



B O A R D O F S T U D I E S
NEW SOUTH WALES

Retail Services*
Curriculum Framework
Stage 6 Draft Syllabus

Consultation Report

December 2006

* previously Retail and Wholesale

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GPO Box 5300
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Australia

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1 Background

The preparation of the Draft Retail Services Curriculum Framework adhered to the process for framework revisions and amendments approved by the Board in June 2006.

The Draft Retail and Wholesale Curriculum Framework was distributed widely for comment over the period 28 August to 22 September 2006.

Copies of the Draft Retail and Wholesale Curriculum Framework were distributed to all NSW schools and TAFE colleges delivering courses from the current Framework and the VET consultative network.

Modifications to this draft, following widespread consultations, have enabled the revised Retail Services Curriculum Framework to be finalised for submission to the Industry Curriculum Committee, the VET Advisory Committee and the Board.

1.1 Survey responses

Fifteen (15) survey responses to the consultation in Retail and Wholesale were received by 22 September 2006.

The sample profile of survey respondents is as follows:

Individual responses

There were 13 individual responses: 10 from schools, 0 from TAFE NSW and 3 others.

School responses

classroom teacher	8	head of department	2	school executive	0
principal	0	nil response	0		
Up to 3 years teaching	1	4 – 9 years teaching	2	10 – 15 years teaching	2
16 years + teaching	3	nil response	2		
Sydney metropolitan area	5	Other town or city	3	Rural area	2
nil response	0				
Government	7	Non-government	3	nil response	0

Other responses

parent group	0	community group	0	business	0
university	0	professional association	0	industry body	0
organisation	0	school sector	2	RTO	1
other	0	nil response	0		
<hr/>					
local	0	state	2	national	1
nil response	0				

Group responses

There were 2 group responses: 0 from school, 0 from TAFE NSW and 2 from others.

Other responses

parent group	0	community group	0	business	0
university	0	professional association	0	industry body	0
organisation	0	school sector	2	RTO	0
other	0	nil response	0		
<hr/>					
local	0	state	2	national	0
nil response	0				

The major issues raised in the consultation are addressed in Section 4 of this report.

1.2 Profile of structured sample groups

Six (6) structured sample group meetings were conducted. These meetings were held in Ashfield, Newcastle, Liverpool, Coffs Harbour, Blacktown and Wagga Wagga. The participant profile is as follows:

School	29	TAFE NSW	7	Other	17
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Location of school/TAFE

Sydney metropolitan area	23	Other town or city	8	Rural area	5
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Type of school

Government	20	Non-government	9
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Position in school

classroom teacher	21	head of department	4	school executive	2
principal	2	nil response	0		

Total years teaching

Up to 3 years	1	10–15 years	4	nil response	0
4–9years	3	16 years +	21		

2 Qualitative analysis of the survey

2.1 Rationale

Respondents indicated a high level of satisfaction with the rationale's explanation of the purpose of Retail and Wholesale in the NSW Higher School Certificate. This was represented by 87% approval rate¹.

Responses included:

'The first paragraph of the Rationale provides a very positive context for Retail studies.'
Survey # R&W4

Two respondents selected 'strongly disagree' for this question but provided no detail to explain or support their concern.

2.2 Course structures

This section describes how the units of competency are arranged for the purpose of HSC credit. The statements provide advice on the purpose, structure, requirements and qualifications for each of the courses within the Framework.

Respondents indicated support for the format (approval rate 93%), agreeing that the information was clearly presented and easy to understand.

Further to this, 100% (approval rate) of respondents agreed the proposed course structures enabled flexibility to plan and deliver programs that maximised student learning.

'The Certificate II outcome is a very positive outcome for students.' Survey # R&W4

The range of courses proposed within the Retail and Wholesale Curriculum Framework received a positive response:

- 93% (approval rate) of respondents agreed the 120-hour course provides students with the opportunity to develop basic retail and/or wholesale knowledge and skills
- 93% approval for the 240-hour course designed to provide students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the retail and/or wholesale industry
- 86% (approval rate) of respondents indicate support for the availability of a wholesale specialisation study
- 86% (approval rate) of respondents indicate support for the availability of a retail extension.

The following indicate issues raised during consultation:

'Concerned about the ability to assess in the workplace. The capacity to do this may make it difficult for some schools ... This may be a disincentive to offer course..'
Survey # R&W17

Will school systems be providing more time/staffing to facilitate assessment in the workplace? Response # R&W9

[re Certificate III] ... concern that what is being projected to the retail industry is that students are competent to operate at supervisory level when they have such a limited amount of on-job experience ... The retail industry has made very strong representations in the past about what it regards as inadequate proportion of on-job training versus classroom instruction to declare people competent at an AQF3 level. Response # R&W11

The major issues raised in the consultation are addressed in Section 4.

¹ Approval rate indicates that the respondent selected strongly agree or agree.

2.3 Assessment requirements and advice

Section 11 of Part A of the Syllabus briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and the Training Package. There was a positive response to this section of the syllabus. 100% (approval rate) of the respondents agreed that the assessment requirements were satisfactorily outlined.

