics, lifestyle and income
- types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support
- consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- consistently develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs and requirements
- consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- consistently and accurately applies detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support
- consistently uses effective questioning, listening and observation skills to accurately determine customer requirements
- consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance
- consistently evaluates personal and or team sales performance to maximise future sales
- consistently and accurately establishes, records and maintains customer records and details, maintains customer confidentiality, ensures secure storage of data and uses customer records to maximise customer interest and create a buying atmosphere
- consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.

EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
 - policy and procedures manuals
 - industry codes of practice and relevant legislation
 - OHS legislation and codes of practice
 - a range of customers with different requirements
 - an appropriate range of products and equipment
 - a customer database system.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- a single customer, couples, families or groups.

Customer needs and requirements may be clarified through:

- observation
- appropriate questioning
- active listening
- empathy
- reassurance and confirmation.

Maintaining *professional ethics* with the customer may include:

- honesty
- positive statements
- confirmed appraisals of products and services.

Customer needs and preferences may include:

- product type
- brand
- size
- product characteristics
- customer physical needs
- price.

Sales techniques will include:

- add-on and complementary products and services
- selling up or down
- suggestive selling
- variety of methods of closing sales.

RANGE STATEMENT

Legislative requirements may include:

- Trade Practices and Fair Trading Acts
- environmental protection legislation
- OHS
- transport, storage and handling of goods
- pricing procedures, including GST requirements
- privacy laws
- liquor laws
- tobacco laws
- sale of second-hand goods
- health and welfare law specific to local government, state and federal legislation.

Store policy and procedures in regard to:

- selling products and services
- maintaining and utilising client records
- promotional, marketing, discounting and reward programs
- dealing with difficult customers
- resolving customer complaints.

Back-up service may include:

- delivery specifications
- warranties and guarantees
- returns policies
- technical support
- installation
- financial products and services.

Customer database may be:

- manual
- computer-based.

Product characteristics may include:

- features and benefits
- price range
- supplier or manufacturer information
- target group.

RANGE STATEMENT

Promotional materials may include:

- brochures
- pamphlets
- posters
- promotional merchandise
- business cards
- vouchers.

Sales presentations may be:

- in-house
- at client site
- visual
- verbal.

Customer records may include:

- name and contact details
- transaction records
- personal preferences
- anniversaries and special dates
- details of items bought or returned.

Customer loyalty schemes may include:

- customer clubs
- customer reward schemes
- credit or discount facilities
- special offers.

Difficult customers may include:

- aggressive
- assertive
- passive
- fussy
- demanding
- rude
- exasperated
- arrogant.

Unit Sector(s)

Sector

Cross-Sector

Competency field

Competency field

Sales

TAAASS301B Contribute to assessment

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to contribute to the assessment process.

Application of the Unit

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

This competency is performed under the following conditions:

the necessary assessment tools and assessment resources to guide the evidence collection process have been provided

any adjustments to tools are determined by the qualified assessor, as defined by the Australian Quality Training Framework (AQTF) and the assessor requirements of the relevant Training Package.

the qualified assessor provides guidance and supervision.

Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.

The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/ coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.

It may have application in a range of circumstances including:

where the organisation uses a team assessment approach

in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology)

as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Clarify role and responsibilities in the assessment process	1.1 Purpose of assessment is discussed and confirmed with relevant people using appropriate communications and interpersonal skills
	1.2 Benchmark/s for assessment are discussed and confirmed with qualified assessor
	1.3 The assessment plan is accessed, read and clarified with qualified assessor
	1.4 Specific responsibilities in gathering evidence and types of evidence to be gathered are discussed and agreed with qualified assessor
2 Confirm organisational arrangements for evidence gathering	2.1 Nominated assessment methods and assessment tools to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear
	2.2 The assessment context including candidate's characteristics and any need for reasonable adjustments are discussed and confirmed with relevant people
	2.3 Resource requirements are confirmed and arranged in consultation with relevant people
	2.4 Documentation setting out relevant assessment system policies and procedures, legal/

organisational/ethical requirements and any other relevant advice on assessment is accessed and confirmed with relevant people

3 Collect evidence in accordance with the assessment plan

- 3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities
- 3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people
- 3.3 Evidence is collected within available time and resources, in accordance with organisational/legal/ethical requirements
- 3.4 Evidence gathering assessment activities are reviewed against the **principles of assessment** and collected evidence is examined to determine whether it meets the **rules of evidence**
- 3.5 **Limitations and issues** in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required

4 Record and report findings

- 4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures
- 4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures
- 4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence
- 4.4 Areas for improvement in collecting evidence are documented for future assessment activities

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

Evidence Requirements

Required knowledge includes:

what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting

the principles of assessment, being validity, reliability, fairness and flexibility

the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current

the different purposes of assessment

the diversity of assessment contexts

what is evidence and different types of evidence

how evidence is gathered - what are assessment methods and different types of methods

what is an assessment tool

what is an assessment plan

practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes

the organisational assessment system policies and procedures relevant to this unit of

competency

technical/subject area being assessed

cultural sensitivity and equity considerations

relevant policy, legislation, codes of practice
and national standards including
Commonwealth and state/territory
legislation, for example:

licensing requirements

recording information and confidentiality
requirements

equal employment opportunity, disability,
discrimination

OHS relating to the work role, and OHS
considerations to be included in collecting
evidence, including:

hazard identification and risk control
measures

requirements for reporting hazards and
incidents

emergency procedures

procedures for use of relevant personal
protective equipment

safe use of relevant equipment

sources of OHS information

role of key workplace personnel

responsibilities of learners and employees

Required skills and attributes include:

observation skills to observe candidate performance

cognitive and interpretation skills to:

ensure collection of valid and reliable evidence

identify gaps/issues in evidence collection

confirm appropriate assessment tools and methods to be used

organisation skills to:

use required resources

carry out the evidence collection

time management skills

to schedule assessment events/activities

work with candidate on suitable times

using assessment methods and tools

literacy skills to:

read and interpret relevant information

prepare required documentation and collate evidence in required format

communication skills to:

discuss evidence gathering processes with practitioners

discuss evidence gathering processes with candidate/s

establish a working relationship with assessor and candidate/s

provide constructive and supportive feedback

ask appropriate questions to clarify and confirm instructions for evidence gathering

provide clear and concrete options and/or advice

attributes including:

	willingness to contribute positively to the assessment process
	capacity to encourage, accept and use feedback
	capacity to work sensitively and ethically when gathering information
Products that could be used as evidence include:	completed assessment tools/templates/checklists
	documentation/records of the evidence gathered
	feedback from the candidate, qualified assessor, supervisor
Processes that could be used as evidence include:	how benchmarks and other documents were interpreted, and why
	how evidence gathering activities were scheduled
	how the rules of evidence were used to collect and review evidence, and why
Resource implications for assessment include:	access to qualified assessor
	access to candidates for assessment purposes
	access to supervisor or other relevant people
	access to benchmarks and other assessment documentation
	assessment materials and tools
	workplace documentation
	support for candidate's specific requirements
	time considerations
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills
	a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
	evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be

provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

a minimum of three evidence gathering activities, carried out with different candidate/s in each activity

the examination of gathered evidence in complying with the rules of evidence

a summary of evidence findings using business technology

feedback sought from others involved in the assessment process

Integrated assessment means that:

this unit can be assessed alone or with **TAADEL301C Provide training through instruction and demonstration of work skills.**

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment process is:	the series of steps in the assessment cycle
Purpose of assessment may be:	recognise current existing competency of candidate/s
	determine if competency has been achieved following learning
	establish candidate/s progress towards achievement of competence
	determine language, literacy, numeracy needs of candidates/s
	certify competence through a Statement of Attainment
	establish progress towards a qualification
	determine training gaps of candidate/s
	measure work performance
	classify employees/support career progression
	meet organisational requirements for work - operate equipment/develop new skills
	licensing or regulatory requirements

Relevant people must include:	qualified assessor/s candidate/s
Relevant people may include:	managers supervisors technical/subject experts training coordinators industry regulators employee and employer representatives
Appropriate communication and interpersonal skills may include:	engaging in two-way interaction providing constructive feedback using active listening using appropriate questioning to clarify and confirm instructions for evidence gathering accurately interpreting non-verbal and verbal messages providing clear advice using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards using language and concepts appropriate to cultural and background of the candidate
Benchmark/s for assessment refers to:	the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
An assessment plan is the overall planning document for the assessment process, may include:	the purpose and aims of the assessment the context of assessment relevant benchmark/s for assessment to be used as the benchmarks for assessment other assessment information/documentation identified as relevant identified personnel identified assessment methods and assessment tools

possibilities for clustering units of competency for assessment purposes

identified OHS hazards, including assessed risks and control strategies

material and/or physical resources required

organisational arrangements for conducting assessment

OHS reporting requirements

any special assessment needs, e.g. personal protective equipment requirements

outline of assessment milestones, time lines and target dates

candidate self-assessment procedures

connections to relevant organisational plans, policies and procedures

Evidence is:	information/materials/products which support a candidate's claim of demonstrated competency
Types of evidence may be:	direct e.g. observation of work activities under real/simulated work conditions, examples of work products indirect, e.g. third party reports from a range of sources supplementary e.g. question and answer, work records, training records, portfolios candidate gathered evidence assessor gathered evidence current/recent/historical combination of above
Assessment methods are the particular techniques used to gather different types of evidence and may include:	conducting real work/real time activities (for example, direct observation and third party reports) carrying out structured activities (for example, simulation exercises, demonstration and activity sheets) questioning (for example, computer, oral and written questions) collecting portfolios/evidence compiled by the candidate obtaining historical evidence regarding prior learning
Assessment tools contain:	the instruments to be used for gathering evidence such as: a profile of acceptable performance measures templates/proformas specific questions or activities evidence/observation checklists checklists for the evaluation of work samples candidate self-assessment materials the procedures, information and instructions for the assessor/candidate relating to the use

	of assessment instruments and assessment condition
Assessment context may include:	<p>the environment in which the assessment will be carried out</p> <p>opportunities for collecting evidence in a number of situations</p> <p>the purpose of the assessment</p> <p>who carries out the assessment</p> <p>relationship between units of competency and candidate's workplace</p> <p>auspicing and partnership arrangements</p> <p>period of time that assessment takes place</p> <p>apportionment of costs/fees</p> <p>quality assurance mechanisms</p> <p>privacy and confidentiality approaches</p>
Candidate's characteristics may include:	<p>level of work experience</p> <p>level and experiences of previous learning and assessment</p> <p>motivation for assessment - personal and/or organisational</p> <p>English language, literacy and/or numeracy levels/needs</p> <p>physical impairment or disability involving hearing, vision, voice, mobility</p> <p>intellectual impairment or disability</p> <p>medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment</p> <p>differences in learning progress</p> <p>religious and spiritual observances</p> <p>cultural background images/perceptions</p> <p>age</p> <p>gender</p>
Reasonable adjustments may include:	<p>taking into account candidate's language, literacy, numeracy requirements</p> <p>providing of personal support services (for</p>

example: reader, interpreter, attendant carer, scribe)

using of adaptive technology or special equipment

flexible assessment sessions to allow for fatigue or administering of medication

format of assessment materials (for example, in Braille, first language, use of audiotape/videotape)

making adjustments to the physical environment

revising of proposed assessment methods/tools

considering age and gender

considering cultural beliefs, traditional practices and religious observances

arranging for a member of the community to accompany the candidate

Resource requirements may include:

resources specific to evidence gathering activities

access to assessors

access to policy and procedures

access to subject/technical experts

OHS requirements

plant, equipment, technology

Assessment system policies and procedures may include:

candidate selection

rational and purpose of competency-based assessment

assessment records/data

management/information management

recognition of current

competency/recognition of prior

learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial
relations systems

links with overall quality management
system

Legal/organisational/ethical requirements may include:

assessment system policies and procedures
assessment strategy requirements
quality assurance systems
reporting, recording and retrieval systems for assessment
business and performance plans
access and equity policies and procedures
collaborative/partnership arrangements
defined resource parameters
mutual recognition arrangements
industrial relations systems and processes, awards/enterprise agreements
Australian Quality Training Framework (AQTF) standards on assessment
registration scope
human resources policies/procedures
legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
relevant industry codes of practice
confidentiality and privacy requirements
OHS considerations, including:
ensuring OHS requirements are adhered to during the assessment process
identifying and reporting OHS hazards and concerns to relevant personnel

Relevant advice on assessment may include:

guidance on the principles of assessment and how they are applied
information on the rules of evidence and how these are applied
assessment materials (for example, guidelines and evidence gathering workbooks)
information from Training Package Assessment Guidelines
AQTF standards relating to assessment

OHS standards/guidelines
advice/information from other assessors
course guidelines and parameters
candidate self-assessments
individual unit or integrated approaches to
competency assessment

Principles of assessment are:

validity
reliability
flexibility
fairness

To meet the **rules of evidence**, evidence
must be:

valid, for example:
address the elements and Performance
Criteria
reflect the skills and knowledge described in
the relevant units of competency
show application in the context described in
the Range Statement
demonstrate that performance, skills and
knowledge are applied in real/simulated
workplace situations

current, for example:
demonstrate the candidate's current skills and
knowledge
comply with current standards

sufficient, for example:
demonstrate competence over a period of
time
demonstrate repeatable competence
not inflate the language, literacy and
numeracy requirements beyond those
required in performing the work
task/function

authentic, for example:

Limitations and issues may relate to:

be the work of the candidate

be corroborated/verified

relationship between main job and responsibilities in evidence gathering activities

ability to meet the candidate's needs

access to candidate and/or relevant people

levels of understanding of organisation's quality processes

own level of vocational competence

own understanding of competency-based assessment

need to meet legal responsibilities

risk management and OHS issues which impact on the capacity to collect evidence

confirmation of relevant unpaid or volunteer experience

examples of work products

simulation activities

projects/assignments

Unit Sector(s)

Not applicable.

Competency Field**Assessment**

TAAASS401C Plan and organise assessment

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to plan and organise the assessment process, including recognition of prior learning (RPL), in a competency-based assessment system.

Application of the Unit

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It includes assessments carried out as part of a Recognition of Prior Learning Process (RPL) or as part of a learning and assessment pathway.

The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.

This competence applies to planning and organising an assessment process, including RPL which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency.

The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.

This competence is to be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s, including RPL against individual unit/s of competency.

The competence of developing an assessment strategy is separately addressed in two other units of the **TAA04 Training and Assessment Training Package: TAADES501B Design and develop learning strategies** (in a learning and assessment pathway) and **TAAASS501B Lead and co-ordinate assessment systems and services** (in an assessment only pathway).

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401B Use Training Packages to meet client needs** addresses this skill in depth.

