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| <b>Training Package</b> | Retail Services (SIR07)                     |               | <b>HSC Requirements and Advice</b>           |
| <b>Unit title</b>       | <b>Advise on food products and services</b> |               |  |
| <b>Unit code</b>        | <b>Competency field</b>                     | <b>Sector</b> | <b>HSC Indicative Hours</b><br><br><b>15</b> |
| <b>SIRRRPK001A</b>      | Product Knowledge                           | Retail        |  |

|                                |  |
|--------------------------------|--|
| <b>Unit descriptor</b>         | This unit describes the performance outcomes, skills and knowledge required to develop product knowledge and provide advice to customers with regard to fresh food and food products, including convenience foods.                                       |
| <b>Prerequisite units</b>      | SIRRFSA001A Apply retail food safety practices   |
| <b>Application of the unit</b> | This unit applies to frontline service personnel. It requires the application of product knowledge in defined areas of food retailing or a more general category according to store requirements.  |
| <b>Employability Skills</b>    | The required outcomes described in this unit contain applicable facets of Employability Skills. The <i>Employability Skills Summary</i> of the qualification in which this unit is packaged will assist in identifying Employability Skill requirements. |

### 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   | Context of and specific resources for assessment  | Methods of assessment  | Assessing Employability Skills  |
|--|---|--|---|
| <p>Evidence of the following is <u>essential</u>:</p> <ul style="list-style-type: none"> <li>• consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of food items</li> <li>• consistently applies product information contained in store manuals and manufacturer product labels when providing advice to customers</li> <li>• consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services</li> <li>• develops, maintains and conveys product knowledge to other staff as required</li> <li>• applies detailed and specialised product knowledge to provide accurate advice according to customer requirements.</li> </ul> | <p>Assessment <u>must</u> ensure access to:</p> <ul style="list-style-type: none"> <li>• a retail work environment</li> <li>• sources of product knowledge</li> <li>• suitable merchandise</li> <li>• relevant documentation, such as: <ul style="list-style-type: none"> <li>- store policy and procedures manuals</li> <li>- customer order forms.</li> </ul> </li> </ul> | <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"> <li>• observation of performance in the workplace</li> <li>• third party reports from a supervisor</li> <li>• customer feedback</li> <li>• written or verbal questioning to assess knowledge and understanding</li> <li>• review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> </ul> <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"> <li>• SIRRFSA001A Apply retail food safety practices.</li> </ul> | <p>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.</p> <p>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.</p> |

| <b>Required Skills and Knowledge</b>  |   | <b>HSC Requirements and Advice</b>   |
|---|---|--|
| This section describes the essential skills and knowledge and their level, required for this unit.  |   |  |
| <p>The following skills <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>- apply product knowledge by providing information and advice to customers and staff</li> <li>- make recommendations and advice on services through clear and direct communication</li> <li>- ask questions to identify and confirm requirements</li> <li>- use language and concepts appropriate to cultural differences</li> <li>- use and interpret non-verbal communication</li> </ul> </li> <li>• ability to interpret store and industry manuals and documentation (paper-based or computerised)</li> <li>• literacy skills in regard to: <ul style="list-style-type: none"> <li>- reading and understanding product information</li> <li>- reading and understanding store policy and procedures</li> <li>- recording information</li> </ul> </li> <li>• numerical skills in regard to pricing, estimation and weighing of quantities.</li> </ul> | <p>The following knowledge <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>- the store food safety program</li> <li>- the sale of food items</li> <li>- quality policy to customers and suppliers</li> <li>- allocated duties and responsibilities</li> <li>- taking customer orders</li> </ul> </li> <li>• current food services available to customers</li> <li>• specialist product knowledge, including: <ul style="list-style-type: none"> <li>- specialised products</li> <li>- corresponding benefits of various products</li> <li>- shelf life and use-by date</li> <li>- storage requirements</li> <li>- ingredients or materials contained in product</li> <li>- features and use of products</li> <li>- corresponding or complementary products and services</li> <li>- stock availability</li> </ul> </li> <li>• store and industry manuals and documentation (paper based or computerised)</li> <li>• stock, merchandise and service range</li> <li>• pricing procedures, including GST requirements</li> <li>• other relevant policy and procedures</li> <li>• relevant legislation and statutory requirements</li> <li>• relevant industry codes of practice.</li> </ul> | <p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• advise on food products and services</li> <li>• complementary products and services</li> <li>• convenience food</li> <li>• customer buying motives</li> <li>• customer requests</li> <li>• customer service</li> <li>• customers</li> <li>• develop and convey product and service knowledge</li> <li>• documentation</li> <li>• fresh food</li> <li>• food categories</li> <li>• food product and service range</li> <li>• food safety program</li> <li>• food services</li> <li>• legislative and regulatory requirements</li> <li>• preferences, needs and expectations</li> <li>• pricing structure</li> <li>• product knowledge/information</li> <li>• product labels</li> <li>• recommend food product/service</li> <li>• sources of information</li> <li>• staff</li> <li>• taking and processing customer orders</li> <li>• verbal and non-verbal communication</li> <li>• workplace/company/store policy and procedures.</li> </ul> |