2.4 Students with special education needs

Section 13 of Part A of the Syllabus provides information on the ways in which VET courses are able to meet the needs of a broad range of students, including those with special education needs.

86% (approval rate) of respondents agreed that courses within the Retail and Wholesale Curriculum Framework could be adapted to meet the needs of students with special education needs.

The major issues raised in the consultation are addressed in Section 4.

2.5 AQF qualification packaging rules

This section has been included so that the minimum requirements for achieving qualifications available in the Retail and Wholesale Curriculum Framework are clear.

100% (approval rate) of respondents were in agreement that the qualification packaging rules were clear and easy to understand. Comments included:

‘Easy to read. Very clear.’ Survey # R&W2

‘This section is essential knowledge for teachers who wish to maximise student AQF outcomes.’ Survey # R&W4

2.6 HSC requirements and advice and HSC examination

Part B reproduces the text of each unit of competency directly from the Training Package as well as providing associated HSC requirements and advice.

The majority of respondents were satisfied with content layout and formatting of Part B, agreeing that there is a clear relationship between the unit of competency and the HSC requirements and advice. This was represented by a 93% approval rate.

‘The sample units are clear and user friendly.’ Survey # R&W20

The format of Part B is excellent – from a teacher’s perspective it is much clearer and straight forward and will make programming easier. Response # R&W15

Respondents also indicated (approval rate 80%) that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs.

The majority of respondents (approval rate 73%) felt that fair, reliable and valid HSC examinations could be developed based on the breadth of learning experiences within the range of compulsory units of competency.

The major issues raised in the consultation are addressed in Section 4.

2.7 Overall comments

Overall 100% of respondents were generally happy with the proposed syllabus. Some positive responses included:

‘Well set out and offer more direction to teachers.’ Survey # R&W20

Part A – think it is excellent. Part B – great template – HSC requirements and advice more detailed which is good. Overall much better than the previous syllabus.
Response # R&W10

No respondents expressed dissatisfaction.

While acknowledging a number of positive features about the proposed Framework in general, the main areas of concern include:

- the Training Package requirement that some units of competency must be assessed in a real retail services work environment
- the role and importance of Local Community Partnerships (LCPs) locating work placements that will facilitate the need for assessment in the workplace
- the availability of Certificate III in Retail as a qualification outcome in the Framework.

The following comments highlight these concerns:

‘Providing for teachers to conduct workplace assessments for all students will be challenging.’ Survey # R&W4

More advice on what constitutes assessment in the workplace – a definite issue for the school system/sector authority RTOs. Response # R&W15

Role of the LCPs in assisting teachers with units of competency that require assessment in the workplace, ie setting up work placements that will enable this to happen and ensuring the workplace supervisors understand the importance of their role in this process. Response # R&W5

‘... allowing the students to gain a Certificate III ... undermines the Certificate III qualification ... it requires supervisory level and they are not going to be given supervisory status.’ Survey # R&W7

These issues have been addressed as detailed in Section 4 and, where appropriate, the Framework adjusted in response to consultation.

3 Quantitative analysis of the survey

3.1 Rationale

The rationale describes the nature of the retail and wholesale industries in broad terms and explains the place and purpose of the subject in the NSW Higher School Certificate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
54%	33%	0%	0%	13%	0%

3.2 Course structures

3.2a The information provided is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
20%	73%	7%	0%	0%	0%

3.2b The course structures enable the flexibility to plan and deliver programs that maximise student learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
40%	60%	0%	0%	0%	0%

3.2c The 120-hour course provides students with the opportunity to develop basic retail and/or wholesale knowledge and skills.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
47%	47%	0%	0%	0%	6%

3.2d The 240-hour course provides students with the opportunity to gain knowledge and skills to enable the individual to commence a career and be an effective employee in the retail and/or wholesale industry.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
53%	40%	7%	0%	0%	0%

- 3.2e For students with a particular interest in the wholesale industry, the 60-hour wholesale specialisation study is designed to provide the opportunity to gain Certificate II.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
33%	53%	7%	0%	0%	7%

- 3.2f For students with a particular interest in the retail industry, the 60 or 120 or 180-hour retail extension is designed to provide the opportunity to gain a Statement of Attainment towards Certificate III or Certificate III.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
40%	46%	7%	0%	0%	7%

3.3 Assessment requirements and advice

This section briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and the Training Package.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
40%	60%	0%	0%	0%	0%

3.4 Students with special education needs

Courses within the Retail and Wholesale Curriculum Framework can be adapted to meet the needs of these students.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
13%	73%	7%	0%	0%	7%

3.5 AQF qualification packaging rules

Minimum requirements for achieving the industry qualifications available in the Retail and Wholesale Curriculum Framework are clear.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
33%	67%	0%	0%	0%	0%

3.6 HSC requirements and advice and HSC examination

3.6a There is a clear relationship between the unit of competency and the HSC requirements and advice.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
33%	60%	0%	0%	0%	7%

3.6b Together, Parts A and B of the syllabus documentation provide sufficient information to develop teaching/learning programs.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
33%	47%	7%	0%	0%	13%