The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment, including RPL

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine approach for assessment	<p>1.1 Candidate/s are identified/confirmed and the purpose/s and context of assessment/ RPL are established/ confirmed with relevant people in accordance with legal/organisational/ethical requirements</p> <p>1.2 A decision is made whether assessment will be undertaken within an RPL, a learning and assessment pathway or a combined approach</p> <p>1.3 The assessment strategy is accessed and used to guide the development of the assessment plan, where applicable</p> <p>1.4 The benchmarks for assessment/ RPL are identified/confirmed and accessed</p>

- 2 **Prepare the assessment/
RPL plan**
 - 2.1 The assessment benchmarks are interpreted to determine the **evidence** and **types of evidence** needed to demonstrate competency in accordance with the **rules of evidence**
 - 2.2 Where competency standards are used as benchmarks, **all component parts of the competency standards**, are addressed in defining and documenting the evidence to be collected
 - 2.3 Any **related documentation** to support planning the assessment process is accessed and interpreted
 - 2.4 **Assessment/RPL methods** and **assessment tools** are **selected/confirmed** which address the evidence to be collected in accordance with the **principles of assessment**
 - 2.5 Specific **material and physical resources** required to collect evidence are identified and documented
 - 2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented
 - 2.7 Timelines and time periods for evidence collection are determined and all information to be included in the **assessment plan** is documented
 - 2.8 The assessment/RPL plan is confirmed with **relevant personnel**
- 3 **Contextualise and review
assessment/ RPL plan**
 - 3.1 **Characteristics of the candidate/s** and any allowances for **reasonable adjustments and/or specific needs** are identified/clarified with relevant people and documented
 - 3.2 Where required, competency standards are **contextualised**, to reflect the operating environment in which assessment will occur, in accordance with **contextualisation guidelines**
 - 3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account:
any contextualisation of competency standards
reasonable adjustment/s, where identified
integration of assessment activities, where

appropriate and practical

capacity to support **recognition of prior learning**

- 3.4 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed
 - 3.5 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment
 - 3.6 Assessment plan/s are stored and retrieved in accordance with **assessment system policies and procedures** and legal/organisational/ethical requirements
- 4 **Organise assessment/ RPL arrangements**
- 4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements
 - 4.2 Any **specialist support** required for assessment/ RPL is organised and arranged in accordance with organisational/ethical/legal requirements, where required
 - 4.3 Roles and responsibilities of all people involved in the assessment/ RPL process are organised
 - 4.4 Effective **communication strategies** are established to encourage regular communication flow and feedback with relevant people involved in the assessment/RPL process
 - 4.5 Assessment/ RPL record keeping and reporting arrangements are confirmed

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

cognitive interpretation skills to:

accurately interpret competency standards and other assessment documentation

identify opportunities for integrated competency assessment

contextualise competency standards to the operating assessment environment, including RPL

sort information

observation skills to:

assess the effectiveness of the organisation's assessment, including RPL operations

identify where improvement to the assessment process can be made

identify where improvement to RPL policy and procedures can be made

technology skills to:

use appropriate equipment and software to communicate effectively with others

research and evaluation skills to:

obtain competency standards and other assessment information, assessment tools and other relevant assessment resources

research candidate characteristics and any reasonable adjustment needs

identify and confirm required material and physical resources

evaluate feedback, and determine and implement improvements to processes

make recommendations

planning skills relating to formulation of the assessment plan

organisational skills relating to organising resources required

literacy skills to:

read and interpret relevant information to design and facilitate assessment and recognition processes

prepare required documentation and information for those involved in assessment processes

communication skills to:

discuss assessment, including RPL processes with clients and assessors

establish professional relationships and networks

sensitivity to access and equity considerations and candidate diversity

capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process

Required knowledge

competency-based assessment: work focused, criterion referenced, standards-based, evidence-based

the different purposes of assessment and different assessment contexts, including RPL.

how to read and interpret the identified competency standards as the benchmarks for assessment

how to contextualise competency standards within relevant guidelines

the four principles of assessment and how they guide the assessment process

what is evidence and different types of evidence used in competency-based assessments, including RPL

the four rules of evidence and how they guide evidence collection

different types of assessment methods, including suitability for collecting various types of evidence

assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities

different resource requirements for assessment and associated costs

where to source other relevant assessment information and how to incorporate this into the plan

the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards

sources and types of specialist support to candidates

methodologies suitable for reviewing assessment tools

the assessment system policies and procedures established by the industry and/or organisation

the RPL policies and procedures established by the organisation

risks and requirements associated with different assessment applications in various contexts, including:

capacities of assessors at higher AQF levels

when linked to licensing

legal implications of assessing competence

the relevant organisational/legal/ethical requirements impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards

other relevant policy, legislation, codes of practice and national standards including national

Commonwealth and state/territory legislation for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

licensing requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

OHS responsibilities associated with planning and organising assessment, such as:

hazards commonly found, and preferred risk controls for the specific assessment environment

OHS procedures to be observed in the assessment process

safe use and maintenance of relevant equipment

sources of OHS information

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competence against this unit, candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements

Products that could be used as evidence include:

assessment plans
 modified/adjusted assessment tools to allow for specific needs
 contextualised competency standards
 documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

Processes that could be used as evidence include:

how competency standards and other documents were interpreted
 how assessment activities were scheduled
 how RPL is incorporated in the assessment process
 how resources were identified and obtained
 how communication systems were used to include relevant stakeholders in the planning process
 how assistance was sought from individuals

Resource implications for assessment include:

providing specialist support

access to relevant Training Package/s

access to assessment materials and tools

access to other relevant assessment information

access to suitable assessment venue/equipment

access to RPL policy and procedures

workplace documentation

cost/time considerations

personnel requirements

The collection of quality evidence requires that:

assessment must address the scope of this unit and assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency, including RPL.

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

evidence collected must relate to at least one RPL assessment

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrate

Specific evidence requirements must

evidence of planning and organising the assessment process on a minimum of two

include:

occasions. The evidence collected must:

- address the provision of documented assessment plans
- cover a range of assessment events
- cater for a number of candidates
- relate to different competency standards or accredited curricula
- address an RPL assessment
- involve the contextualisation of competency standards and the selected assessment tools, where required
- incorporate consideration of reasonable adjustment strategies
- include organisational arrangements

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAAASS402C Assess competence

TAAASS403B Develop assessment tools

TAAASS404B Participate in assessment validation

TAADES401B Use Training Packages to meet client needs

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose/s of assessment may include:

- recognising current existing competence of candidate/s
- determining if competence has been achieved following learning
- establishing candidate/s progress towards achievement of competence
- determining language, literacy, numeracy needs of candidates/s
- certifying competence through a Statement of Attainment
- establishing progress towards a qualification
- determining training gaps of candidate/s
- measuring work performance
- classifying employees/support career progression
- meeting organisational requirements for work - operate equipment/develop new skills
- licensing or regulatory requirements

Context of assessment/ RPL may include:

- part of the enrolment process
- the environment in which the assessment/RPL will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- relationships between competency standards and evidence to support recognition of prior learning
- who carries out the assessment/RPL
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities

auspicing and partnership arrangements
the period of time during which the assessment takes place
apportionment of costs/fees, if applicable
quality assurance mechanisms

Relevant people must include:

the candidate/s
the assessor/s responsible for conducting the assessment/RPL, which may be self or other assessors

Relevant people may include:

the client, company or organisation
team leaders, managers, supervisors
delivery personnel
technical/subject experts
training and assessment coordinators
RPL coordinators
industry regulators
employee and employer representatives
members of professional associations
Commonwealth department official/Centrelink personnel/caseworker
Australian Apprenticeship Centre (AAC) personnel

Legal/organisational/ethical requirements may include:

assessment system policies and procedures
assessment strategy requirements
reporting, recording and retrieval systems for assessment, including RPL
quality assurance systems
business and performance plans
access and equity policies and procedures
collaborative/partnership arrangements
defined resource parameters
mutual recognition arrangements
industrial relations systems and processes, awards/enterprise agreements
Australian Quality Training Framework

(AQTF2007)

registration scope

human resources policies/procedures

legal requirements including
anti-discrimination, equal employment, job
role/responsibilities/conditions

relevant industry codes of practice

confidentiality and privacy requirements

OHS considerations, including:

ensuring OHS requirements are adhered to
during the assessment process

identifying and reporting OHS hazards and
concerns to relevant personnel

The **assessment strategy** is a documented framework to guide and structure assessment arrangements for a vocational education and training qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment only pathway it is a separate document. The assessment strategy may encompass:

the identification of the competency standards forming the qualification and interpretation of the packaging rules of the qualification, where part of a Training Package

interpretation of the competency standards as the benchmarks for assessment

application of Training Package Assessment Guidelines, where part of a Training Package

arrangements for RPL, including provision of guidance and assistance to candidates in gathering and evaluating evidence

determination of assessment methods for identified competency standards

selection of assessment tools for identified competency standards

organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)

nominated quality assurance mechanisms

identified risk management strategies

Benchmark/s for assessment/RPL refers to:

the criterion against which the candidate is assessed or prior learning recognised which, may be a competency standard/unit of competency, assessment criteria of course

	curricula, performance specifications, product specifications
Evidence is:	material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
Types of evidence may include:	direct, e.g. observation of work activities under real/simulated work conditions, examples of work products indirect, e.g. third party reports from a range of sources supplementary, e.g. question and answer, work records, training records, portfolios candidate gathered evidence assessor gathered evidence current/recent/historical combination of above
The rules of evidence guide the evidence collection process to ensure evidence is:	valid, for example: address the elements and Performance Criteria reflect the skills and knowledge described in the relevant unit/s of competency show application in the context described in the Range Statement demonstrate performance skills and knowledge are applied in real/simulated workplace situations current, for example: demonstrate the candidate's current skills and knowledge comply with current standards sufficient, for example: demonstrate competence over a period of time demonstrate repeatable competence

not inflate the language, literacy and numeracy requirements beyond those required in performing the work task

authentic, for example:

be the work of the candidate

be corroborated/verified

All component parts of the competency standards refers to:

Elements

Performance Criteria

Employability Skills

Range Statement including advice on:

range of contexts/conditions to be met in assessment

aspects of the Performance Criteria that can be contextualised

information which adds definition to support assessment

links to knowledge and skills

underpinning language, literacy and numeracy requirements

Evidence Guide requirements, including:

underpinning/required knowledge

underpinning/required skills and attributes

underpinning language, literacy and numeracy requirements

critical aspects of evidence to be considered/quality evidence requirements

concurrent assessment and interdependence of units

assessment methods/resources/context

dimensions of competency, which include:

task skills

task management skills

contingency management skills

job role/environment skills

requirements set out in the Assessment Guidelines of the relevant Training Package/s

Related documentation may include:

information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods

assessment activities identified in accredited modules derived from the relevant competency standards

assessment activities in Support Materials related to the relevant competency standards

RPL policy and procedures

any requirements of OHS, legislation, codes of practice, standards and guidelines

indicators and levels of competence of the National Reporting System

organisational requirements for demonstration of work performance

product specifications

direct observation, for example:

real work/real time activities at the workplace

work activities in a simulated workplace environment

Assessment/RPL methods are the particular techniques used to gather different types of evidence and may include:

structured assessment activities, for example:
simulation exercises/role-plays

projects

assignments

presentations

activity sheets

questioning, for example:

written questions, e.g. on a computer

interviews

self-assessment

verbal questioning questionnaires

oral/written examinations (for higher AQF levels)

portfolios, for example:

collections of work samples by the candidate

product with supporting documentation

historical evidence

journal/log book

information about life experience

review of products, for example:

products as a result of a project

work samples/products

third party feedback, for example:

testimonials/reports from
employers/supervisors

evidence of training

authenticated prior achievements

interview with employer, supervisor, peers

the instruments developed from the selected

assessment methods to be used for gathering evidence such as:

a profile of acceptable performance measures

templates/proformas

specific questions or activities

evidence/observation checklists

checklists for the evaluation of work samples

candidate self-assessment materials

Assessment tools contain:

the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

Selected/confirmed means:

selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context

confirmed in accordance with the assessment strategy, where appropriate

Principles of assessment are:

fairness

flexibility

reliability

validity

Material and physical resources may include:

documents required for the assessors and candidates, including competency standards and assessment tools

plant and equipment

technology

personal protective equipment

venues for assessment

adaptive technologies

physical adjustments to assessment environment

Assessment plan is the overall planning document for the assessment process and may include:

the purpose and aims of the assessment

the context of assessment/RPL

relevant competency standards to be used as the benchmarks for assessment/RPL

other assessment information/documentation

identified as relevant

identified personnel

identified assessment methods and
assessment tools

possibilities for clustering units of
competency for assessment purposes

identified OHS hazards, including assessed
risks and control strategies

material and/or physical resources required

organisational arrangements for conducting
assessment/RPL

OHS reporting requirements

any special assessment needs, e.g. personal
protective equipment requirements

outline of assessment milestones, time lines
and target dates

candidate self-assessment procedures

connections to relevant organisational plans,
policies and procedures

Relevant personnel may include:

self in such contexts as one-person/small training and/or assessment organisation
lead assessor
training and/or assessment supervisor/coordinator
training and/or assessment manager

Characteristics of the candidate/s may include:

level of work experience
level and experiences of previous learning and assessment
motivation for assessment - personal/organisational
English language, literacy and/or numeracy levels/needs
physical impairment or disability involving hearing, vision, voice, mobility
intellectual impairment or disability
medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
differences in learning progress
psychiatric or psychological disability
religious and spiritual observances
cultural background images/perceptions
age
gender

Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
use of adaptive technology or special equipment
flexible assessment sessions to allow for fatigue or administering of medication
format of assessment materials, for example, in braille, first language, use of audiotape/

videotape

adjustments to the physical environment or venue

revising proposed assessment methods/tools

considerations relating to age and/or gender,

considerations relating to cultural beliefs, traditional practices, religious observances

Contextualised means:

to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Contextualisation guidelines relate to:

DEST Guidelines on Training Package Contextualisation

relevant Training Package contextualisation guidelines

Recognition of prior learning is defined as:

an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to and/or partial or total completion of a qualification

Assessment system policies and procedures may include:

candidate selection

rationale and purpose of competency-based assessment

assessment records/data

management/information management

recognition of current

competency/recognition of prior

learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment
partnership arrangements
links with human resource or industrial relations systems
links with overall quality management system

Specialist support may include:

assistance by third party - carer, interpreter
development of online assessment activities
support for remote or isolated candidates and/or assessors
support from subject matter or safety experts
advice from regulatory authorities
assessment teams/panels
support from lead assessors
advice from policy development experts

Communication strategies may include:

interviews (face-to-face or telephone)
email, memos and correspondence
meetings
video conferencing/e-based learning
focus groups
email, memos and correspondence
meetings
video conferencing/e-based learning
focus groups

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAAASS402C Assess competence

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to assess the competence of a candidate.

Application of the Unit

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment for recognition of prior learning (RPL) or as part of a learning and assessment pathway.

The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401B Use Training Packages to meet client needs** addresses this skill in depth.

This unit does not address the development of an assessment/RPL plan or organisation of required resources for assessment/RPL, which is addressed in **TAAASS401C Plan and organise assessment**.

The competence specified in this unit is typically required by assessors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish and maintain the assessment environment	1.1 The assessment/ RPL plan is interpreted and assessment system policies and procedures and organisational/ legal/ethical requirements for conducting assessment are confirmed with relevant people
	1.2 The relevant benchmarks for assessment/ RPL and nominated assessment tools are accessed and interpreted to confirm the evidence to be collected and how it is to be collected
	1.3 Details of the assessment/ RPL plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, reasonable adjustment , re-assessment and appeals
	1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant
2 Gather quality evidence	2.1 The assessment/ RPL plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence
	2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence
	2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel

- 2.4 Opportunities for integrated assessment activities/ RPL are identified and assessment tools are modified, where required
 - 2.5 Identified assessment/ RPL system policies and procedures and organisational/legal/ethical and requirements for assessment are addressed
- 3 **Support the candidate**
- 3.1 Candidates are **guided** in gathering their own evidence to support **recognition of prior learning**
 - 3.2 Appropriate **communication** and **interpersonal skills** are used to develop a professional relationship with the candidate which reflects sensitivity to **individual differences** and enables two-way **feedback**
 - 3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics
 - 3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence
 - 3.5 **Specialist support** is accessed, where required, in accordance with the assessment plan
 - 3.6 Any occupational health and safety (OHS) risk to person or equipment is **addressed** immediately
- 4 **Make the assessment decision**
- 4.1 **Limitations** in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people
 - 4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:
 - encompasses **all component parts of the competency standards** and the dimensions of competency (where competency standards are the benchmarks for assessment/ RPL)
 - addresses other **related documentation**
 - complies with the rules of evidence
 - 4.3 **Judgement** is used to infer whether competence has been demonstrated, based on the available

evidence

- 4.4 Relevant assessment, including RPL, system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision
 - 4.5 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up **action plan** is developed, where required
- 5 **Record and report the assessment decision**
- 5.1 Assessment/ RPL outcomes are recorded promptly and accurately in accordance with assessment/ RPL system policies and procedures and organisational/legal/ethical requirements
 - 5.2 An **assessment report** is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements
 - 5.3 **Recommendations** for follow up action are submitted to relevant people, where required
 - 5.4 **Other relevant parties** are informed of the assessment decision where required, and in accordance with confidentiality conventions
- 6 **Review the assessment process**
- 6.1 The assessment/ RPL process is reviewed against **criteria in consultation** with relevant people to improve and modify future assessment practice
 - 6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal/ethical requirements
 - 6.3 Reflection skills are used to review and self-evaluate assessment practice