| Element  | Performance Criteria  | Range Statement  | HSC Requirements and Advice  |
|--|---|--|--|
| 1 Identify product range and develop product knowledge | 1.1 Develop product knowledge by accessing <b><i>relevant sources of information.</i></b> | <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. <b><i>Bold italicised</i></b> wording in the Performance Criteria is detailed below.</p> <p><b><i>Relevant sources of information</i></b> may include:</p> <ul style="list-style-type: none"> <li>• store or supplier product manuals</li> <li>• videos, DVDs and multimedia</li> <li>• product demonstrations</li> <li>• labels</li> <li>• store tours</li> <li>• internet.</li> </ul> | <p><b>Learning experiences for the HSC must address:</b></p> <p><i>NB This unit of competency requires students to develop knowledge in relation to a range of food products and services offered by at least one workplace/company/store. Students are required to apply product knowledge and skills and provide advice to a range of customers.</i></p> <p><i>Ideally, this could be undertaken during work placement with students reporting their findings and experience to the class on their return. This will ensure students are made aware of a range of retail environments and the differences in practices between workplaces/companies/stores.</i></p> <p>An awareness of the type of food product knowledge employees should be familiar with including:</p> <ul style="list-style-type: none"> <li>• product <ul style="list-style-type: none"> <li>- brand options and varieties</li> <li>- features and benefits</li> <li>- use/application</li> <li>- shelf life/use-by dates</li> <li>- handling requirements</li> <li>- storage requirements</li> <li>- ingredients contained in product (including food additives)</li> <li>- product/ingredient origins</li> <li>- basic production/cookery methods</li> <li>- preparation requirements and cooking tips</li> <li>- basic dietary and nutritional aspects</li> <li>- price</li> <li>- seasonal availability</li> </ul> </li> <li>• workplace/company/store <ul style="list-style-type: none"> <li>- stock availability</li> <li>- special offers</li> <li>- corresponding/complementary products and services</li> <li>- procedures for taking orders</li> <li>- payment methods</li> <li>- returns/refunds</li> <li>- after sales service</li> <li>- hours of operation.</li> </ul> </li> </ul> |

| Element | Performance Criteria | Range Statement | HSC Requirements and Advice   |
|---------|----------------------|-----------------|---|
|         |                      |                 | <p>An awareness of food categories/items likely to be referred to in a product range.</p> <p>Identification and understanding of a range of food products and services available to customers.</p> <p>An awareness of sources of product knowledge information including:</p> <ul style="list-style-type: none"> <li>• the internet</li> <li>• general media</li> <li>• colleagues, supervisor/team leader and/or manager</li> <li>• workplace/company/store policies and procedures</li> <li>• supplier product manuals/guides</li> <li>• product launches/seminars</li> <li>• product profiles</li> <li>• product information booklets/pamphlets</li> <li>• videos</li> <li>• demonstrations</li> <li>• labels</li> <li>• brochures</li> <li>• store tours</li> <li>• industry associations.</li> </ul> <p>A basic awareness of current legislative and regulatory requirements including:</p> <ul style="list-style-type: none"> <li>• <i>Trade Practices Act 1974</i> (Cth) (as amended)</li> <li>• <i>Fair Trading Act 1987</i> (NSW) (as amended)</li> <li>• industry codes of practice</li> <li>• occupational health and safety (OHS)</li> <li>• food safety.</li> </ul> <p>Workplace/company/store policy and procedures in regard to:</p> <ul style="list-style-type: none"> <li>• food safety program</li> <li>• sale of food products and services</li> <li>• quality <ul style="list-style-type: none"> <li>- product</li> <li>- service</li> <li>- presentation</li> <li>- cleanliness</li> </ul> </li> <li>• allocated duties and responsibilities</li> <li>• stock availability.</li> </ul> |