3.6c Fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
33%	40%	20%	0%	0%	7%

3.7 Overall comments

Very good, fine as it is	27%
Good, a little fine-tuning necessary	67%
Acceptable, some reworking necessary	6%
Unsatisfactory in its treatment of some significant issues as identified in this response	0%
Nil response	0%

4 Key issues raised in consultation and actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> Qualifications available through the Framework <p>An extension course allowing completion of Certificate III in Retail is not appropriate. The qualification is at a supervisory level which cannot, and should not, be achieved by students while still at school especially with such a limited amount of on-the-job exposure and experience.</p> <p>Ensure Part A very clearly indicates that the extension course is for Certificate III trainees only.</p>	R&W6, 11, 19	<p>A <i>Retail Extension</i> course was put forward for consideration in the Draft Framework. This course was designed for students participating in a Certificate III in Retail school-based traineeship. Exploring this option during the development of the Framework has found mixed support from key stakeholders.</p> <p>Due to lack of industry support at this stage, the Retail Extension course has been removed from the Framework.</p> <p>VET Board Endorsed Courses will still provide the opportunity for any student wishing to access a Certificate III in Retail as part of their HSC.</p>
<ul style="list-style-type: none"> Course structures <p>Can a 240-hour course be undertaken without having to select any units of competency that must be assessed in the workplace (ie omit those units of competency and replace them with others)?</p> <p>Need a 240-hour course without having to select any units of competency that must be assessed in the workplace.</p>	<p>R&W6, 9</p> <p><i>[For updated advice on assessment see page 29 of this document.]</i></p>	<p>The units of competency selected to be compulsory in the Retail Services Curriculum Framework were chosen because they maximise articulation towards a number of qualifications from the Retail Services Training Package (SIR07), delivering better outcomes for students.</p> <p>The intended qualification outcome for Retail Services (240 indicative hours) is Certificate II in Retail or Statement of Attainment towards Certificate II in Wholesale. Therefore, when designing the structure of and requirements for the 240-hour course – as well as which units of competency should be included – priority was given to units of competency that contributed towards these qualification outcomes. It is not possible to achieve either qualification without undertaking some units of competency that must be assessed in a real retail services work environment (see Sections 8 and 15 of Part A of the Syllabus).</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		<p>Compulsory units of competency are those that all students must attempt in their study of the HSC course (see Section 8 of Part A of the Syllabus). These units of competency are not able to be ‘omitted and replaced’ with other units of competency (unless RPL has been granted – see Section 8.3 of Part A of the Syllabus).</p> <p>When selecting elective units of competency to meet course requirements it is possible to select those that allow for assessment in a simulated work environment (provided the unit of competency is on the RTO scope of delivery and the trainer is accredited to deliver).</p> <p>The status of each unit of competency available in the Retail Services Curriculum Framework in relation to the HSC courses and the SIR07 Training Package qualifications have been summarised by OBOS for the reader’s convenience in Section 15, Table 5 of Part A of the Syllabus. This will assist with selection of elective units of competency to meet HSC course requirements and qualification packaging rules.</p>
<p>While the inclusion of a stream in wholesale is good, realistically what will be the student uptake?</p>	<p>R&W4</p>	<p>The Certificate II in Wholesale qualification is available through the Framework for students with an interest in the wholesale industry. According to 2003–04 statistics, NSW has the greatest concentration of the wholesale industry in Australia (35% of total wholesale businesses). The wholesale industry has a strong link to the retail industry, encompasses a broad range of activities, generates revenue and provides employment through many medium and small businesses and a small number of large operations. [DEST, 2007, <i>Retail Services Training Package (SIR07)</i>, Vol 1, Overview, pp 42–43.]</p>
<p>Commence the elective pool for the 240-hour course on a new page.</p>	<p>R&W4</p>	<p>Part A of the Syllabus has been adjusted in response to consultation.</p>
<p>Wholesale Specialisation Study – p 21, paragraph 2 – should the 2nd sentence read ‘are currently enrolled in, or have completed,’.</p>	<p>R&W4</p>	<p>This was an editing error in the draft document. Part A of the Syllabus has been amended in response to consultation.</p>

ISSUE	SOURCE	ACTION/RESPONSE
<p>The course structures contain too much choice and need to be clearer.</p>	<p>R&W8</p>	<p>The format of this section is standard for all industry curriculum frameworks and has a high level of general satisfaction.</p> <p>Some adjustments have been made to Part A of the Syllabus in response to consultation.</p>
<p>● Indicative hours</p> <p>Concern regarding the reduced indicative hours for particular units of competency eg SIRXCOM001A <i>Communicate in the workplace</i>.</p>	<p>R&W7</p>	<p>Mapping advice provided in SIR07 indicates that SIRXCOM001A <i>Communicate in the workplace</i> is based on WRRCS1B but not equivalent:</p> <ul style="list-style-type: none"> - Element 4: Maintain personal presentation deleted and moved to SIRXIND001A - Element 5: Follow routine instructions deleted and moved to SIRXIND001A - Element 7: Use retail numbers in the workplace deleted. Retail mathematical calculations, etc. explicitly included in relevant units. <p>[DEST, 2007, <i>Retail Services Training Package</i> (SIR07), Vol 1, Preliminary Information, p xiv.]</p> <p>Units of competency drawn from Training Package(s) are not defined in terms of duration. For the purposes of the HSC, courses must be described in terms of indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency. Indicative hours are not necessarily delivery hours (refer to Section 8.2 of Part A of the Syllabus).</p> <p>There is some overlap of knowledge and skills required by units of competency within the Framework courses. Complementary units of competency should be delivered and assessed concurrently reflecting the holistic approach recommended in HSC VET delivery (see Part A of the Syllabus).</p> <p>It is anticipated that the learning for SIRXCOM001A <i>Communicate in the workplace</i> will be integrated throughout the course as communication is a component of many units of competency in the Framework.</p>