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

analysis and interpretation skills to:

unpack competency standards

interpret assessment tools and other assessment information, including those used in RPL

identify candidate needs

make judgements based on assessing available evidence

observation skills to:

recognise candidate prior learning

determine candidate readiness for assessment

observe candidate performance

identify when candidate may need assistance throughout the assessment processes

research and evaluation skills to:

access required human and material resources for assessment

access assessment system policies and procedures

access RPL policies and procedures

evaluate evidence

evaluate the assessment process

cognitive skills to:

weigh up the evidence and make a judgement

consider and recommend reasonable adjustments

decision making skills to:

recognise a candidate's prior learning

make a decision on a candidate's competence

literacy skills to:

read and interpret relevant information to conduct assessment

prepare required documentation and records/reports of assessment outcomes in required format

communications/interpersonal skills to:

explain the assessment, including RPL process to the candidate

give clear and precise instructions
ask effective questions
provide clarification
discuss process with other relevant people
give appropriate feedback to the candidate
discuss assessment outcome with the candidate
using language appropriate to the candidate and assessment environment
establish a working relationship with the candidate
attributes including:
a willingness to guide and support candidates
capacity to encourage, accept and utilise feedback
sensitivity to individual difference and need
ethical conduct in assessment

Required knowledge

competency-based assessment covering:
vocational education and training as a competency-based system
assessment is criterion referenced/distinction to norm referenced assessment
criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
reporting of competency-based assessment
competency standards as the basis of qualifications
the principles of competency-based assessment
the structure and application of competency standards
what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
the range of assessment purposes and assessment contexts, including RPL
different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
what are reasonable adjustments/when are they applicable/not applicable
basic evaluation methodologies suitable for reviewing personal assessment practice
types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence used in competency-based assessments, including RPL
practical knowledge of the potential barriers and processes relating to assessment tools and

methods

the assessment system and assessment policies and procedures established by the industry, organisation or training authority

the RPL policies and procedures established by the organisation

cultural sensitivity and equity considerations

relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

Training Packages/competency standards

licensing requirements

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

OHS responsibilities associated with assessing competence such as:

requirements for reporting hazards and incidents

emergency procedures and procedures for use of relevant personal protective equipment

safe use and maintenance of relevant equipment

sources of OHS information

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

To demonstrate competence against this unit, candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

Products that could be used as evidence include:

completed RPL/assessment tools/templates/checklists

documentation of evidence collected and assessment, including RPL decisions

feedback from candidate/assessor/supervisor/RPL coordinator

feedback to candidate with recommendations for future options

completed assessment/RPL records/reports

reviews of assessment practices and recommended changes to future practices

Processes could be used as evidence include:

how competency standards and other documents were interpreted

how assessment activities, including RPL,

were scheduled

how the assessment plan was modified to meet candidate needs

how evidence was collated and evaluated against the rules of evidence

Resource implications for assessment include:

access to candidates to be assessed

access to competency standards

access to assessment materials and tools

access to suitable assessment

venue/equipment

workplace documentation

access to RPL policies and procedures

access to documentation/records of candidate to determine specific requirements

cost/time considerations

personnel requirements

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

evidence collected must relate to at least one example of a RPL assessment

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been

achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan

at least one candidate must be assessed through an assessment only pathway

at least one candidate must be assessed for RPL

at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach

all must show:

the application of different assessment methods and tools involving a range of assessment activities and events

demonstration of two-way communication and feedback

how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported

completion of assessment records/reports in accordance with assessment system - legal/organisational ethical requirements

how the assessment process was reviewed and the review outcomes documented

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to:

TAAASS401C Plan and organise assessment

TAAASS403B Develop assessment tools

TAAASS404B Participate in assessment validation

TAADES401B Use Training Packages to meet client needs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

An **assessment/ RPL plan** is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment, including RPL
- the context of assessment
- identified personnel
- relevant competency standards and other assessment documentation
- relationship with RPL policy and procedures
- evidence plan
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material/physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Assessment system policies and procedures may include:

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of prior learning

recognition of credit transfer arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial relations systems

links with overall quality management system

Organisational/legal/ethical requirements may include:

assessment system policies and procedures

Recognition of prior learning policies and procedures

reporting, recording and retrieval systems for assessment

licensing/legal ramifications of assessing competence

requirements of training and/or assessment organisations relating to assessment and validation

quality assurance systems

business and performance plans

collaborative/partnership arrangements

policies, procedures and programs

defined resource parameters

mutual recognition arrangements

industrial relations systems and processes, awards/enterprise agreements

Australian Quality Training Framework (AQTF2007) Essential Standards for Registration

registration scope

human resources policies/procedures

legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions

relevant industry codes of practice

confidentiality and privacy requirements of information relating to completed assessments

OHS considerations, including:

ensuring OHS requirements are adhered to during the assessment process

identifying and reporting OHS hazards and concerns to relevant personnel

Relevant people may include:

the candidate/s

other assessors

the client, company or organisation

team leaders, managers, supervisors

trainers/facilitators

RTO coordinators

technical/subject experts

training and assessment coordinators

industry regulators

employee and employer representatives

members of professional associations

Commonwealth department official/Centrelink staff/caseworker

Australian Apprenticeship Centre (AAC) personnel

Benchmark/s for assessment/RPL refers to the criterion against which the candidate is assessed which, may be a competency

to:

standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:

the instruments to be used for gathering evidence such as:
a profile of acceptable performance measures
templates/proformas
specific questions or activities
evidence/observation checklists
checklists for the evaluation of work samples
candidate self-assessment materials

the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions

Reasonable adjustment must not compromise the integrity of the competency standard and may include:

adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
use of adaptive technology or special equipment
flexible assessment sessions to allow for fatigue or administering of medication
format of assessment materials, for example, in Braille, first language, use of audiotape/videotape
adjustments to the physical environment or venue
revising proposed assessment methods/tools
considerations relating to age and/or gender,
considerations relating to cultural beliefs, traditional practices, religious observances

Assessment methods are the particular techniques used to gather different types of evidence and may include:

direct observation, for example:
real work/real time activities at the workplace

work activities in a simulated workplace environment

structured activities, for example:

simulation exercises/role-plays

projects

presentations

activity sheets

questioning, for example:

written questions, e.g. on a computer

interviews

self-assessment

verbal questioning

questionnaires

oral/written examinations (for higher AQF levels)

portfolios, for example:

collections of work samples by the candidate

product with supporting documentation

historical evidence

journal/log book

information about life experience

review of products, for example:

products as a result of a project

work samples/products

third party feedback, for example:

testimonials/reports from

employers/supervisors

evidence of training

authenticated prior achievements

interview with employer, supervisor, peer

Principles of assessment guide the assessment process and must address:

validity
reliability
flexibility
fairness

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

valid
sufficient
authentic
current

Quality evidence addresses the rules of evidence and must:

encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
reflect the skills, knowledge and attributes defined in the relevant units of competency
show application of the skills in the context described in the Range Statement
demonstrate competence over a period of time
demonstrate repeatable competence
be the work of the candidate
be able to be verified
demonstrate current skills/knowledge of the candidate
not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

Guided means to explain to the candidate:

what is recognition of prior learning
what is assessment
what are assessment tools
how to use these tools
the rules of evidence that must be met by the evidence they provide

Recognition of prior learning is defined as:

an assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning

outcomes, competency outcomes, or standards for entry to and/or partial or total completion of a qualification.

Communication skills may include:

providing constructive and supportive feedback

using active listening

using appropriate questioning to clarify and confirm instructions for evidence gathering

accurately interpreting verbal messages

assisting candidates to paraphrase advice/instructions to the assessor

making clear and concrete presentations of options/advice

Interpersonal skills may include:

accurately interpreting non-verbal messages

engaging in two-way interaction

using language appropriate to candidate, assessment context and work performance addressed by competency standards

using language and concepts appropriate to cultural differences

using culturally inclusive and sensitive techniques

Individual differences may include:

English language, literacy and numeracy barriers

physical impairment or disability involving hearing, vision, voice, mobility

intellectual impairment or disability

medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment

learning difficulties

psychiatric or psychological disability

religious and spiritual observances

cultural images/perceptions

age

gender

Feedback may include:	ensuring assessment/RPL process is understood ensuring candidate concerns are addressed enabling question and answer confirming outcomes identifying further evidence to be provided discussing action plans confirming gap training needed information regarding available appeal processes suggesting improvements in evidence gathering and presentation
Specialist support may include:	assistance by third party - carer, interpreter support from specialist educator development of online assessment activities support for remote or isolated candidates and/or assessors support from subject matter or safety experts advice from regulatory authorities assessment teams/panels support from lead assessors advice from policy development experts
Addressed may include:	stopping the assessment until the OHS risk is rectified stopping the assessment until the equipment is fixed or replaced
Limitations may relate to:	job role and responsibilities meeting candidate needs assessment panels training and/or assessment organisation's quality processes personal competency level organisational, industry and national training requirements personal level of knowledge of

All component parts of the competency standards refers to:

competency-based assessment

legal responsibilities

Elements

Performance Criteria

Employability Skills

Range Statement/range of variables, including:

contextualisation

link to knowledge and enterprise requirements

focus of assessment

underpinning language, literacy and numeracy requirements

Evidence Guide requirements, including:

underpinning/required knowledge

underpinning/required skills and attributes

underpinning language, literacy and numeracy requirements

critical aspects of evidence to be considered/quality evidence requirements

concurrent assessment and interdependence of units

assessment methods/resources/context

dimensions of competency, which include:

task skills

task management skills

contingency management skills

job role/environment skills

Related documentation may include:

- Assessment Guidelines of the relevant Training Package/s
- the assessment criteria of accredited modules
- evidence to be collected as set out in assessment plans
- definition and interpretation of evidence in developed assessment tools
- RPL policies and procedures
- any requirements of OHS, legislation, codes of practice, standards, guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for work performance
- product specifications
- integrated competency assessment tool

Judgement is a two-step process and means:

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

An **action plan** is required when the decision of not yet competent is recorded and may include:

- gap training, further learning
- additional practice opportunities
- additional assessment opportunities/evidence gathering opportunities
- individual facilitation, where relevant
- referral to specialist support

An **assessment report** may include:

- personal details of candidate
- details of assessment/s, date, time, venue
- details of assessor's summary of evidence considered and copies of assessment papers
- feedback to and from the candidate
- justification of decision
- summary of candidate's action plan

Recommendations may include:

other critical information including appeals and outcomes
sign-off by assessor and candidate
electronic/paper reports to funding bodies
recommendations for RPL
recommendation to support training and/or assessment in new areas of competency
recommendations in the action plan
reassessment
appeal implications

Other relevant parties may include:

Centrelink personnel
Department of Immigration and Multicultural Indigenous Affairs (DIMIA)
parties nominated by the candidate
parties to be informed because of contractual obligations

Criteria may include:

following the assessment plan
confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS
providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills
demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence
demonstrated support and guidance to the candidate throughout the assessment process
using assessment methods and tools appropriately to gather, organise and document evidence
applying reasonable adjustments where required/ appropriate, in consultation with relevant people
providing clear and constructive feedback to the candidate regarding the assessment decision

reviewing range of own decisions for consistency

Consultation may involve:

moderation with other assessors, training and assessment coordinators

discussions with the client, team leaders, managers, RPL Coordinators, supervisors, coaches, mentors

technical/subject experts

English language, literacy and numeracy experts

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAAASS403B Develop assessment tools

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to develop assessment tools.

Application of the Unit

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.

The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation. The availability of well-designed assessment tools is essential for assessment. Both this unit and **TAAASS404B Participate in assessment validation** address reviewing assessment tools as an outcome. This review can occur as part of assessment tool development. It can also occur as part of a validation exercise which may be carried out before and after use of the assessment tool.

The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). **TAADES401B Use Training Packages to meet client needs** addresses this skill in depth.

The competence specified in this unit is typically required by assessors, learning resource/product developers, and training and/or assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Determine the focus of the assessment tool	1.1 The target group of candidates and the purpose/s and context/s of assessment are identified/clarified
	1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency
	1.3 Where competency standards form the assessment benchmark/s, all component parts of the competency standards are interpreted and, where relevant, these standards are contextualised to meet organisational legal/ ethical requirements , in accordance with contextualisation guidelines
	1.4 Other related documentation is identified to inform assessment tool development
2 Determine assessment tool needs	2.1 Assessment methods are selected which will support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment
	2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency
	2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills

- 3 **Design and develop assessment tools**
 - 3.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which:
 - meet the competency standards
 - reflect the principles of assessment
 - incorporate principles of access and equity
 - meet the rules of evidence
 - provide choice, where appropriate
 - are sequenced to reflect competency development in a learning and assessment pathway
 - are user-friendly
 - reflect the assessment environment
 - are practicable
 - 3.2 Assessment instruments are developed using appropriate:
 - style and format
 - language, literacy and numeracy
 - sensitivity to audience diversity
 - visual and aural representation
 - media
 - 3.3 Clear and specific **procedures** instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented
 - 3.4 Relevant **assessment system policy and procedures** requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures
- 4 **Review and trial assessment tools**
 - 4.1 Draft assessment tools are checked against **evaluation criteria** and amended, where necessary
 - 4.2 Draft assessment tools are **triated** to validate content and applicability
 - 4.3 **Feedback** from **relevant people** involved in trialling is collected and documented
 - 4.4 Amendments to the final tools are made based on analysis of feedback, where required

- 4.5 Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed assessment tools that support different assessment methods and which address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

Evidence Requirements

Required knowledge includes:

competency-based assessment including:
vocational education and training as a competency-based system
assessment is criterion referenced/distinction to norm referenced assessment
criteria used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
reporting of competency-based assessment
competency standards as the basis of qualifications
the principles of competency-based assessment
the structure and application of competency standards
what is an assessment only pathway and a learning and assessment pathway
the principles of assessment and how these principles are applied in developing assessment tools

what is evidence, different types of evidence and rules of evidence

what are the different purposes of assessment

different assessment contexts and relationship with developing assessment tools

how to interpret competency standards, including components of competency and dimensions of competency

what is the meaning of contextualisation of competency standards and what are contextualisation guidelines

what are Assessment Guidelines of Training Package/s and what information in Guidelines is relevant to developing assessment tools

different assessment methods, their purposes and uses

what are assessment tools including:

what do they comprise

different types of assessment instruments and procedures

relationship to assessment methods

how tools support the assessment process

different assessment tool design for different purposes including:

styles

format

media

presentation

what is recognition of current competency - designing an assessment tool for recognition of current competency

evaluation methodologies appropriate to the trial and review of assessment system tools

principles of reasonable adjustment

relevant workplace information including:

organisational policies and procedures

workplace tasks and activities

standard operating procedures

procedures for use of relevant personal protective equipment

relevant policy, legislation, codes of practice and national standards including

Commonwealth and state/territory legislation for example:

copyright and privacy laws in terms of electronic technology

security of information

plagiarism

Training Packages/competency standards/other relevant assessment documentation

licensing requirements

considerations of access and equity

industry/workplace requirements

duty of care under common law

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

relevant OHS legislation, codes of practice, standards and guidelines that need to be reflected in the assessment tool design and content