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|---------------------------|---|---|---|
|                           | 1.2 Identify store food <i>product range</i> .  | <p><i>Product range</i> may include:</p> <ul style="list-style-type: none"> <li>• delicatessen goods</li> <li>• fresh produce</li> <li>• bakery items</li> <li>• seasonal varieties</li> <li>• exotic and unusual lines</li> <li>• dairy products</li> <li>• frozen foods</li> <li>• dried foods</li> <li>• canned foods</li> <li>• prepared salads</li> <li>• convenience foods.</li> </ul> <p><i>Product range</i> may be identified according to:</p> <ul style="list-style-type: none"> <li>• origin</li> <li>• price range</li> <li>• product variety</li> <li>• physical characteristics</li> <li>• seasonal availability.</li> </ul> |   |
|                           | 1.3 Convey <i>product information</i> to <i>other staff members</i> as required.        | <p><i>Product information</i> may include:</p> <ul style="list-style-type: none"> <li>• product types</li> <li>• varieties</li> <li>• features</li> <li>• price</li> <li>• ingredients</li> <li>• simple nutritional information</li> <li>• handling and storage</li> <li>• cooking tips from manufacturers data.</li> </ul> <p><i>Other staff members</i> may include:</p> <ul style="list-style-type: none"> <li>• new or existing staff</li> <li>• people with varying levels of language and literacy</li> <li>• people from a range of cultural, social and ethnic backgrounds.</li> </ul>   | <p><b>Learning experiences for the HSC must address:</b></p> <p>Verbal and non-verbal communication skills.</p> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> <li>• clear voice</li> <li>• audible volume</li> <li>• courteous tone</li> <li>• active listening</li> <li>• asking questions or rephrasing to clarify or confirm understanding.</li> </ul> |
| 2 Advise on food products | 2.1 Apply product knowledge to advise <i>customers</i> on relevant product information. | <p><i>Customers</i> may include:</p> <ul style="list-style-type: none"> <li>• new or repeat contacts</li> <li>• external and internal contacts</li> <li>• business customers or individuals</li> </ul>  | <p><b>Learning experiences for the HSC must address:</b></p> <p>Types of customers including:</p> <ul style="list-style-type: none"> <li>• new or repeat</li> </ul>   |

| Element | Performance Criteria | Range Statement  | HSC Requirements and Advice   |
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|         |                      | <ul style="list-style-type: none"> <li>• customers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.</li> </ul> | <ul style="list-style-type: none"> <li>• external and internal</li> <li>• customers with routine or special needs/requests</li> <li>• people from a range of social, cultural and ethnic backgrounds</li> <li>• people with disabilities.</li> </ul> <p>Awareness of the importance of effective, positive and efficient customer service.</p> <p>Awareness of customer buying motives including:</p> <ul style="list-style-type: none"> <li>• emotional</li> <li>• rational.</li> </ul> <p>Matching the preferences, needs and expectations of customers through:</p> <ul style="list-style-type: none"> <li>• consultative selling</li> <li>• identification of customer needs/needs analysis</li> <li>• building a relationship with the customer</li> <li>• knowing your product or service.</li> </ul> <p>An awareness of details that may appear on a product label including:</p> <ul style="list-style-type: none"> <li>• Australian Product Number (APN)</li> <li>• name and address of vendor</li> <li>• description of product</li> <li>• ingredients</li> <li>• nominal weight</li> <li>• use-by date/best before/shelf life</li> <li>• recommended storage procedures</li> <li>• recommended intended use</li> <li>• nutritional information.</li> </ul> <p>Workplace/company/store procedures for taking and processing customer order.</p> <p>Workplace/company/store documentation related to the provision of food products and services:</p> <ul style="list-style-type: none"> <li>• paper-based</li> <li>• electronic.</li> </ul> <p>Workplace/company/store procedures for:</p> <ul style="list-style-type: none"> <li>• ordering and buying stock</li> <li>• pricing</li> </ul> |

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|---------------------------|---|---|--|
|                           |   |   | <ul style="list-style-type: none"> <li>- including Goods and Services Tax (GST) requirements</li> <li>• estimation and/or weighing of quantities.</li> </ul>   |
|                           | 2.2 Provide product information for customers on request.   |   |  |
|                           | 2.3 Recommend complementary products, specials, new lines and seasonal promotions to customers.   |   |  |
| 3 Advise on food services | 3.1 Promote, quote on and arrange store <i>food services</i> to meet <i>customer requests</i> according to <i>store policy and procedures</i> . | <p><i>Food services</i> may include:</p> <ul style="list-style-type: none"> <li>• special occasion catering</li> <li>• boardroom catering</li> <li>• convenience foods</li> <li>• food delivery services</li> <li>• cook to order services</li> <li>• seasonal promotions.</li> </ul> <p><i>Customer requests</i> may include:</p> <ul style="list-style-type: none"> <li>• preferences</li> <li>• health factors</li> <li>• culturally specific requirements.</li> </ul> <p><i>Store policy and procedures</i> <u>in regard to:</u></p> <ul style="list-style-type: none"> <li>• selling food products and services</li> <li>• interaction with customers</li> <li>• quality assurance</li> <li>• ordering food products</li> <li>• processing customer orders.</li> </ul> | <p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of a range of possible services including:</p> <ul style="list-style-type: none"> <li>• catering</li> <li>• delivery</li> <li>• cook to order</li> <li>• seasonal promotions.</li> </ul> <p>An awareness of potential customer requirements including:</p> <ul style="list-style-type: none"> <li>• specific brand</li> <li>• quality</li> <li>• quantity</li> <li>• price range</li> <li>• value for money</li> <li>• usage</li> <li>• convenience</li> <li>• flexibility</li> <li>• special requirements <ul style="list-style-type: none"> <li>- health</li> <li>- nutritional</li> <li>- allergies</li> <li>- cultural.</li> </ul> </li> </ul> |