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> Assessment <p>There are too many units of competency that require assessment in a real work environment.</p>	R&W4, 14, 15, 21	<p>‘The retail services industry places a premium on skills and knowledge that can be demonstrated in a real workplace environment. While assessment of some of the units of competency in SIR07 Retail Services Training Package can be carried out in a simulated work environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.’ [DEST, 2007, <i>Retail Services Training Package (SIR07)</i>, Vol 1, Assessment Guidelines, p 130.]</p> <p>Industry curriculum frameworks are based on Training Packages. Industry is responsible for the development/revision of Training Packages and their content. The direction that the context of and specific resources for assessment for some units of competency include a ‘real retail services work environment’ is a requirement of the SIR07 Training Package which could not be ignored when developing the draft Retail Services Curriculum Framework.</p> <p>Where a unit of competency requires assessment in the workplace it means for a person to be deemed competent in the unit of competency, evidence must be collected from a retail services work environment.</p>
<p>Providing for teachers to conduct workplace assessment will be challenging.</p> <p>Assessment in a retail or wholesale work environment may not be attainable in practice.</p>	[For updated advice on assessment see page 29 of this document.]	
<p>More advice is needed on what constitutes assessment in the workplace and by whom – this is a definite issue for school system/sector authority RTOs.</p> <p>What will evidence look like for units of competency that are assessed in the workplace? Will supervisor’s feedback be sufficient?</p> <p>Will students working in a school’s uniform shop meet the assessment requirements for units of competency that must be assessed in a real work environment?</p>	R&W5, 6, 15	
<p>The units of competency which must be assessed in the retail work environment are in some cases better delivered in a simulated environment eg those involving merchandising and stock control.</p>	R&W7	<p>The <i>Evidence Guide</i> contained in each unit of competency provides guidelines for assessment – including critical aspects for assessment and evidence required to demonstrate competency, context of and specific resources for assessment and methods of assessment (see Part B of the Syllabus for all units of competency in the 120-hour and 240-hour courses).</p>
<p>In agreement with assessment in a real work environment and do not anticipate it will be an issue –surprised that other units of competency have not been included in the list eg SIRXICT001A <i>Operate retail technology</i></p>	R&W10	<p>Further advice regarding assessment is found in the <i>Assessment Guidelines</i> of SIR07 (see www.ntis.gov.au). This includes information on assessors working with a technical expert or a team to conduct assessment –</p>
<p>To reduce the burden and support RTOs, syllabus documents need to clarify Training Package requirements regarding assessment.</p>	R&W23	<p>assessment and industry experience and expertise working together in the collection of evidence and making judgements about competency. Extracts from the Assessment Guidelines will be included in the Retail Services Support Document.</p>

ISSUE	SOURCE	ACTION/RESPONSE
	[For updated advice on assessment see page 29 of this document.]	<p>It should be noted that in preparation for assessment, delivery of training in any unit of competency can occur in a simulated retail work environment.</p> <p>Clarification of the assessment requirements of specific units of competency within the SIR07 Training Package would need to be sought from the state industry training advisory body (WRAPS NSW) and/or the developers of the Training Package (Service Skills Australia).</p> <p>Further advice should also be sought from your school system/sector authority and/or RTO.</p>
Solid assessment partnerships with industry will be required and these partnerships need to be documented by RTOs. Could a statement be put in Part A of the Syllabus reminding deliverers that the RTO will need to document assessment partnerships?	R&W23	Part A of the Syllabus has been adjusted in response to consultation (see Section 11.2.2).
Who will fund the release of teachers to assess students in the workplace?	R&W6, 9, 22	Funding for delivery of HSC VET courses is a consideration for the school systems/sector authorities.
<p>The need for workplace assessment may impact on the ability of students, including those with special needs, to access the course.</p> <p>The requirement for assessment in the workplace may be a disincentive to offer the course.</p>	R&W4, 17	The direction that the context of and specific resources for assessment for some units of competency include a 'real retail services work environment' is a requirement of the SIR07 Training Package. Students should be made aware of all course requirements before selecting any course from the Retail Services Curriculum Framework.
<p>● Work placement</p> <p>Why is work placement mandatory in NSW but not other States/Territories?</p>	R&W9, 15	<p>'A strength of the NSW model of VET in schools is the mandatory inclusion of work placement in industry curriculum framework courses ... Inclusion of work placement has been a priority for industry and bodies such as the NSW Board of Vocational Education and Training.'</p> <p>[Evans, B, (2005), <i>Strategic evaluation of vocational education and training in schools in New South Wales – Report to the Minister</i>, p 14.]</p>