Required skills and attributes include:

analysis and interpretation skills to:
unpack and interpret competency standards
analyse work functions
review/evaluate the assessment tools

critical thinking skills to translate the
interpreted competency standards and other
relevant assessment information into
meaningful assessment instruments

design skills to order to develop different
assessment tool designs

research and evaluation skills to:
evaluate units of competency to determine
appropriate evidence requirements
evaluate different environments, target group
needs and special circumstances for
assessment

evaluate assessment tools on the basis of
trials and feedback

literacy and communication skills to:
read and interpret relevant information to
determine evidence requirements

give clear and precise
information/instructions

receive and interpret feedback on assessment
tools

prepare required documentation using clear
and comprehensible language; using a layout
appropriate to the audience and competency
standard as it is applied in the workplace

editing and proofreading skills to:
modify and validate assessment tools

balancing different needs and demands
attributes, including:

capacity to think logically and clearly in

	order to develop tools
	willingness to encourage, accept and utilise feedback
Products that could be used as evidence include:	a plan for developing the assessment tools draft assessment tools including instruments and related procedures documents demonstrating version control reports on the trialling of the assessment tools, including any proposed changes identified amendments addressing trial/review outcomes final assessment tools
Processes that could be used as evidence include:	how competency standards and other documents were interpreted how the target group was identified why certain instruments were developed how the assessment tools meet the components of competency for the target group and why how the assessment tools were reviewed
Resource implications for assessment include:	access to competency standards and other relevant assessment documentation access to workplace documentation access to environment and resource needs cost/time considerations access to assessors, candidates and appropriate assessment contexts for trial/review
The collection of quality evidence requires that:	assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills a range of appropriate assessment methods/evidence gathering techniques is used to determine competency evidence must be gathered in the workplace whenever possible. Where no workplace is

available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

evidence of the development and trialling of new assessment tools that support a range of different assessment methods

the tools must address at least three units of competency or accredited curricula, packaged in qualifications at different AQF levels

the processes used to trial and review the tools, including feedback obtained from relevant personnel

documentation setting out the specific instruments and procedures that have been developed

Integrated assessment means that:

This unit can be assessed alone or as part of an integrated assessment activity involving relevant units. The following units are suggested:

TAAASS401C Plan and organise assessment

TAAASS402C Assess competence

TAAASS404B Participate in assessment validation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Assessment tools contain:

the instruments to be used for gathering evidence such as:

- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials

the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment

Target group of candidates may be:

broadly based or specifically targeted

- drawn from range of backgrounds
- defined industry or organisation
- trade- or profession-based
- defined by training arrangement, e.g. apprenticeship
- defined by specific needs
- defined by funding body requirements such as apprentice/trainee, unemployed, English language learner

Purpose/s of assessment may be to:

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s

certify competence through a Statement of Attainment

establish progress towards a qualification

determine training gaps of candidate/s

measure work performance

classify employees/support career progression

Context/s of assessment may include:

the environment in which the assessment will be carried out, including real work/simulation

opportunities for collecting evidence in a number of situations

who carries out the assessment

relationships between competency standards and work activities in the candidate's workplace

relationships between competency standards and learning activities

assessment under partnership arrangements

the period of time during which the assessment takes place

apportionment of costs/fees, if applicable

quality assurance mechanisms

individual unit or integrated approaches to competency assessment

Benchmark/s for assessment refers to:

the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence:

is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

All component parts of the competency standards include:

Elements

Performance Criteria

Employability Skills

Range Statement including:

contextualisation

link to knowledge and enterprise requirements

focus of assessment

underpinning language, literacy and numeracy requirements

areas of contextualisation

any links to knowledge and enterprise requirements

range of contexts/conditions to be met in assessment

Evidence Guide requirements, including:

underpinning/required knowledge

underpinning/required skills and attributes

underpinning language, literacy and numeracy requirements

critical aspects of evidence to be considered/quality evidence requirements

concurrent assessment and interdependence of units

assessment methods/resources/context

dimensions of competency, for example:

task skills

task management skills

contingency management skills

job role/environment skills

Contextualised means:	to change the wording of some component parts of the competency standard to reflect the immediate operating environment
Organisational/legal/ethical requirements may include:	assessment system policies and procedures industrial relations systems and processes, awards/enterprise agreements licensing/legal ramifications of assessing competence reporting, recording and retrieval systems for assessment requirements of training and/or assessment organisations relating to assessment and validation quality assurance systems business and performance plans access and equity policies and procedures collaborative/partnership arrangements defined resource parameters mutual recognition arrangements Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations , in particular Standard 8, RTO Assessment registration scope human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/ conditions relevant industry codes of practice confidentiality and privacy requirements of information relating to completed assessments OHS considerations, including: ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment

	materials
	identifying hazards and relevant risk control procedures associated with the assessment environment
Contextualisation guidelines relate to:	DEST Guidelines on Training Package contextualisation relevant Training Package contextualisation guidelines
Related documentation may include:	requirements set out in the Assessment Guidelines of the relevant Training Package/s information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods assessment activities identified in accredited modules derived from the relevant competency standards assessment activities in Support Materials related to the relevant competency standards any requirements of OHS, legislation, codes of practice, standards and guidelines indicators and levels of competence of the National Reporting System organisational requirements for demonstration of work performance product specifications
Assessment methods are the particular techniques used to gather evidence and may include:	direct observation, for example: real work/real time activities at the workplace work activities in a simulated workplace environment structured activities, for example: simulation exercises/role-plays projects presentations activity sheets

questioning, for example:

written questions, e.g. on a computer

interviews

self-assessment

verbal questioning

questionnaires

oral or written examinations (applicable at higher AQF levels)

portfolios, for example:

collections of work samples compiled by the candidate

product with supporting documentation

historical evidence

journal/log book

information about life experience

review of products, for example:

products as a result of a project

work samples/products

third party feedback, for example:

testimonials/reports from employers/supervisors

evidence of training

authenticated prior achievements

interview with employer, supervisor, peer

Principles of assessment guide the assessment process and must address:

validity
reliability
flexibility
fairness

Recognition of current competency means:

the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence and may include:

oral and written questions
observation/demonstration checklists
projects, case studies, scenarios
candidate self-assessment guides
recognition portfolios
workplace portfolios
simulation activities
definition of relevant workplace documents
a profile of acceptable performance measures
templates/proformas
evidence/observation checklists
checklists for the evaluation of work samples

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

valid
sufficient
authentic
current

Procedures guide the application of the assessment instruments and may include:

instructions for the candidates
instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of the tools
guidance for the development or review of decision making process
guidance on reasonable adjustments
specified variations or restrictions on the

tools

rules for verifying assessment decisions

OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms

information on access and equity considerations

Assessment system policies and procedures may include:

candidate selection

rational and purpose of competency-based assessment

assessment records/data management/information management

recognition of current competency/recognition of prior learning/credit arrangements

assessors - needs, qualifications, maintaining currency

assessment reporting procedures

assessment appeals

candidate grievances/complaints

validation

evaluation/internal audit

costs/resourcing

access and equity/reasonable adjustment

partnership arrangements

links with human resource or industrial relations systems

links with overall quality management system

Evaluation criteria may include:

effectiveness and relevance to the competency standards

whether the assessment tool meets the principles of assessment

whether the assessment tool meets the rules of evidence

whether the assessment tool is appropriate to

selected assessment methods

whether the assessment tool is appropriate to the target group/assessment context

whether the assessment tool provides guidance on reasonable adjustments

whether the assessment tool addresses organisational/legal/ethical requirements including OHS requirements

whether the assessment tool enables the candidate to demonstrate current competency

level of engagement and direct participation of candidates

appropriateness of language and literacy used for intended audience

clarity

simplicity/ease of use/practicability

inclusivity/avoidance of bias

guidance on reasonable adjustments

cost effectiveness

Trialled may involve:

expert review by individuals with expertise in assessment and the relevant Training Package/ accredited course or relevant benchmark

field or pilot testing with groups of assessors and candidates

review of OHS considerations

peer review by assessors in the relevant industry

workshopping with assessors and other key stakeholders in the relevant industry sector

Feedback may relate to:

reliability, flexibility, validity and fairness

relevance to workplace context

content accuracy

ease of use

cost/time effectiveness for candidates and assessors

language, literacy and numeracy requirements in terms of the relevant

Relevant people may include:

competencies

managers

supervisors

technical and subject experts, including
OHS, English language, literacy and
numeracy specialists

training and assessment coordinators

industry regulators

union and employer representatives

members of professional associations

state/territory registering body

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAAASS404B Participate in assessment validation

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competence required to participate in an assessment validation process.

Application of the Unit

Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.

Validation forms part of the quality systems of the **training/ and/or assessment organisation** (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process.

Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).

Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.

This unit focuses on the skills and knowledge needed to participate in assessment validation. It does not address the competence of leading the validation process - that function is addressed in **TAAASS501B Lead and coordinate assessment systems and services**.

The achievement of this unit includes interpretation of competency standards (where competency standards are used as the benchmarks for assessment). **TAADES401B Use Training Packages to meet client needs** addresses this skill in depth.

Achievement of this unit requires competence in conducting assessment. Therefore **TAAASS402C Assess competence is a prerequisite/co-requisite unit**.

Interpretation of the effectiveness of the assessment plan and selected/modified assessment tools also forms part of this unit of competency. Therefore, competence in the following units is also highly recommended.

TAAASS401C Plan and organise assessment

TAAASS403B Develop assessment tools

The competence specified in this unit is typically required by assessors, lead assessors, training and/or assessment consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare for validation	<p>1.1 The purpose, focus and context of validation is confirmed and discussed with relevant people</p> <p>1.2 The approach to validation is discussed and confirmed in accordance with the defined purpose/s, context, relevant assessment system policies and procedures and organisational/legal/ethical requirements</p> <p>1.3 Relevant benchmarks for assessment are analysed and the evidence needed to demonstrate that competency is collectively agreed</p> <p>1.4 Any related documentation relevant to validation proceedings is identified and collectively agreed</p> <p>1.5 Material/s to be used in validation sessions are obtained, read and interpreted and validation activities collectively agreed</p>

- 2 **Contribute to validation process**
- 2.1 Active participation in validation sessions and activities is demonstrated using appropriate communications skills
 - 2.2 Participation in validation sessions and activities, includes the review, comparison and evaluation of:
 - the overall assessment process
 - assessment plans
 - interpretation of competency standards or other benchmarks for assessment
 - selection and application of **assessment methods**
 - selection and use of **assessment tools**
 - the collected evidence
 - assessment decisions including the exercise of **judgement**
 - 2.3 The review, comparison and evaluation is undertaken in accordance with the **principles of assessment** and **rules of evidence**
 - 2.4 All documents used in the validation process are checked for accuracy and version control
- 3 **Contribute to validation outcomes**
- 3.1 Validation findings are collectively discussed, analysed and agreed to support improvements in the quality of assessment
 - 3.2 **Recommendations** to improve assessment practice are discussed, agreed and recorded
 - 3.3 Changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities, are implemented

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competence against this unit candidates must be able to provide evidence that they have actively participated in and have contributed to a minimum of two validation sessions, using different validation approaches and validation activities.

The evidence provided must: explain the validation purpose and context and the legal and ethical responsibilities of assessors; include the collation of documentation to be submitted to the validation process; demonstrate access and interpretation of the competency standard and evidence requirements; demonstrate communication and liaison with relevant people and participation in providing feedback and interpreting documentation in validation sessions; demonstrate how the critical aspects of validation were addressed; show involvement in reviewing findings/outcomes, including, where relevant, contributing to the finalised validation documentation.

Evidence Requirements

Required knowledge includes:

what is competency-based assessment including

vocational education and training as a competency-based system

assessment is criterion referenced/distinction to norm referenced assessment

criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge

reporting of competency-based assessment

competency standards as the basis of qualifications

the principles of competency-based assessment

the structure and application of competency standards

how to interpret competency standards and other related assessment information to determine the evidence needed to

demonstrate competency including:
the components of competency
assessment of Employability Skills,
dimensions of competency and OHS
requirements
Training Package Assessment Guidelines
the qualification level of units

Australian Qualifications Framework
Guidelines including characteristics of AQF
levels

different assessment methods and which
methods may be appropriate and relevant to
different units/ different parts of individual
units

different types of assessment tools, what
tools work for what types of evidence, what
are well constructed assessment tools and
why

what are the principles of assessment and
how they guide assessment and validation
processes

what are the rules of evidence, why are they
important, particularly in a validation context

the various reasons for carrying out
validation and the different approaches to
validation that may be appropriate:

before assessment

during assessment

after assessment

the critical aspects of validation, including
validation of:

assessment processes

methods and tools

the collected evidence leading to assessment
decisions

assessment decisions

different aspects of quality systems such as:
local/relevant strategies to meet the AQTF
continuous improvement systems
quality assurance policies and processes
Assessment system policies and procedures
records management systems

relevant policy, legislation, codes of practice
and national standards including national
Commonwealth and state/territory legislation
for example:

Training Packages/competency
standards/other assessment benchmarks

licensing requirements

providing accurate information

meeting environmental standards

industry/workplace requirements

duty of care under common law

recording information and confidentiality
requirements

anti-discrimination

workplace relations

industrial awards/enterprise agreements

relevant OHS legislation, codes of practice,
standards and guidelines, impacting on
assessment

Required skills and attributes include:

research skills to:

access and analyse relevant documents for validation

use a range of source documents to access information for validation

evaluation/revision skills to:

determine evidence requirements from competency standards

review assessment process

review assessment methods and tools

review collected evidence

literacy skills to:

read and understand the documents relevant to validation

observation skills to:

evaluate and compare assessment planning, organisation, methods, tools, and evidence documentation leading to assessment judgements

identify where improvements to the assessment process can be made

communications and interpersonal skills to:

effectively participate and contribute to validation activities and sessions

collaborate with colleagues

seek and receive feedback on assessment practice

share sensitive information

maintain confidentiality of sensitive information

gain and maintain trust of colleagues

provide advice and support to colleagues

planning skills to:

participate within agreed timeframes

problem solving skills to:

identify information that is inconsistent, ambiguous or contradictory

suggest/confirm recommendations for improvements in assessment

Products that could be used as evidence include:

recommendations as a result of reviewing assessments, and why

evaluations of the quality of assessment tools against the identified competency standards

evaluations of the evidence collected against identified competency standards, and whether it meets the rules of evidence

suggested recommendations discussed for modification

Processes that could be used as evidence include:

how competency standards and other documents were interpreted and evidence requirements identified

how assessment decisions were evaluated

how assessment feedback was collated and evaluated

what contribution was made to validation activities

Resource implications for assessment include:

access to competency standards and other related assessment documentation

access to completed assessment tools

access to assessment reports/records

access to suitable assessment validation venue/equipment

access to a validation group

access to relevant workplace documentation

cost/time considerations

meeting personnel requirements retime management

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

active participation in a minimum of two validation sessions/meetings which, in combination, address the critical aspects of validation using different validation approaches and activities

clear explanations of the purposes of validation and the legal and ethical responsibilities of assessors

collation of all documentation relating to the validation process in a logical manner

demonstration of communications and liaison with relevant people

provision of feedback and interpretation of documentation in validation sessions

record of contribution to validation findings

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and**

Assessment Training Package.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Training and/or assessment organisation refers to:

a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/ companies, enterprises, community organisations, group training companies and schools

an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services

an organisation that provides non-recognised training and assessment services

Purpose and focus of validation may include:

as part of organisational quality assurance processes

to address an identified area of risk in assessment practice and quality

to demonstrate compliance with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)

to ensure assessments meet the evidence requirements of the competency standards or other assessment benchmarks

to provide evidence for external audit

to provide evidence for internal audit

to improve assessment practices

to evaluate the quality of assessment tools

to provide professional development
to increase assessor confidence
to determine whether different assessors
using the same tools collect the same types
and levels of evidence
to determine whether different assessors
interpret the same evidence similarly
to determine whether assessment decisions
reflect the principles of assessment and rules
of evidence

Context of validation may include:

internal to the organisation, e.g. same site or
across sites
external to the organisation, e.g. in a
industry, region, city, state, assessor network
through licensing or similar body
with co-assessors
with peers/colleagues from other training
and/or assessment organisations

Relevant people must include:

other assessor/s involved in the validation
exercise

Relevant people may include:

lead assessors
managers, supervisors
technical and subject experts, including
occupational health and safety (OHS) experts
and language, literacy and numeracy
specialists
personnel or partners with responsibilities for
input into the quality assurance system
training and/or assessment coordinators
industry clients
industry regulators
employee and employer representatives
members of professional associations
personnel from a state or territory registering
body
independent validators

Approach to validation may include:

assessment panels
moderation meetings
collectively developing/reviewing banks of assessment tools and exemplars
benchmarking
field testing, trialling and piloting assessment tools
peer review
team assessment
internal audit process
client feedback mechanisms
mentoring of less experienced by more experienced assessors
use of independent assessment validator to review validation processes