ISSUE	SOURCE	ACTION/RESPONSE
		<p>A component of work placement for VET courses is also required in other states such as Tasmania and South Australia.</p> <p>Work placement is a mandatory HSC requirement of each course within any industry curriculum framework. Learning in the workplace serves a number of purposes including enabling students to:</p> <ul style="list-style-type: none"> - progress towards the achievement of industry competencies - develop appropriate attitudes towards work - learn a range of behaviours appropriate to the industry - practise and apply skills acquired off-the-job in a classroom or workshop - develop additional skills and knowledge, including the employability skills. <p>The Board of Studies mandates the work placement hours but it is at the discretion of each school system/sector authority and/or RTO to manage how and when this requirement will be met.</p>
<p>The requirement for some units of competency to be assessed in a real work environment will impact on the use of students' part-time retail jobs for RPL of work placement.</p>	<p>R&W4</p> <p><i>[For updated advice on assessment see page 29 of this document.]</i></p>	<p>Under some circumstances, student's part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies' <i>Assessment, Certification and Examination (ACE) Manual</i> (see Section 8.4.7.2).</p> <p>This provision for recognition of students' employment (including part-time traineeships) for work placement purposes in a VET course will still be available in the revised Framework.</p> <p>For units of competency that must be assessed in a retail services work environment, a student's part-time job in retail provides an opportunity to collect evidence required for the student to be deemed competent.</p>

ISSUE	SOURCE	ACTION/RESPONSE
While on work placement employers will not allow students to sell products or services – how then can they be assessed for that unit of competency?	R&W9, 21	Before including any course from an industry curriculum framework in subject offerings in schools, the availability of suitable work placements should be taken into consideration.
The reality of work placement is that students undertake tasks such as tidying shelves, etc – teachers cannot influence what they actually do on their work placement.	R&W9	RTOs may need to access additional opportunities for learning and assessment in the workplace.
If a work placement will not allow a student to undertake aspects of a unit of competency that must be assessed in a real work environment, what option does a student have to achieve competence?	R&W9 <i>[For updated advice on assessment see page 29 of this document.]</i>	Further information and advice on the implementation of work placement is available from the relevant school system/authority or RTO. Local Community Partnerships (LCPs) are available to liaise with all schools in relation to their work placement requirements for students and coordinate/facilitate appropriate placements.
<ul style="list-style-type: none"> ● HSC examination <p>A specimen exam paper will be required as the exam specifications have changed.</p>	R&W5	<p>The requirement for a new specimen paper is informed by whether there have been changes to the examination specifications and the extent of the changes to the Framework content and Training Package(s) associated with the revised Framework.</p> <p>It is anticipated that a Retail Services specimen HSC paper will be produced.</p>
How will an examination paper be developed that examines all streams and is clear to students?	R&W6	It is anticipated that the structure of the optional HSC examination for the revised Framework would be a similar format to the current Hospitality examination. This format has successfully been implemented since an industry curriculum framework was developed for Hospitality (commenced 2000).
Why are the total indicative hours different for each stream? Is this fair in the exam?	R&W6	Units of competency in each of the streams have been chosen to maximise articulation into qualifications rather than add up to a certain number of indicative hours.

ISSUE	SOURCE	ACTION/RESPONSE
<p>The majority of students will undertake the General Selling stream. The units of competency available in this stream are limited. It is important to ensure that the exam provides sufficient rigour to enable the better students to demonstrate at sufficiently academic levels.</p> <p>Concern as to whether there is sufficient content in the range of examinable units to enable a variety of extended response questions specific to retail.</p>	R&W4	<p>Feedback through consultation, as well as advice from the Retail Industry Curriculum Committee (ICC), indicates that fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of examinable units of competency.</p> <p>There has been slight adjustment to the streams and therefore examinable units of competency post-consultation (see Sections 8.5 and 11.5).</p> <p>In the old Retail Training Package, WRRF1B <i>Balance register/terminal</i> was a core unit of competency for Certificate II. In the new Retail Services Training Package, the developers made a deliberate decision not to include SIRXFIN001A <i>Balance point-of-sale terminal</i> as core in any qualification as it is not universally required. This has been reflected in the Framework by including SIRXFIN001A as an elective rather than compulsory for the HSC courses.</p>
<p>Concern that the units available for the HSC have been narrowed with the removal of the unit <i>Balance the register/terminal</i>. If it is not to be included in the compulsory core another unit should be considered to allow for examinations to be set to test the full range of students over a number of years.</p>	R&W20, 23	<p>In the old Retail Training Package, WRRF1B <i>Balance register/terminal</i> was a core unit of competency for Certificate II. In the new Retail Services Training Package, the developers made a deliberate decision not to include SIRXFIN001A <i>Balance point-of-sale terminal</i> as core in any qualification as it is not universally required. This has been reflected in the Framework by including SIRXFIN001A as an elective rather than compulsory for the HSC courses.</p>
<p>Part A, p 34 – suggest placing the heading of the stream at the top of each box.</p>	R&W17	<p>Part A of the Syllabus has been adjusted in response to consultation.</p>
<p>● Students with special education needs</p> <p>For students with special education needs, all Frameworks should have the option of 50% simulated work placement – this would allow students to practice basic skills repeatedly in preparation for their next work placement in a real industry environment.</p>	R&W15, 17	<p>Work placement is a mandatory component of any industry curriculum framework course. As with any Stage 6 course, course requirements should be taken into consideration when making decisions to offer the course and when providing advice to any students regarding subject selection for the HSC.</p> <p>Provisions for students with special education needs (Section 13.1 of Part A of the Syllabus) allow for units of competency to be selected through a collaborative curriculum planning process. This recognises that students with special education needs may require additional time to demonstrate the required level of competence. More time can be spent off-the-job on individual units of competency in preparation for work placement in a retail services workplace.</p>

ISSUE	SOURCE	ACTION/RESPONSE
		A support document to assist those teaching VET courses to students with special education needs has been developed by the Senior Curriculum Officer, Special Education and the Board's Special Education Committee. The <i>Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)</i> is available under the HSC Syllabuses link and/or Special Education page on the Board's website (www.boardofstudies.nsw.edu.au).
<ul style="list-style-type: none"> Part B <p>SIRXCCS001A <i>Apply point of sale handling procedures</i> has no HSC requirements and advice.</p>	R&W2	SIRXCCS001A <i>Apply point of sale handling procedures</i> is an examinable unit of competency and therefore does have HSC requirements and advice. The sample Part B that was distributed for consultation included this unit of competency. The HSC requirements and advice were on pp14–20 of the draft document. A summary of the key terms and concepts (p 13) was not included in the draft but it is intended that they will be listed in the final version.
Information included in the previous syllabus module <i>Introduction to retailing</i> has been omitted. Inclusion of something similar would be advantageous in the new syllabus.	R&W 14, 21	The module in the current Framework, <i>Introduction to retailing</i> , is not a unit of competency and therefore does not contribute to any AQF qualification. Members of the Retail ICC made a recommendation that, if possible, learning required by the module be incorporated into unit(s) of competency. Most of the topics addressed in the module are covered in SIRXIND001A <i>Work effectively in a retail environment</i> . All topics queried during consultation can be found in the HSC requirements and advice for SIRXIND001A.
Suggested edits for HSC requirements and advice.	R&W12	Where appropriate, Part B of the Syllabus has been adjusted in response to consultation feedback.
<ul style="list-style-type: none"> Implementation and support <p>Role of the Local Community Partnerships (LCPs) in assisting teachers with units of competency that require assessment in a real work environment.</p>	R&W5, 15, 17	Local Community Partnerships (LCPs) are available to liaise with all schools in relation to their work placement requirements for students and coordinate/facilitate appropriate placements. LCPs work with schools and

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ISSUE	SOURCE	ACTION/RESPONSE
LCPs setting up work placements that will enable assessment of units of competency in the workplace and ensuring that workplace supervisors understand the importance of their role in this process.	[For updated advice on assessment see page 29 of this document.]	<p>employers to ensure tasks undertaken by the student on the work placement are relevant and related to the program.</p> <p>The Office of the Board intends to set up a meeting with school systems, DEST, NSW WRAPS, Regional and National Industry Careers Advisors (RICAs and NICAs) to inform stakeholders of changes to the syllabus. This invitation will be extended to LCPs.</p>
The timing of work placements from LCPs – sending students out early in the course is setting them up for failure.	R&W9	It is at the discretion of each school system/sector authority and/or RTO to manage how and when the requirement for work placement will be met.
<p>Availability of resources.</p> <p>Funding for resources for the new electives available that teachers may wish to offer.</p>	R&W 8, 13	<p>The current <i>Retail Resource List</i> will be updated to support initial implementation and delivery of the revised Framework. It will provide a list of textbooks, websites, videos and other reference materials. The use of this resource list is not mandatory. It is intended as a starting point for teachers and is not a definitive or prescriptive list of resources. A hard copy of this document is not distributed. The resource list will be available from the Board’s website (www.boardofstudies.nsw.edu.au).</p> <p>Resources in current use may be suitable for the revised courses. Where the <i>Range Statement</i> and/or <i>Evidence Guide</i> of a unit of competency indicates that a particular resource is required, this must be included in the learning and assessment of that unit. An RTO can form partnerships/links with industry or another training provider to fulfil this requirement where there access to the resource is limited.</p> <p>School system/sector authorities are responsible for the provision of resources.</p> <p>Teachers/trainers should contact their RTO prior to selecting and delivering units of competency. Only those included on the RTO scope and for which teachers/trainers are accredited to deliver should be selected as electives.</p>