Assessment system policies and procedures may include:

candidate selection
rational and purpose of competency-based assessment
assessment records/data management/information management
recognition of current competency/recognition of prior learning/credit arrangements
assessors - needs, qualifications, maintaining currency
assessment reporting procedures
assessment appeals
candidate grievances/complaints
validation
evaluation/internal audit
costs/resourcing
access and equity/reasonable adjustment
partnership arrangements
links with human resource or industrial relations systems
links with overall quality management

system

Organisational/legal/ethical requirements may include:

legal and ethical responsibilities of assessors
assessment system policies and procedures

reporting, recording and retrieval systems for assessment, including documenting the agreed approach to validation

licensing/legal ramifications of assessing competence

requirements of training and/or assessment organisations relating to assessment and validation

quality assurance systems

business and performance plans

access and equity policies and procedures

collaborative/partnership arrangements

policies, procedures and programs

defined resource parameters

mutual recognition arrangements

industrial relations systems and processes, awards/enterprise agreements

AQTF Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessment

registration scope

human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions

relevant industry codes of practice

confidentiality and privacy requirements of information relating to completed assessments

OHS considerations, including:

ensuring OHS requirements are adhered to during the assessment process

identifying and reporting OHS hazards and concerns to relevant personnel

Benchmark/s for assessment refers to:	the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications
Evidence:	is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement
Related documentation may include:	<p>the Assessment Guidelines of the relevant Training Package/s</p> <p>information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods</p> <p>standards</p> <p>assessment activities identified in accredited modules derived from the relevant competency</p> <p>assessment activities in Support Materials related to the relevant competency standards</p> <p>any requirements of OHS, legislation, codes of practice, standards and guidelines</p> <p>indicators and levels of competence of the National Reporting System</p> <p>organisational requirements for demonstration of work performance</p> <p>product specifications</p>

Material/s may include:

- assessment tools
- samples of collected evidence
- documentation outlining the basis of assessment decisions
- reports/records of assessment decisions
- validation templates
- validation checklists
- assessment exemplars and competency standards
- sampling techniques
- banks of assessment tools
- survey proformas

Validation activities may include:

- analysing and reviewing assessment tools
- analysing and reviewing collected evidence
- analysing and reviewing assessment decisions/records of assessment outcomes
- examining assessment records
- examining assessment systems
- discussing the assessment process, issues, difficulties in interpretation
- holding interviews with each other or with management, trainers/facilitators, candidates
- analysing client feedback
- observing assessment conduct
- using validation tools
- reviewing and interpreting Assessment Guidelines
- examining assessor qualifications
- analysing appeals processes
- recording evidence of validation processes and outcomes

Assessment process is defined as:

- key steps involved in the assessment cycle

Assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as

the benchmarks for assessment
other assessment information/documentation identified as relevant
identified personnel
identified assessment methods and assessment tools
possibilities for clustering units of competency for assessment purposes
identified OHS hazards, including assessed risks and control strategies
material and/or physical resources required
organisational arrangements for conducting assessment
OHS reporting requirements
any special assessment needs, e.g. personal protective equipment requirements
outline of assessment milestones, time lines and target dates
candidate self-assessment procedures
connections to relevant organisational plans, policies and procedures

Assessment methods are the particular techniques used to gather evidence and may include:

direct observation, for example:
real work/real time activities at the workplace
work activities in a simulated workplace environment

structured activities, for example:
simulation exercises/role-plays
projects
presentations
activity sheets

questioning, for example:
written questions, for example, on a computer

interviews

self-assessment

verbal questioning

questionnaires

oral or written examinations (applicable at higher AQF levels)

portfolios, for example:

collections of work samples compiled by the candidate

product with supporting documentation

historical evidence

journal/log book

information about life experience

review of products, for example:

products as a result of a project

work samples/products

third party feedback, for example:

testimonials/reports from
employers/supervisors

evidence of training

authenticated prior achievements

interview with employer, supervisor, peer

Assessment tools contain:	<ul style="list-style-type: none">the instruments to be used for gathering evidence such as:<ul style="list-style-type: none">a profile of acceptable performance measurestemplates/proformasspecific questions or activitiesevidence/observation checklistschecklists for the evaluation of work samples candidate self-assessment materialsthe procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment
Judgement is a two-step process and means:	<ul style="list-style-type: none">the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent
Principles of assessment are:	<ul style="list-style-type: none">validityreliabilityflexibilityfairness
Rules of evidence are:	<ul style="list-style-type: none">validitysufficiencycurrencyauthenticity
Recommendations for improvement may include:	<ul style="list-style-type: none">ongoing professional development strategies for assessorschanges to assessment system policies and procedureschanges to assessment strategieschanges to assessment planschanges to selected assessment methodschanges/development of new assessment

tools
improved records management
changes to assessment resources
instigation of/changes to partnership arrangements
improvements to evidence collection
provision of additional information for assessors/candidates
greater advice/support/supervision of assessors
exemplars
liaison with technical experts/specialist support

Unit Sector(s)

Not applicable.

Competency Field

Assessment

TAADEL301C Provide training through instruction and demonstration of work skills

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Application of the Unit

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures. A range of delivery techniques should be used to enhance the experience for the learner.

This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.

The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.

The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements. Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the **TAA04 Training and Assessment Training Package**.

This unit is not equivalent to **TAADEL401B Plan and organise group based delivery** and/or **TAADEL402B Facilitate group based learning** and cannot be assessed in place of either of these units.

This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Organise instruction and demonstration	1.1 Information about learner characteristics and their learning needs is gathered
	1.2 A safe learning environment is confirmed
	1.3 Instruction and demonstration objectives are gathered and checked and assistance is sought if required
	1.4 Relevant learning resources and learning materials are accessed and reviewed for suitability and relevance and assistance sought to interpret the contextual application
	1.5 Access to necessary equipment or physical resources required for instruction and demonstration is organised
	1.6 Learners are engaged in the selection of the delivery techniques to be used
	1.7 Learners are notified of details regarding the implementation of the learning program and/or delivery plan
2 Conduct instruction and demonstration	2.1 Interpersonal skills are used to establish a safe and comfortable learning environment
	2.2 The learning program and/or delivery plan is followed to ensure all learning objectives are

covered

- 2.3 Learners are briefed on any **occupational health and safety (OHS) procedures** and requirements prior to and during training
 - 2.4 **Delivery techniques** are used to structure, pace and enhance learning
 - 2.5 **Coaching** techniques are applied to assist learning
 - 2.6 **Communication skills** are used to provide information, instruct learners and demonstrate relevant work skills
 - 2.7 Opportunities for practice are provided during instruction and through work activities
 - 2.8 Feedback on learner performance is provided and discussed to support learning
- 3 **Check training performance**
- 3.1 **Measures** are used to ensure learners are acquiring and can use new technical/generic skills and knowledge
 - 3.2 Learner progress and outcomes are monitored in consultation with the learner
 - 3.3 The relationship between the trainer/coach and the learner is reviewed and adjusted to suit the needs of the learner
- 4 **Review personal training performance and finalise documentation**
- 4.1 Personal performance in providing instruction and demonstration is **reflected** upon and strategies for improvement are developed.
 - 4.2 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

verbal and non-verbal communication techniques, for example:

ask relevant and appropriate questions

provide explanations

organise and give demonstrations

use listening skills

provide information clearly

engage, motivate and connect with learners

provide constructive feedback

implement OHS requirements, by acting and responding safely in order to:

identify hazards

conduct pre-start up checks if required

observe and interpret learner behaviour which may put people at risk

time management, for example:

ensure all learning objectives are covered

pace learning

reflection skills in order to:

identify areas for improvement

maintain personal skill development

literacy skills to:

complete and maintain documentation

read and follow learning program/plan

read and analyse learner information

skills to operate audio-visual and technical equipment

interpersonal skills to:

maintain appropriate relationships

establish trust

use appropriate body language

maintain humour

demonstrate tolerance

manage a group

observation skills to:

monitor learner acquisition of new skills/knowledge/competency requirements

assess learner communication and interaction skills with others

identify learner concerns

recognise learner readiness to take on new skills/tasks

recognising and being sensitive to individual difference and diversity, for example:

being sensitive to and valuing culture

acting without bias/discrimination

responding to individuals with particular needs

recognising the importance of religion

using equipment for demonstration

Required knowledge

learner characteristics and needs

content and requirements of the relevant learning program and/or delivery plan

sources and availability of relevant learning resources and learning materials

content of learning resources/learning materials

training techniques which enhance learning and when to use them, e.g. using:

instruction and explanation

questioning

practice

written information

group/pair/team activities

individual activities

coaching skills

demonstration

learning principles (introductory), for example:

learning and experience are connected for meaning

adults need to know why they are learning

adults can self-evaluate

adults learn in different ways

different learning styles, (introductory), for example:

visual

audio

theoretical

activist

reflective

OHS, for example:

roles and responsibilities of key personnel in learning environment

responsibilities of learners learning environment

relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures

hazard identification and risk controls for the specific learning environment

organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency

Evidence of the following is essential:

a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

Context of and specific resources for assessment

Assessment must ensure:

access to an actual workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

assessment must be conducted at different points in time and, in a learning and assessment pathway, these must be separated by further learning and practice

Resources required include:

the necessary materials for instruction/demonstration

access to required technology for instruction/demonstration

developed learning activities

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

analysis of responses to case studies and scenarios

analysis of responses for identifying processes for checking learning achievement

learner evaluations

analysis of responses for selecting learning techniques

peer evaluations

analysis of responses to the provision of practice opportunities for learners

questioning (oral or written)

analysis of responses to reasons for selecting learning resources and their organisation

review of testimony from team members, colleagues, supervisors or managers

tests of knowledge on sources of workplace diversity

video/observation of a demonstration/instruction

This unit can be assessed alone or as part of an holistic assessment activity involving relevant units in the **TAA04 Training and Assessment Training Package** or any other Training Package. Suggested units include but are not limited to:

TAADEL403B Facilitate individual learning.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information about learner characteristics may include:

language, literacy and numeracy levels
learning styles
past learning and work experiences
specific needs
workplace culture

Safe learning environment may include:

exit requirements
personal protective equipment, if needed
safe access
use of equipment

Instruction and demonstration objectives may relate to:

competencies to be achieved
generic and/or technical skills and may be:
provided by the organisation
developed by a colleague individual/group
objectives
learning outcomes

Learning resources may be:

CDs and audio tapes
commercially available support materials for Training Packages/courses
competency standards as a learning resource
learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
learning resources produced in languages other than English as appropriate to learner group and workplace manuals
organisational learning resources
record/log books
references and texts
Training Package noted support materials, such as:

learner/user guides
trainer/facilitator guides
how to organise training guides
example training programs
specific case studies
professional development materials
assessment materials

videos

Learning materials may include:

handouts for learners
materials sourced from the workplace, e.g.
workplace documentation, operating
procedures, specifications
prepared activity sheets
prepared case studies
prepared presentations and overheads
prepared research tasks
prepared role-plays
prepared scenarios, projects, assignments
prepared task sheets
prepared topic/unit/subject information
sheets
worksheets
workbooks

Delivery techniques may include:

case studies
coaching
demonstrations
discovery activities
explanations
group/pair work
problem solving
providing
opportunities to practise skills
question and answer

Details may include:

location
outcomes of instruction/demonstration
reason for instruction/demonstration
who will be attending
time of instruction/demonstration

The learning program includes:

an overview of the content to be covered in each chunk/segment of the learning program
assessment methods and tools to be used to collect evidence of competency, where assessment is required competencies or other criteria to be achieved
delivery methods for each segment of the learning program
identification of assessment points to measure learner progress
learning resources, learning materials and activities for each chunk/segment of the learning program
number and duration of training sessions/classes required and overall timelines
OHS issues to be addressed in delivery
specific learning outcomes derived from the criteria for each chunk or segment of the learning program

The delivery plans used by the trainer/facilitator to guide and manage delivery to a group and may include:

content of sessions as specified in the session plans
individual/group learning objectives or outcomes for the segment of the learning program to be addressed
identify delivery techniques to be used to cater for a range of learning styles
learning resources, learning materials and learning activities to be used in sessions
number of learners and their specific support requirements
other resource requirements
OHS considerations, including:

incident or hazard reporting
emergency procedures
timelines/duration of activities within sessions

Interpersonal skills may include:

actively listening
adjusting personal language to suit others' requirements
communicating clearly and effectively
engaging and motivating learners
maintaining appropriate body language
responding to learners appropriately and individually

Occupational health and safety (OHS) procedures may include:

emergency procedures
hazards and their means of control
incident reporting
use of personal protective equipment
safe working practices
safety briefing
site-specific safety rules

Coaching may encompass:

acquisition of specific job skills and knowledge
action learning arrangements
less formal learning arrangements requiring immediate interaction and feedback
on-the-job instruction and 'buddy' systems
relationships targeting enhanced performance
short-term learning arrangements
working on a one-one basis

Communication skills may include:

asking clear and probing questions
communicating with learners in the learning environment and training context
providing constructive feedback
providing explanations

	providing information coherently and clearly using legible writing
Measures to ensure learners are acquiring new skills and knowledge may include:	informal review or discussion learner surveys on-the-job observation peer coaching systems questioning
Personal performance may be reflected upon by:	critical questioning of personal performance discussions with other trainers/facilitators learner evaluations peer assessment or feedback personal reflection video recording of session

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

TAADEL401B Plan and organise group-based delivery

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to plan and organise training for individuals within a group.

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

The competency of designing and developing learning programs is separately addressed in **TAADES402B Design and develop learning programs**.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in **TAADEL402B Facilitate group-based learning**. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning. Other units in the Delivery and Facilitation Field of the **TAA04 Training and Assessment Training Package** address other modes of delivery and learning contexts.

Throughout this unit the learner refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Interpret the learning environment and delivery requirements	1.1 The learning context is established and the organisational arrangements for delivery are confirmed
	1.2 The learning program documentation is accessed, read and interpreted to determine delivery requirements
	1.3 Group and individual learning needs and learner characteristics are identified using available information and documentation
	1.4 Processes to identify learner support requirements are undertaken
	1.5 Constraints and risks to delivery are identified and assessed
	1.6 Personal role and responsibilities in the planning, delivery and review of training are confirmed with relevant personnel

- 2 **Prepare session plans**
 - 2.1 Specific **learning objectives** and assessment activities (where required) are refined in accordance with learning program requirements and specific needs of individual learners
 - 2.2 Ideas for managing the delivery are generated using knowledge of **learning principles and learning theories** and reflect the learning needs and characteristics of the group
 - 2.3 Existing **learning resources, learning materials** and documented **learning activities** identified in the learning program are evaluated and selected for use in the specific delivery context
 - 2.4 **Session plans** are developed and documented for each segment of the learning program to be addressed
- 3 **Prepare resources needed for delivery**
 - 3.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group
 - 3.2 Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and **learner styles** of individuals and the group
 - 3.3 All learning materials required by learners are finalised and organised in time for delivery
 - 3.4 **Specific facility, technology and equipment needs** for each session are identified and organised in time for delivery
 - 3.5 **Additional resourcing to meet identified learner support needs** is identified and organised, where required, in time for delivery
 - 3.6 The overall **delivery plan** is confirmed with relevant personnel

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, including:

learning needs to be learner-centred

the learning process needs to support increasing learner independence

emphasis is on experimental and participative learning

use of modelling

the learning process needs to reflect individual circumstances and needs

adults have a range of life experience which they can connect to learning

adults have a need to know why they are learning something and its benefits

adults have a need to be self-directing

a sound knowledge of learner styles, for

example:

auditory

visual

kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

an introductory knowledge level of learning theories, for example:

cognitive learning theory

andragogy

pedagogy

information processing

behavioural learning theory

learner profile including characteristics and needs of learner group/learner target group

learning program design and structure and content

how to structure and develop session plans

the availability, types and content of relevant existing learning resources and learning materials

how to develop new learning materials and learning activities

the industry area/subject matter of the delivery, for example:

the relevant industry competency standards

the specific topic/subject/unit content

specific areas of content knowledge as defined in the learning strategy or learning program

basic instructional design principles, for example:

sequencing information

providing opportunities for practise

different delivery methods and techniques appropriate to face-to-face delivery

the availability and sources of specific resources, equipment and support services for learners with specific needs

organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:

competency standards

licensing

industry/workplace requirements

duty of care under common law

OHS

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

Required skills and attributes include:

emergency procedures

sources of OHS information

planning and organisational skills to:

reflect the group and individual learning needs and learner characteristics within session plans

incorporate relevant/modified learning objectives and assessment methods (where required) in session plans

determine the structure and time requirements for each session

identify specific facility, technology and equipment needs for each session

literacy skills to:

document the delivery plan, prepare or customise learning activities

prepare or customise learning materials such as handouts and information sheets

read and interpret learner information

technology skills to:

use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web

time management skills to:

determine time allocations for each part of the session plan

determine overall session time

determine how many sessions may be required

schedule training sessions

reflection skills to:

identify areas for improvement

maintain own skill development

recognising and being sensitive to individual difference and diversity, for example:

being sensitive to and valuing culture

acting without bias/discrimination

responding to individuals with particular needs

recognising the importance of religion

ensure the correct industrial relations climate of the learning environment

Products that could be used as evidence include:

documented delivery plan

individual session plans forming part of the delivery plan

feedback forms from learners on quality/effectiveness of delivery planning

modified/contextualised learning resources and learning materials

new learning materials and documented learning activities

Processes that could be used as evidence include:

how the learning program was interpreted

how responsibilities were identified and clarified

why sessions were planned as documented

how ideas for delivery were generated

how individual learning needs were managed in the planning and organising process