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<p>The new syllabus should be implemented in 2008 to allow time to program effectively.</p> <p>Little time for implementation planning.</p>	<p>R&W 8, 13, 14, 17, 22</p>	<p>At the time of consultation, the ‘original’ timeline was based on the latest advice received regarding the pending endorsement and release of the new Retail Services Training Package.</p> <p>There is national agreement to implement new or revised Training Packages as soon as possible after endorsement and availability in hard copy (within 12 months).</p> <p>As advised in the <i>Board Bulletin</i>, the implementation date for the revised Retail Services Curriculum Framework is from Year 11, 2008 with the first optional HSC examination in 2009. [<i>Board Bulletin</i>, December 2006, Official Notice BOS 48/06.]</p>
<p>Inservice on the new package and setting assessment tasks.</p>	<p>R&W16</p>	<p>School system/sector authorities are responsible for the provision of inservices. Officers from the Board are often invited to present at network/regional meetings to provide an overview of the syllabus documentation.</p> <p>Once the revised Framework is approved, a support document will be developed by the Office of the Board to aid initial implementation. Sample scope and sequence, examples of integrated approaches to programming and holistic delivery and assessment and sample assessment tasks will be provided. This document will be available from the Board’s website (www.boardofstudies.nsw.edu.au).</p>
<p>Monitoring of units of competency contained in more than one VET course.</p>	<p>R&W17</p>	<p>As developers of the SIR07 Training Package, one of the contractual requirements SSA have with Department of Education, Science and Training (DEST) is to rationalise training products and improve efficiencies by identifying commonalities and overlaps between content in Training Packages and drawing on cross-industry synergies. This includes elimination of duplication and overlaps between units of competency. The consequence of this is that the number of units of competency imported from other Training Packages into new or revised Training Packages has increased.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
		<p>For the HSC, this means a unit of competency may be available in more than one VET course. This does need to be monitored as students can only be accredited once with the indicative hours allocated to any unit of competency. Refer to <i>Board Bulletin Official Notices</i>, 23 June 2006, Vol 15 No 3 (31/06) and Section 13.3 of Part A of the Syllabus.</p>
<p>Some units of competency will need to be delivered by teachers of the Business Services or Information Technology Curriculum Frameworks.</p>	<p>R&W17</p>	<p>The course structures in the draft revised Framework do contain units of competency that are also included in the Business Services and Tourism Curriculum Frameworks.</p> <p>It is anticipated that currently trained Retail teachers will be able to teach all compulsory units of competency, those in the General Selling Stream, as well as a small selection of electives in the revised Framework.</p> <p>There are a wide range of electives available in courses within the revised Framework. Electives should only be selected if the trainer/teacher is accredited to deliver the unit of competency and the RTO has it on their scope.</p> <p>To increase the elective range available to students undertaking the Retail courses within a school, other VET teachers may be utilised in the delivery. However, this will be a school-based choice and will not be necessary to fulfil the 240-hour course requirements.</p>
<p>Strong support required from BOS in developing cross-sectoral supporting documents, including the ICFIP.</p>	<p>R&W23</p>	<p>The Office of the Board supports a number of cross-sectoral activities, including the development of the Industry Curriculum Frameworks Information Package (ICFIP). Each industry area subcommittee of the Qualifications, Recognition and Resource Requirements Committee (QRRRC) oversees the development of material contained in the ICFIP, which is then endorsed by the QRRRC. The Office of the Board has representation on each of the subcommittees and the QRRRC.</p>

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> Teacher Training <p>Teachers are not currently accredited to deliver units of competency in the wholesale stream.</p>	R&W4	<p>VET courses for the HSC, including industry curriculum frameworks, are delivered by schools as a part of a school system RTO, TAFE NSW colleges and other private providers. Whilst it is unlikely that school teachers currently trained in Retail will be accredited to deliver units of competency from the wholesale stream (or elective units specific to wholesale), it is possible that there will be suitably accredited trainers from other RTOs.</p> <p>School system authorities are responsible for training and development of teachers and will provide advice to teachers following the endorsement and release of the Retail Services Curriculum Framework.</p>
<p>Will there be a note in the syllabus informing teachers that there won't be any training for wholesale?</p>	R&W6	
<ul style="list-style-type: none"> Other <p>The assessor requirements in Part A are not clear enough.</p>	R&W6	<p>The wording used in Section 11.2.2 of Part A of the Syllabus is drawn directly from the <i>Assessment Guidelines</i> of the SIR07 Training Package.</p> <p>Advice regarding assessment is found in the <i>Assessment Guidelines</i> of SIR07 (see www.ntis.gov.au). Extracts from the Assessment Guidelines will be included in the Retail Services Support Document.</p> <p>Further advice and clarification regarding assessor requirements should be sought from your school system/sector authority and/or RTO.</p>
<p>Schools have already published course structures from which students have made their subject selections for 2007.</p>	R&W9	<p>Due to delays in the endorsement of the new Training Package, implementation of the revised Framework will be for Year 11 from 2008.</p>
<p>Schools are in the process of developing assessment schedules for next year which may need to be changed if the syllabus has to be implemented from 2007.</p>	R&W9	

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ISSUE	SOURCE	ACTION/RESPONSE
Currently students have to undertake a Certificate II traineeship or have substantial workplace experience (ie have a part-time job in retail) in order to gain Certificate II in Retail – is this still the case?	R&W15	Depending on the selection and achievement of units of competency, students undertaking Retail Services (240 indicative hours) in the revised Framework have the opportunity to achieve Certificate II in Retail. Participation in a school-based traineeship is not a requirement of this course. Students are required to complete a minimum of 70 hours of work placement.
Part A, Section 13 – check potential overlap with the Business Services Curriculum Framework.	R&W15	This omission in the draft has been amended.
The expectation that most students will meet the requirements for Certificate II in Retail within the 240-hour course (with a 70-hour work placement) given the requirement for substantial assessment in the workplace.	R&W23 <i>[For updated advice on assessment see page 29 of this document.]</i>	For a student undertaking the 240-hour course with the General Selling stream, mandatory assessment in the workplace is required for four of the 14 units of competency (29%). These four units of competency could be the focus of assessment activities during work placement.
Suggested edits for Part A of the Syllabus.	R&W19, 23	Where appropriate, Part A of the Syllabus has been adjusted in response to consultation feedback.

5 Written responses

In addition to survey responses, written responses were received from the following groups:

Individual
Mr Phil Bennett, Manager Retail, Logistics and International Trade Programs, Business Arts and Information Technology Curriculum Centre NSW TAFE
Ms Patricia Field, Head Teacher Retail, Coffs Harbour Campus of TAFE
Ms Nicola Sleeman, Tamworth Campus of TAFE

6 Addition of community pharmacy pathway

The Office of the Board of Studies received a phone call and letter on Monday, 5 March 2007 from Ms Karel Davey of The Pharmacy Guild of Australia, NSW Branch, requesting the Board consider introducing a UAI pathway for Certificate II in Community Pharmacy. A copy of the letter was provided to Retail Industry Curriculum Committee (ICC) members for consideration at their final meeting the next day.

A representative from NSW WRAPS (the state industry training advisory body) indicated there is currently a skills shortage within the community pharmacy industry. They supported the Guild's claim of strong state-wide growth and availability of employment.

An evaluation of Certificate II in Community Pharmacy indicated that it could be incorporated into the Retail Services Curriculum Framework without significant change to the proposed course structures.

Certificate II in Community Pharmacy requires 19 core and 3 elective units of competency to be achieved. Of the units of competency outlined in the qualification packaging rules:

- 8 of the core units were already included as compulsory units in the 240-hour course
- 2 of the core units were already included in the General Selling Stream in the 240-hour course
- the other 9 core units could be added to the elective pool in the 240-hour course
- 1 of the listed elective units is already included as a compulsory unit in the 240-hour course
- 3 of the listed elective units were already included in the elective pool in the 240-hour course
- the other 2 listed elective units could be added to the elective pool in the 240-hour course.

To allow students the opportunity to achieve a full Certificate II in Community Pharmacy through the Framework, an additional course was required – Community Pharmacy Specialisation Study (120 indicative hours).

Students wishing to pursue achievement of this qualification would undertake Retail Services (240 indicative hours), including the General Selling Stream, and the Community Pharmacy Specialisation Study. This pattern of study requires students to undertake one unit of competency that does not contribute to the qualification – SIRXSL002A *Advise on products and services*.

The representative from NSW WRAPS indicated that a suite of resources to support the delivery of Certificate II in Community Pharmacy is under development and will be made publicly available. It is anticipated that details will be included in the *Retail Services Curriculum Framework Resource List*.

The Retail ICC supported the inclusion of a pathway for Certificate II in Community Pharmacy in the Retail Services Curriculum Framework.

7 Clarification of assessment advice in the SIR07 Training Package

One of the main issues raised during consultation on the draft Framework was the requirement of the Training Package that some units of competency had to be assessed in the workplace (ie for a student to be deemed competent in the unit of competency, evidence had to be collected from a real retail services workplace environment). This is outlined in the Evidence Guide of these units of competency. The particular units of competency concerned were marked with an asterisk in the draft Part A of the Syllabus.

During the final stages in the development of the Framework, further discussions between the Office of the Board of Studies and the industry skills council occurred to clarify requirements of the endorsed version of the SIR07 Training Package.

The updated advice is as follows:

Within the Evidence Guide of units of competency in the Training Package, under the heading *Context of and specific resources for assessment*, there are two alternative statements with the same meaning. Wherever it states ‘assessment must ensure access to a retail work environment’ it should be interpreted as ‘assessment must ensure access to a real or simulated work environment’. Under continuous improvement of the Training Package, this will be amended.

This means there are no units of competency in the Framework that must be assessed only in a workplace. Any reference to indicate that a unit of competency must only be assessed in the workplace has been removed from Part A of the Syllabus.

However, it should still be acknowledged that the Assessment Guidelines of the SIR07 Training Package state:

‘The retail services industry places a premium on skills and knowledge that can be demonstrated in a real workplace environment. While assessment of some units of competency in SIR07 can be carried out in a simulated work environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.’

The Assessment Guidelines also provide advice regarding appropriate simulation.

The full text of the Assessment Guidelines from the SIR07 Training Package can be accessed on the National Training Information Service (NTIS) website (www.ntis.gov.au). Extracts of these guidelines will be reproduced in the Support Document for the Framework.