Resource implications for assessment include:

access to relevant learning programs

access to relevant learning resources and learning materials

access to real or simulated learning environment that addresses organisational requirements of this unit

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability

Skills

a range of appropriate assessment methods/ evidence gathering techniques is used to determine competency

evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided

the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice

assessment meets the rules of evidence

a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

the ability to transfer skills to different training environments and learner groups

evidence of the preparation of a minimum of two delivery plans:

one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula

one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions

assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the **TAA04 Training and**

Assessment Training Package. Suggested units include but are not limited to:

TAADEL402B Facilitate group-based learning

TAADES402B Design and develop learning programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Learning context includes:

where the learning will occur, for example:

in the workplace

in a simulated work environment

in the training room/classroom

in specialist environments - e.g. laboratory/
computer room

in an external venue

in an internal venue

in a community setting

Organisational arrangements may include: finalising specific location/s or venue/s for delivery

coordinating locations

enrolment procedures

scheduling requirements

size of group

special equipment or technology needs

providing for specific needs of the learners

investigating the learning environment to identify, assess and control occupational

health and safety (OHS) risks
 allowable time for training
 management expectations
 people to be involved
 reporting requirements
 access issues, e.g. to work practice environment

A **learning program** may include:

a subset of a learning strategy
 a short course/vocational program
 a professional development program
 a community education program
 a workplace learning program
 part of a VET in Schools program
 part of an apprenticeship/traineeship
 a short-term development plan developed by a coach
 a short-term induction program

A learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

the competencies or other benchmarks to be achieved
 the specific learning outcomes for each chunk or segment of the learning program
 an overview of the content to be covered in each chunk/segment of the learning program
 learning resources, learning materials and activities for each chunk/segment of the learning program
 number and duration of training sessions/classes required and overall timelines
 delivery methods for each chunk/segment of the learning program
 OHS issues to be addressed in delivery
 identification of assessment points to measure learner progress
 assessment methods and tools to be used to collect evidence of competency, where assessment is required

Learning needs may be:

a competency or group of competencies
aspects of competency such as skills,
knowledge or technical applications
skills in operating specific equipment
generic skills development
personal development and growth
English language, literacy and numeracy
underpinning skills

Learner/refers to:	existing industry/enterprise employees school leavers new entrants to the workforce apprentices/trainees individuals learning new skills/knowledge individuals seeking to upgrade skills/knowledge individuals changing careers unemployed people learners who have a disability members of target groups such as Aboriginal and Torres Strait Islander communities overseas learners recent migrants individuals/groups meeting licensing or other regulatory requirements
Learner characteristics may include:	language, literacy and numeracy requirements specific needs, physical or psychological preferred learning styles employment status past learning experiences level of maturity cultural background and needs level of formal schooling in Australia or overseas length of time resident in Australia
Information and documentation may include:	enrolment information employee/personnel records (confidentiality protected) results of organisational training needs analyses outcomes of RCC/RPL assessments communication with individual learners
Processes may be formal or informal, and	analysing learner information on enrolment

may include:	forms discussions with learners to identify learning support needs observation of the learners
Learner support requirements may include:	support arrangements for meeting disability needs support arrangements for meeting cultural needs support arrangements for meeting language, literacy and numeracy needs
Constraints may include:	access to industry experts access to workplace access to practice opportunities cost of training time required/available for delivery scheduling difficulties consideration of appropriate groupings of learners and meeting learner needs/characteristics
Risks may include:	OHS considerations inappropriate location inadequate equipment/technology/resources capacity to meet learner needs and characteristics
Personal role and responsibilities may include:	responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program responsibility for planning and organising provision of a specific number of sessions planning and organising the availability of relevant learning materials relationships with other trainers/facilitators arrangements for assessment reporting arrangements
Relevant personnel may include:	own supervisor

	other trainers/facilitators
	other workplace supervisors
	workplace management
	industry personnel
	OHS representatives
	English language, literacy and numeracy specialists
Learning objectives may relate to:	competencies to be achieved by learners
	learning outcomes
	individual/group objectives
	generic and/or technical skills
Learning principles include:	adults have a need to be self-directing
	adults have a range of life experience, and connecting learning to experience is meaningful
	adults have a need to know why they are learning
	training needs to be learner-centred to engage learners
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling
	reflecting individual circumstances
Learning theories may include:	behavioural learning theory
	information processing theory
	cognitive learning theory
	constructivist
	situational
	problem-based
	andragogy
	pedagogy
Existing learning resources may include:	Training Packages noted support materials, such as:

learner/user guides

trainer/facilitator guides

how to organise training guides

example training programs

specific case studies

professional development materials

assessment materials

other published, commercially available
support materials for Training

Packages/courses

organisational learning resources

competency standards as a learning resource

videos

CDs and audio tapes

references and texts

manuals

record/log books

learning resources and learning materials
developed under the Workplace English
Language and Literacy (WELL) program

learning resources produced in languages
other than English as appropriate to learner
group and workplace

Learning materials may include:	handouts for learners worksheets workbooks prepared case studies prepared task sheets prepared activity sheets prepared topic/unit/subject information sheets prepared role-plays prepared presentations and overheads prepared scenarios, projects, assignments materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications prepared research tasks
Learning activities may include:	discussions role-plays written activities/tasks case studies simulation audio or visual activities demonstration practice, e.g. practicum or supervised teaching/facilitation individual activities/projects/assignments group activities/projects/assignments workplace tasks research problem-based tasks thinking skills exercises question and answer working through self-paced materials games
Session plans may include:	introductions

outline of objectives/content to be addressed
ice breakers to be used
delivery methods for each part of the session
plan of learning activities to be used within the session
timelines/duration for each learning activity
formative assessment points/opportunities
learning materials required
summary/overview/wrap up

Learner styles may include:

auditory
visual
kinaesthetic
left/right brain
global/analytical
theoretical
activist
pragmatist
reflective

Specific facility, technology and equipment needs may include:

specific location/room
availability of appropriate furniture
adequate lighting
comfortable seating and temperature
overhead projector
computer hardware and software
video equipment
audio equipment
technical machinery/equipment
working tools
scientific laboratory and equipment

Additional resourcing to meet identified learner support needs includes:

providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit
providing referrals to external services such as community language, literacy and

numeracy program, disability support service, counselling support, etc.

incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition

drawing on range of resources from first language, including peer support

ensuring appropriate physical and communication supports are available

listening to problems and helping within own area of responsibility and/or knowledge

building required knowledge and skills using support materials

A delivery plan may include:

individual/group learning objectives or outcomes for the segment of the learning program to be addressed

number of learners and their specific support requirements

content of sessions as specified in the session plans

timelines/duration of activities within sessions

learning resources, learning materials and learning activities to be used in sessions

other resource and equipment requirements

OHS considerations, including:

incident or hazard reporting

emergency procedures

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

WRBCS201B Conduct financial transactions

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to conduct operations at the point of sale area. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB07A Conduct Financial Transactions, as packaged in WRB99.

Application of the Unit

This unit requires the operator to communicate with clients and operate a range of point of sale equipment to perform sales transactions and reconcile takings.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the **bold italicised** text are outlined in the range statement.

Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Operate point of sale equipment	<p>1.1 Point of sale equipment is operated according to design specifications.</p> <p>1.2 Point of sale terminal is opened and closed according to workplace policies and procedures.</p> <p>1.3 Point of sale terminal is cleared and tender transferred according to workplace policies and procedures.</p> <p>1.4 Cash handling is conducted according to workplace security procedures.</p> <p>1.5 Supplies of change/cash float in point of sale terminal are maintained according to workplace policies and procedures.</p> <p>1.6 Active point of sale terminals are attended according to workplace policies and procedures.</p> <p>1.7 Records of transaction errors are completed according to workplace policies and procedures.</p> <p>1.8 Adequate supplies of docket, vouchers and point of sale documents are maintained.</p>
2 Perform point of sale transactions	<p>2.1 Point of sale transactions are completed according to workplace policies and procedures and relevant legislation.</p> <p>2.2 Workplace procedures are identified and applied in respect to cash and non-cash transactions.</p> <p>2.3 Workplace policies and procedures are identified and applied in regard to exchanges and returns.</p> <p>2.4 Information is entered into point of sale equipment.</p> <p>2.5 Price/total/amount of cash received is stated verbally to client.</p> <p>2.6 Correct change is tendered.</p>

- 3 Complete sales
 - 3.1 **Client documentation** is completed.
 - 3.2 Sales transactions are processed without undue delay or clients are directed to point of sale terminals according to workplace policies and procedures.
- 4 Remove takings from register/terminal
 - 4.1 Register/terminal balance is performed at designated times according to workplace policies and procedures.
 - 4.2 Cash float is separated from takings prior to balancing procedure and secured according to workplace policies and procedures.
 - 4.3 Change is supplied to register/terminal according to workplace policy.
 - 4.4 Register/terminal reading or print out is determined.
 - 4.5 Cash and non-cash documents are removed and transported according to store security policies and procedures.
- 5 Reconcile takings
 - 5.1 Cash is counted.
 - 5.2 Non-cash documents are calculated.
 - 5.3 Balance between register/terminal reading and sum of cash and non-cash transactions is determined.
 - 5.4 Takings are recorded.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate effectively with clients and operate a range of point of sale equipment to perform sales and reconcile takings. The evidence provided must also demonstrate knowledge and skills in applying workplace policies and procedures, relevant legislation and manufacturer instructions.

Specific evidence requirements

Critical aspects of evidence required to demonstrate competency in this unit

Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to conducting financial transactions.

Knowledge and consistent application of relevant legislation, including consumer law.

Reading, accurately interpreting and consistently applying manufacturer instructions in regard to point of sale techniques/procedures.

Consistently operating point of sale equipment according to design specifications.

Knowledge and consistent application of workplace policies/procedures in regard to cash handling and point of sale transactions.

Reconciling takings according to workplace policies and procedures.

Processing documentation/records according to workplace policies and procedures.

Consistently using time effectively.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:

handling cash transactions according to workplace security procedures

recording transaction errors according to policies and procedures

balancing register/terminal at designated times

counting cash

recording takings.

written and/or oral questioning to assess knowledge and understanding of financial transactions, including a range of point of sale equipment. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

completing workplace documentation relevant to conducting financial transactions.

third party reports from experienced beauty professionals in the workplace.

completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

Communication, including:

listening and questioning techniques
verbal and non-verbal communication skills.

Cash handling procedures, including:

opening and closing point of sale terminal
clearing terminal and transferring tender
maintaining cash float
accurately tendering change
accurately counting cash
calculating non-cash documents
balancing point of sale terminal
recording takings
securing cash and non-cash transactions
change required and denominations of change.

Using point of sale equipment and applying procedures, including the following:

registers
calculators
EFTPOS
credit cards
electronic scanners
lay-by
credits and returns
customer refunds
customer credit ratings.

Completing tasks in a set time frame.

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

Knowledge

The provisions of relevant health and hygiene regulations/requirements and legislative requirements including consumer law.

The provisions of relevant Occupational Health and Safety regulations/requirements.

Workplace policies and procedures in regard to client service and point of sale techniques.

Specific resources required for assessment

Relevant documentation, such as:
workplace policy and procedures manuals in regard to conducting financial transactions
financial transactions dockets/slips
sample debit, credit card vouchers
recording/tally sheets.

Register/terminal and related equipment.

Access to a range of clients with different requirements.

A range of merchandise and products appropriate to the beauty workplace.

A qualified workplace assessor or assessment team.

Key competencies

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Advising the client of the sales total will require the communication of ideas and information.	1
How can information be collected, analysed and organised ?	Reconciling takings will require information to be collected, analysed and organised.	1
How are activities planned and organised ?	Attending active point of sale terminals will require activities to be planned and organised.	1
How can team work be applied?	Maintaining point of sales supplies will require team work.	1
How can the use of mathematical ideas and techniques be applied?	Receiving money from clients and tendering correct change will require the use of mathematical ideas and techniques.	1
How can problem solving skills be applied?	Applying workplace policies in relation to exchanges and returns will require problem solving skills.	1
How can the use of technology be applied?	Operating point of sale equipment will require the use of technology.	1

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. **Bold italicised** text from the performance criteria is detailed here.

Point of sale equipment may include but is not limited to:

- manual:
 - cash register
 - credit card equipment

- electronic:
 - cash register
 - bar code scanner
 - EFTPOS equipment.

Workplace policies and procedures may include but are not limited to:

- operation of point of sale equipment
- cash handling security
- sales transactions
- staffing
- health and hygiene requirements.

Cash handling may include but is not limited to:

opening and closing point of sale terminal
clearance of terminal and transference of tender
maintenance of cash float
tendering of change
counting cash
calculating non-cash documents
balancing point of sale terminal
security of cash and non-cash transactions
recording takings.

Point of sale transactions may include but are not limited to:

EFTPOS
cheques
credit cards
smart cards
lay-by
credits and returns
customer refunds
gift vouchers
client credit ratings.

Relevant legislation may include but is not limited to:

consumer legislation
privacy legislation
GST regulations
Occupational Health and Safety legislation.

Clients may include but are not limited to:

new or regular clients with routine or special needs.

Client documentation may include but is not limited to:

- order forms
- invoices
- receipts.

Unit Sector(s)

Not applicable.

Competency Field

Beauty

WRBCS203B Provide service to clients

Modification History

Not applicable.

Unit Descriptor

This unit describes the competencies required to deliver service to clients, including receiving clients, making appointments and responding to client complaints. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB08A Provide Service to Clients, as packaged in WRB99.

Application of the Unit

This unit requires the application of interpersonal, communication and organisational skills to receive and schedule clients. Knowledge of workplace policies and procedures and range of services as well as problem solving skills are required in identifying clients special needs and responding to client complaints.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the **bold italicised** text are outlined in the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Receive clients	<p>1.1 Communication with clients is conducted according to workplace policies and procedures.</p> <p>1.2 Client customer service needs and reasonable requests are met or referred to supervisor according to workplace policies.</p> <p>1.3 Client card is sourced from file or new card established.</p> <p>1.4 Client information is noted in record system according to workplace policies and procedures and relevant legislation.</p> <p>1.5 Client is directed to designated area for specific beauty services.</p>
2 Deliver customer service to clients	<p>2.1 Possible problems are identified, anticipated and action is taken to minimise client dissatisfaction.</p> <p>2.2 Opportunities to deliver additional levels of beauty services beyond the client's immediate request are recognised and acted upon.</p> <p>2.3 Client is farewelled according to workplace policies and procedures.</p> <p>2.4 Verbal and non-verbal communication is used to develop rapport and maintain contact with client during customer service delivery.</p> <p>2.5 Repeat custom is encouraged by promotion of appropriate beauty services or products according to workplace policies and procedures.</p> <p>2.6 Sales, returns or refunds are processed according to workplace policies and procedures.</p>
3 Schedule clients	<p>3.1 Appointments are scheduled according to length of time required for service/s, availability of staff and rooms and workplace policies and procedures.</p> <p>3.2 Appointments are confirmed with client and details recorded.</p>

- 4 Respond to client complaints
- 4.1 **Nature of complaint** is established by active listening and questioning and confirmed with the client.
 - 4.2 **Complaint resolution procedures** are implemented.
 - 4.3 Unresolved complaints are promptly referred to supervisor.
 - 4.4 Opportunities are taken to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with workplace policies and procedures.
 - 4.5 **Documentation** regarding client dissatisfaction or complaints is completed.
 - 4.6 Follow-up action is taken as necessary to ensure client satisfaction.
- 5 Identify clients' special customer service needs/requirements
- 5.1 Clients with **special needs** or requirements are identified promptly by observation and questioning.
 - 5.2 A willingness to assist is conveyed verbally and non verbally.
 - 5.3 Client needs are promptly serviced, referred or redirected as required.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate with clients to provide information on products and services and to deal with client complaints. The ability to make appointments and schedule clients must also be demonstrated. The evidence provided must also demonstrate knowledge of relevant legislation and workplace policies and procedures, particularly in regard to delivering quality customer service.

Specific evidence requirements

Critical aspects of evidence required to demonstrate competency in this unit

Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to the provision of service to clients.

Knowledge and consistent application of relevant Federal, State and local health and hygiene regulations and other relevant legislation, including consumer law, privacy law and GST regulations.

Effectively scheduling clients and making appointments.

Providing a consistently welcoming client environment by treating clients in a courteous, professional manner using culturally appropriate greetings and farewells.

Accurately interpreting the nature of client complaints and taking appropriate action to resolve complaints.

Knowledge and consistent application of workplace policies and procedures in regard to personal dress and presentation.

Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and

confidentiality.

Consistently using time effectively.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:

making appointments for clients

providing advice on services for clients

identifying client special needs

responding to client complaints.

written and/or oral questioning to assess knowledge and understanding of providing service to clients, including communication and organisational skills. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

completing workplace documentation relevant to the provision of service to clients.

third party reports from experienced beauty professionals in the workplace.

completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

Customer service required for selling products and beauty services, receiving and scheduling clients and making appointments and resolving complaints including:

listening and questioning techniques
verbal and non-verbal communication skills
negotiation techniques
conflict resolution skills
techniques for dealing with difficult or abusive clients
greeting and farewelling techniques
knowledge of clients' special needs
dealing with clients in a culturally appropriate manner
telephone techniques.

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

Knowledge

The provisions of relevant legislation, including consumer law, privacy law, GST regulations, Occupational Health and Safety requirements and industry Codes of Practice.

Workplace policies and procedures in regard to personal presentation, record keeping, sales, returns and refunds, receiving and scheduling clients and making appointments.

Workplace features, including:

workplace product and beauty service range
location of workplace areas/sections
function and use of workplace telephone system
message taken in person or by telephone
client record system
written record of complaints.

Specific resources required for assessment Relevant documentation, such as:
workplace policies and procedures manuals.

Access to a range of clients with different requirements.

A range of equipment and products appropriate to the beauty workplace.

Product labels and sources of product and equipment information.

A qualified workplace assessor or assessment team.

Key competencies

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Delivering customer service will require the communication of ideas and information.	2
How can information be collected, analysed and organised ?	Identifying client special needs will require information to be collected, analysed and organised.	2
How are activities planned and organised ?	Scheduling clients will require activities to be planned and organised.	1
How can team work be applied?	Maintaining knowledge of workplace procedures and relevant legislation will require reporting to other staff members.	1
How can the use of mathematical ideas and techniques be applied?	Making sales and handling refunds will require the use of mathematical ideas and techniques.	1
How can problem solving skills be applied?	Responding to client complaints will require problem solving skills.	2
How can the use of technology be applied?	Scheduling clients and making appointments may require the use of technology.	1

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. **Bold italicised** text from the performance criteria is detailed here.

Communication may include but is not limited to: personal
telephone
verbal and non verbal.

Clients may include but are not limited to: new or regular clients with routine or special needs.

Workplace policies and procedures may include but are not limited to: customer service techniques
personal presentation
record keeping
communication
scheduling clients
sales, returns and refunds
complaint resolution.

Client card may include but is not limited to: paper based
electronic.

Client information may include but is not limited to:	type of treatment/s special needs or requirements of client products duration of treatment date and time of treatment charges and method of payment name of staff providing treatment.
Record system may include but is not limited to:	electronic manual.
Relevant legislation may include but is not limited to:	consumer law privacy law GST regulations Occupational Health and Safety regulations anti-discrimination legislation industry Codes of Practice.
Problems may include but are not limited to:	delays unavailability of products.
Additional levels of beauty service may include but are not limited to:	extending the treatment period offering complementary beauty treatments offering homecare products.

Promotion of appropriate beauty services and products may include but is not limited to:

- complimentary beauty treatments/products
- discounted beauty treatments/products
- special packages of beauty treatments/products
- seasonal offers of beauty treatments/products
- trial/sample beauty products.

Nature of complaint may include but is not limited to:

- price
- quality of service
- timeliness of service
- range of services.

Complaint resolution procedures may include but are not limited to:

- referral to manager
- provide a fuller explanation of product/treatment
- refund of charges
- repetition of beauty service
- replacement of product.

Documentation may include but is not limited to:

- paper based
- electronic.

Special needs may include but are not limited to:

- contra-indications to products or services
- mobility or other disability assistance
- language needs and cultural understandings
- payment arrangements.

Unit Sector(s)

Not applicable.

Competency Field

Beauty

WRBCS513B Investigate new products and services

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to investigate and introduce a limited range of new products and services. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB34A Investigate New Beauty Products and Services, as packaged in WRB99.

Application of the Unit

This unit requires the beauty therapist to analyse the market, products, services and suppliers to plan and introduce new products and service which increase profit margins. Skill in communicating with clients, staff and suppliers, and knowledge and skill in the application of relevant legislation and workplace policies are also required. Knowledge and skill in monitoring and controlling the quality and sales performance of products is also required. In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the **bold italicised** text are outlined in the range statement.

Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Analyse market	<p>1.1 Workplace marketing and merchandising policies are identified.</p> <p>1.2 Client requirements are monitored informally in order to evaluate market trends and client needs.</p> <p>1.3 New products and services are identified.</p> <p>1.4 Opportunities to improve sales and services are identified.</p> <p>1.5 Product and service range is monitored to identify the demand for individual items and seasonal variations.</p> <p>1.6 Market competition is identified.</p> <p>1.7 Product and service range is planned.</p>
2 Plan product and service range	<p>2.1 Service and product range is identified and assessed against workplace policies and procedures, market analysis, sales performance and fashion trends.</p> <p>2.2 New techniques for service range are identified according to workplace policies and procedures.</p> <p>2.3 Workplace space requirements and product/service mix are identified according to workplace policies and procedures.</p>
3 Maintain supplier relations	<p>3.1 Relationships with suppliers are established and maintained.</p> <p>3.2 New suppliers are identified and existing suppliers are updated according to performance indicators and workplace requirements.</p>
4 Negotiate supply of goods	<p>4.1 Arrangements with suppliers are negotiated and implemented according to workplace policies and procedures.</p> <p>4.2 Records of suppliers and stock are monitored for accuracy and legibility and appropriate action taken</p>

where necessary.

- 4.3 Records of negotiations and agreements are conveyed to **appropriate personnel** within designated time lines.
 - 4.4 Immediate corrective action is taken where potential or actual problems with supply are indicated.
 - 4.5 Product range and **source of supply** are analysed, evaluated and amended according to management, staff and client feedback.
- 5 Monitor quality control
 - 5.1 Merchandise quality standards are established with suppliers according to **legal requirements**, client requirements and workplace policies and procedures.
 - 5.2 **Merchandise quality** is monitored during supply and delivery process.
 - 5.3 Stock return figures are recorded and analysed against target figures.
- 6 Introduce product range
 - 6.1 Staff is informed of new product ranges and advised of preferred location of merchandise.
 - 6.2 Staff training in product knowledge is implemented to introduce product range.
 - 6.3 New products/services are demonstrated/displayed to staff according to workplace merchandising plan.
- 7 Maximise profit
 - 7.1 Individual product range contributions are calculated/estimated against budget/targets.
 - 7.2 Product range assessment checks are developed and implemented against budget/targets.
 - 7.3 Profit margins are maximised in negotiations with suppliers.
 - 7.4 Workplace pricing policies for services and products are determined according to stated net profit margin in workplace merchandising plan and legal requirements.
 - 7.5 Specifications for **terms of trade** are negotiated.

- | | |
|---------------------|---|
| 8 Rationalise stock | 8.1 Product range is updated at regular intervals. |
| | 8.2 Product lines to be deleted are identified and action taken to minimise adverse effect on profit. |
| | 8.3 Stock is consolidated as required to maximise sales potential. |

Required Skills and Knowledge

Not applicable.

Evidence Guide

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse the market, products, services and suppliers to plan and introduce new products and service which increase profit margins. Skill in communicating with clients, staff and suppliers must be demonstrated. Knowledge of relevant legislation and workplace policies and procedures and their application to investigating and introducing new products and service must also be demonstrated. The evidence provided must also demonstrate knowledge and skills in monitoring and controlling the quality and sales performance of products.

Specific evidence requirements

Critical aspects of evidence required to demonstrate competency in this unit

Knowledge and consistent application of workplace policies and procedures and industry Codes of Practice in regard to workplace merchandising and marketing.

Knowledge and consistent application of Federal, State and local statutory requirements/regulations including consumer law.

Knowledge and consistent application of

workplace policies and procedures in regard to market analysis, planning, procurement and rationalisation of product and service ranges, maintenance of supplier relations and quality control.

Accurately interpreting market trends and consistently creating opportunities to improve sales and services, while maximising profits.

Maintaining supplier relations, negotiating supply of goods, rationalising stock and monitoring quality control.

Communicating product range information to team members.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:

performing market analysis

negotiating supply of goods

rationalising stock.

written and/or oral questioning to assess knowledge and understanding of investigating new products and services procedures, including market analysis, quality standards and profit margins. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

completing workplace documentation relevant to investigating new products and services procedures.

third party reports from experienced beauty professionals in the workplace.

completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

Investigating products and services including:

- evaluation and analysis of market trends and projections
- evaluation and analysis of sales figures and investment levels
- evaluation and analysis of space requirements.

Negotiating with suppliers.

Conducting staff training.

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

Knowledge

Workplace policies and procedures in regard to merchandising and marketing policies.

Relevant legislation and statutory requirements, including consumer law.

The following procedures in relation to investigation of products and services:

- industry Codes of Practice
- market needs
- range of products/services available
- market competition
- current and future stock levels
- existing and possible new suppliers
- salon quality control procedures and requirements
- staff product training policies
- profit requirements.

Specific resources required for assessment A work team.

Relevant documentation, such as:
salon merchandise and marketing policies
local and statutory requirements.

A qualified workplace assessor or
assessment team.

Key competencies

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Informing relevant personnel when introducing a new product range will require the communication of ideas and information.	2
How can information be collected, analysed and organised ?	Information on new product ranges will need to be collected, analysed and organised.	3
How are activities planned and organised ?	Identifying new suppliers will require activities to be planned and organised.	2
How can team work be applied?	Informing and training staff members will require the application of team work.	2
How can the use of mathematical ideas and techniques be applied?	Analysing stock figures will require the application of mathematical ideas and techniques.	2
How can problem solving skills be applied?	Analysing, evaluating and amending stock range will require the application of problem solving.	2

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. **Bold italicised** text from the performance criteria is detailed here.

Marketing and merchandising policies may include but are not limited to:

- current market position
- target markets
- quality control policies and procedures.
- pricing, labelling and packaging requirements
- net profit margin.

Client requirements may include but are not limited to:

- price
- quality
- range.

New products and services may include but are not limited to:

- skin care
- nail care
- massage
- relaxation.

Opportunities to improve sales and services may include but are not limited to:

- expansion of existing services
- introduction of new services
- staff training
- equipment upgrade
- image update.

Product and service range may include but is not limited to:

- new or existing stock
- new or existing services
- new techniques.

Market competition may include but is not limited to:

- salons
- day spas
- private operators.

Workplace policies and procedures may include but are not limited to:	pricing/profit margins product placement supplier payment client service market analysis planning, procurement and rationalisation of product and service ranges maintenance of supplier relations quality control.
New techniques may include but are not limited to:	new equipment new products.
Relationships with suppliers may include but are not limited to:	face to face contact correspondence meetings telephone or electronic contact.
Performance indicators may include but are not limited to:	price quality performance supply reliability product range.
Records may include but are not limited to:	manual records electronic records.

Appropriate personnel may include but are not limited to staff salon/store owner.

Source of supply may include but is not limited to: local interstate overseas.

Legal requirements may include but are not limited to: consumer law inclusion/exclusion of Goods and Services Tax (GST).

Merchandise quality may include but is not limited to: damage expiry date.

Terms of trade may include but are not limited to: special buys payment terms promotional deals with suppliers partnership promotions.

Unit Sector(s)

Not applicable.

Competency Field

Beauty

WRBFS202B Design and apply make-up

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to design and apply suitable make-up techniques for domestic street wear, business, pleasure, social and special occasions for various times of the day or night. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB21A Design and Apply Make Up, as packaged in WRB99.

Application of the Unit

This unit requires the operator to analyse the clients skin type, facial shape and required context to design a make-up and apply appropriate products and techniques. The operator is also required to demonstrate the use of products, tools and techniques to the client. This unit requires knowledge and skill in the safe use of products and the application of legislation and policy, particularly in regard to hygiene.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, these are detailed in the range statement.

Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare client	<p>1.1 Client is prepared for service.</p> <p>1.2 Contra-indications are identified, explained to client and referred to appropriate professional where required.</p> <p>1.3 Client's skin type/condition is assessed to determine appropriate product application techniques.</p>
2 Cleanse face	<p>2.1 Suitable cleansing products are identified for client's skin type/different areas of face.</p> <p>2.2 Client's skin is thoroughly cleansed.</p>
3 Analyse face and design make-up plan	<p>3.1 Facial shapes and areas are assessed to determine correct product application.</p> <p>3.2 Facial areas requiring corrective/camouflage make-up are identified and client advised accordingly.</p> <p>3.3 Image is identified to design for occasion and wear suitability.</p> <p>3.4 Colour design principles are applied according to client requirements.</p> <p>3.5 Make-up plan is designed, noted and agreed with client.</p>
4 Select products and equipment	<p>4.1 Suitable make-up products are selected and agreed with client.</p> <p>4.2 Tools and equipment are identified and selected according to product manufacturer recommendations and make-up plan.</p> <p>4.3 Correct usage and care of make-up and equipment is identified and applied according to manufacturer recommendations, relevant legislation and workplace policies and procedures.</p>

- 5 Apply make-up
 - 5.1 Products, tools and equipment are applied sequentially according to make-up plan, manufacturer recommendations, **relevant legislation and workplace policies and procedures.**
 - 5.2 Procedures and products are explained to client during application.
 - 5.3 Make-up application is evaluated against client expectation/specified outcomes.
- 6 Apply false eyelashes
 - 6.1 Patch test is performed and evaluated to determine **adverse effects.**
 - 6.2 Materials are applied sequentially according to manufacturer recommendations and workplace policies and procedures.
 - 6.3 Service is evaluated against client's agreed treatment plan.
- 7 Advise on further product use
 - 7.1 Client is advised of suitable homecare products/techniques to maintain application.
 - 7.2 Products, tools and equipment used are clearly explained and application is demonstrated as required.
 - 7.3 Possible contra-indications and adverse effects are explained to client.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to communicate effectively with a range of clients to analyse skin types/conditions, facial shapes and required contexts and design and apply appropriate make-up. The evidence provided must demonstrate skill in skin cleansing and advising on and demonstrating products and application techniques to clients, including the application of false lashes. Knowledge and skill in applying relevant legislation and workplace policies and procedures must also be demonstrated.

Specific evidence requirements

Critical aspects of evidence required to demonstrate competency in this unit

Knowledge and application of v policies and pro the application practices in reg design and appl make-up.

Knowledge and application of r Federal, State a health and hygie regulations.

Recognising an contra-indicatio adverse effects.

Knowledge of t transmission ro infectious cond skills in the app standard infectio precautions.

Reading, accurat interpreting and applying manufa instructions for tools and equip

Consistently use questioning and listening techniques to consult, reassure and negotiate with clients, maintaining discretion and confidentiality.

Analysing the client's requirements and the context, designing and recommending a make-up plan, including:

facial areas requiring highlighting/shading

product application techniques

areas requiring make-up

recognition of client's needs and occasion

colour design principles

application to natural and artificial lighting

Knowledge and application of a range of make-up products

Knowledge and application of make-up products for a variety of skin types/conditions

Knowledge and application of make-up for a variety of contexts

Consistently use products effectively and efficiently, minimising product waste.

Evaluating a make-up design, advising and demonstrating techniques of skin care to the client.

Context of assessment

For valid and reliable assessment of the competency, the assessor should observe the candidate consistently demonstrate the competency over a period of time. The assessment should be observed by the assessor and/or the technician working in partnership with the assessor. The assessor may include a beauty therapist or an experienced person in the workplace.

Competency should be demonstrated in a real workplace or a simulated workplace environment. The assessment should cover a range of situations. The assessment may include client interruptions and the candidate's involvement in other activities normally occurring in the workplace. The assessor should provide further guidance to the candidate in an appropriate and safe environment, relevant to the Assessment Task in this Training Package.

Relationship to other units

In the context of training delivery, the assessment-only units should be delivered as part of a training delivery which relate to the assessment path. The assessment can be integrated into the training for assessment purposes.

Method of assessment

The following methods are suggested for the assessment of this unit of competency:

- observation of the learner performing a range of tasks in an actual or simulated work environment
- sufficient time for the learner to demonstrate his/her handling of contingencies.

The following methods include:

- preparing and performing face cleansing procedures

- selecting and applying appropriate make-up according to the client's plan

- advising on aftercare products according to the client's needs

written and/or oral questioning to assess knowledge and understanding of make-up techniques including safe use of products and relevant legislation. Questions are asked in a manner appropriate to the learner's and literacy level.

- completing work documentation
- design and application of make-up.

- third party reports from experienced beauty professionals in the workplace.

- completion of self-learning materials
- personal reflection
- feedback from

trainer/coach/sup

Evidence required for demonstration of consistent performance

For valid and reliable assessment of the competency, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered through assessment of the competency alone, an integrated assessment activity or through a combination of methods.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria

Skills

Responding to contra-indications and adverse effects.

Determining the appearance of: various skin types, abnormal skin conditions, minor skin blemishes.

Analysing the client's needs and requirements, and designing a make-up plan using the following information:

Knowledge

colour analysis
skin types and c
context.

Applying a rang
cleansing and m
products.

Language, litera
numeracy skills
the role and wo
requirements.

The provisions
health and hygie
regulations/requ

The provisions
Occupational H
Safety
regulations/requ

Infection contro
and the applicat
universal preca

Workplace polie
procedures in re
performance of
service.

The appearance
contra-indicatio
adverse effects.

Facial shapes a
relationship to t
and principles o

Anatomy and p
the skin and ski
it relates to mak
including a simp
cross-section of

Body systems a
below, in regard

relationship to
body shapes and
muscles and ne
integumentary
skeletal and mu
nervous system
relationship to s
sensations

circulatory syste
relationship to s

The following i
make-up service

effects of lightin
natural/artificial

colour design p

colour wheel, p
secondary, com
colours, grey sc

tonal value

differences betw
value, hue and

Cosmetic
chemistry/ingre
relevant make-u
particularly in r
likely effects on

Colour physics
make-up applica

Awareness of th
changes created
make-up produ
application tech

The workplace
range.

The effects and
defined range o
make-up produ

Specific resources required for assessment

Relevant documents as:

workplace policies and procedures manuals

Access to a range of workplaces with different requirements

A range of tools and equipment appropriate to the workplace.

Product labels and product information

A qualified work assessor or assessor

Key competencies

The seven key competencies represent generic skills considered for assessment participation. The numbering again the key competencies indicates the performance level required in

Level 1 represents competence to perform tasks effectively

Level 2 represents competence to perform tasks

Level 3 represents competence to perform tasks for evaluating and

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Explaining possible contra-indications and adverse effects to clients will require the communication of ideas and information.	2
How can information be collected, analysed and organised ?	Determining a make-up plan will require information to be collected, analysed and organised.	2
How are activities planned and organised ?	Identifying and selecting suitable products and tools to complete a make-up plan will require activities to be planned and organised.	1
How can team work be applied?	Maintaining knowledge of salon/store policies and procedures and relevant legislation will require the application of teamwork.	1
How can the use of mathematical ideas and techniques be applied?	Minimising waste will require the use of mathematical ideas and techniques.	1
How can problem solving skills be applied?	Identifying facial areas requiring corrective make-up will require problem solving skills.	1
How can the use of technology be applied?	Using tools and equipment may require the use of technology.	1

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. **Italicised** text from the performance criteria is detailed here.

Clients may include but are not limited to: *new or regular clients with routine or special needs.*

Contra-indications may include but are not limited to: *bacterial, viral or fungal infections
acne
impetigo
warts
lice
scabies
rashes
boils/carbuncles
sun burn
candidiasis
other visible non-normal skin.*

Appropriate professional may include but is not limited to: *medical practitioner
complementary therapist.*

Skin type/condition may include but is not limited to:	normal dry oily combination sensitive pigmented couperose damaged mature.
Cleansing products may include but are not limited to	soaps milks creams.
Colour design principles may include but are not limited to:	tonal values colour wheel.
Make-up plan may include but is not limited to:	client's facial shape highlighting/shading techniques areas requiring correction/camouflage context: business social day/evening special occasion.

Make-up products may include but are not limited to:

- oil based, water based, solid or fluid with varying degrees of coverage and pigmentation
- pre-make-up products and stabilisers
- concealers
- foundation (liquid/solid)
- powders
- eyeshadows
- eyeliners
- blushers
- mascaras
- false lashes
- lipsticks
- pencils.

Tools and equipment may include but are not limited to:

brushes
sponges
applicators
pallets
lash curlers
tweezers
magnifying mirror
containers/trays
pencil sharpeners
spatulas
make-up box.

Relevant legislation may include but is not limited to

Federal, State and local health and hygiene regulations
Occupational Health and Safety regulations
industry Codes of Practice.

Workplace policies and procedures may include but are not limited to:

health and hygiene
workplace time frame allocated for the performance of the service
product range and manufacturer instructions
waste disposal
waste minimisation.

Adverse effects may include but are not limited to:

product reactions.

Unit Sector(s)

Not applicable.

Competency Field

Beauty

WRBFS203B Design and apply make-up for photography

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to design and apply suitable make-up for a range of photographic contexts. This competency may apply to a range of roles in the workplace.

This unit is equivalent to and replaces WRB22A Design and Apply Make Up for Photography, as packaged in WRB99.

Application of the Unit

This unit requires the operator to assess the needs of clients and/or photographers/stylists in order to design and apply make-up for a range of photographic purposes. It requires the application of a basic knowledge of photography techniques, including film stock and lighting and make-up products and application techniques. Knowledge and skill in the safe use of products and the application of legislation and policy is also required.

In the context of an assessment-only and/or a training delivery and assessment pathway, units of competency which relate to this unit are identified in the Evidence Guide of this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the level of performance required to demonstrate achievement of the element. The variables for the **bold italicised** text are outlined in the range statement.

Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Prepare client	<p>1.1 Client is prepared for service.</p> <p>1.2 Contra-indications are identified, explained to client and referred to appropriate professional where required.</p> <p>1.3 Client's skin type/condition is assessed to determine appropriate product application techniques.</p>
2 Cleanse face	<p>2.1 Suitable cleansing products are identified for client's skin type/different areas of face.</p> <p>2.2 Client's skin is cleansed thoroughly.</p>
3 Analyse face	<p>3.1 Client's facial shape is identified and noted.</p> <p>3.2 Areas requiring corrective/ camouflage make-up are identified and noted and client and/or photographer/stylist is advised accordingly.</p> <p>3.3 Facial areas requiring highlighting and shading are assessed to determine correct product application.</p>
4 Analyse context	<p>4.1 Required context is determined and agreed with client and/or photographer/stylist.</p> <p>4.2 Colour physics are identified and applied to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day.</p> <p>4.3 Chemical reactions under given conditions for relevant products are identified.</p> <p>4.4 Image is identified for black and white and colour photography.</p> <p>4.5 Photography procedures and techniques and their relationship to make-up design are identified.</p> <p>4.6 Lighting type, position, reflectors and absorbers, natural and artificial are identified.</p>

- 4.7 **Film stock** is identified and make-up plan is adjusted accordingly.
- 4.8 **Print procedures** are identified.
- 5 Apply make-up
 - 5.1 **Make-up plan** is identified and agreed with client and/or photographer/stylist.
 - 5.2 **Make-up products, tools and equipment** are selected.
 - 5.3 Make-up products, tools and equipment are applied sequentially in accordance with make-up plan, manufacturer recommendations, **relevant legislation** and **workplace procedures and policies**.
 - 5.4 Make-up application result is evaluated against photographer's/stylist's/client's expectations and specified outcomes.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The evidence guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the range statement and the assessment guidelines of the relevant Training Package.

Overview of assessment requirements

A person who demonstrates competency in this standard must be able to analyse a range of contexts and technical photographic requirements and design and apply an appropriate make-up plan. Knowledge of anatomy, physiology and body systems as they relate to designing and applying make-up for photography must be demonstrated.

The evidence provided must also demonstrate knowledge and skill in applying relevant legislation and workplace policies and procedures.

Specific evidence requirements

Critical aspects of evidence required to demonstrate competency in this unit

Knowledge and consistent application of workplace policies and procedures and safe work practices in regard to designing and applying make-up for photography.

Knowledge and consistent application of Federal, State and local health and hygiene regulations.

Recognising and managing contra-indications and adverse effects.

Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.

Reading, accurately interpreting and consistently applying manufacturer instructions for products, tools and equipment.

Consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients while maintaining discretion, tact and confidentiality.

Analysing the client's face and the image/occasion/basic wardrobe and designing and recording a make-up plan, including:

facial areas requiring highlighting/shading
product application techniques

areas requiring corrective make-up.

Knowledge and skill in the application of a variety of make-up products for different skin types and contexts.

Consistently using time effectively and controlling product waste.

Evaluating a make-up and advising the photographer/stylist where applicable.

Context of assessment

For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the beauty therapist and/or an experienced person at the workplace.

Competency should be demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace. For further guidance on the use of an appropriate simulated environment, refer to page 32 of the Assessment Guidelines in this Training Package.

Relationship to other units

In the context of an assessment-only and/or a training delivery and assessment pathway, all units which relate to a job function can be integrated for assessment purposes.

Method of assessment

The following assessment methods are suggested:

observation of the learner performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate his/her handling of a range of contingencies. Tasks may include:

preparing and performing a face cleansing procedure

identifying the photography procedures and techniques to determine the make-up design

selecting and applying the appropriate make-up for the photographic context.

written and/or oral questioning to assess knowledge and understanding of relevant make-up techniques for photography, including film stock and lighting and relevant legislation and policy. Questions will be asked in a manner appropriate to the language and literacy level of the learner.

completing workplace documentation relevant to the design and application of make-up for photography.

third party reports from experienced beauty professionals in the workplace.

completion of self-paced learning materials, including personal reflection and feedback from trainer/coach/supervisor.

Evidence required for demonstration of consistent performance

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Required skills and knowledge to achieve the performance criteria**Skills**

Responding to contra-indications and adverse effects.

Analysing the client's face and designing a make-up plan using the following information:

colour analysis

skin analysis

lighting analysis.

Determining the physical appearance of:

various skin types

abnormal skin conditions

minor skin blemishes.

Applying a range of cleansing and make-up products and techniques.

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

Knowledge

The provisions of relevant health and hygiene regulations/requirements.

The provisions of relevant Occupational Health and Safety regulations/requirements.

Workplace policies and procedures in regard to the performance of a photographic make-up service.

The appearance of contra-indications and adverse effects.

Face and body shapes and their relationship to the elements and principles of design.

Anatomy and physiology of the skin and skin structures as it relates to make-up services, including a simplified cross-section of skin.

The body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves:

skeletal and muscular

nervous system and its relationship to skin sensations

circulatory system in regard to its relationship to skin function.

Cosmetic chemistry/ingredients in relevant make-up products, particularly in regard to their likely effects on the skin.

The following in regard to make-up services:

effects of lighting on cosmetics

colour design principles

colour wheel, primary, secondary, complementary colours, grey scale

black and white photography

black and white/ colour reproduction

tonal value

differences between tone, value, intensity, hue and shade.

The workplace product range for photographic make-up.

The effects and benefits of a defined range of workplace make-up products.

Colour physics and its application to lighting techniques and natural lighting, time of day, wardrobe, studio/location and background.

The effect of changes created by specific make-up products and colour application techniques.

Specific resources required for assessment Relevant documentation, such as:
workplace policy and procedures manuals.

Access to a range of clients with different requirements.

A range of equipment and products appropriate to the beauty workplace.

Product labels and sources of product information.

A qualified workplace assessor or assessment team.

Key competencies

The seven key competencies represent generic skills considered for effective work participation. The numbering against each of the key competencies indicates the performance level required in this unit.

Level 1 represents the competence to undertake tasks effectively.

Level 2 represents the competence to manage tasks.

Level 3 represents the competence to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
How can communication of ideas and information be applied?	Identifying photography techniques and procedures and their relationship to make-up design will require the communication of ideas and information.	2
How can information be collected, analysed and organised ?	Identifying colour physics and applying to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day will require information to be collected, analysed and organised.	2
How are activities planned and organised ?	Applying products sequentially according to health and hygiene requirements, manufacturer's recommendations, make-up plan and workplace requirements will require activities to be planned and organised.	2
How can team work be applied?	Consulting with photographer/stylist will require team work.	1
How can the use of mathematical ideas and techniques be applied?	Completing service within designated time frames will require mathematical ideas and techniques.	1
How can problem solving skills be applied?	Adjusting make-up design according to film stock will require problem solving skills.	2
How can the use of technology be applied?	Recording a make-up plan may require the use of technology.	1

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. **Bold italicised** text from the performance criteria is detailed here.

Clients may include but are not limited to: new or regular clients with routine or special needs.

Contra-indications may include but are not limited to: bacterial, viral or fungal infections
acne
impetigo
warts
lice
scabies
rashes
boils/carbuncles
sun burn
candidiasis
other visible non-normal skin.

Appropriate professional may include but is not limited to: medical practitioner
complementary therapist.

Skin types/conditions may include but are not limited to:

- normal
- dry
- oily
- combination
- sensitive
- mature
- pigmented
- couperose
- damaged.

Cleansing products may include but are not limited to:

- soaps
- millks
- creams.

Context may include but is not limited to:

- business
- social
- day/evening
- wedding
- black and white
- colour
- glamour
- drama
- fashion
- commercial
- special occasion
- catwalk.

Film stock may include but is not limited to: high medium and low key.

Print procedures may include but are not limited to

- type of print
- chromatics
- types of glass.

Make-up plan may include but is not limited to:

- products
- tools and equipment
- areas requiring make-up application:
 - face
 - decolletage
 - hands
 - feet
- face analysis
- application techniques
- wardrobe
- background.

Make-up products may include but are not limited to:

- pre-make-up products and stabilisers
- concealers
- foundation (liquid/solid) waterbased and oil based with varying degrees of coverage and pigmentation
- powders
- eyeshadows
- blushes
- mascaras (powder, liquid, wand)
- artificial lashes
- lipsticks
- pencils.

Tools and equipment may include but are not limited to:

- brushes
- sponges
- applicators
- pallets
- lash curlers
- tweezers
- magnifying mirror
- containers/tray etc.
- pencil sharpeners
- spatulas
- make-up box.

Relevant legislation may include but is not limited to:

- Federal, State and local health and hygiene regulations
- Occupational Health and Safety regulations
- industry Codes of Practice.

Workplace policies and procedures may include but are not limited to:

- health and hygiene
- selection of make-up products
- tools/equipment
- photographic make-up application
- workplace time frame allocated for the performance of the service.

Unit Sector(s)

Not applicable.

Competency Field

Beauty