



Stage 6 Syllabus

Retail Services Curriculum Framework

Part A

Course Structures and Requirements

for implementation from 2008

Retail Services (120 indicative hours)
Retail Services (240 indicative hours)
Community Pharmacy Specialisation Study (120 indicative hours)
Wholesale Specialisation Study (60 indicative hours)

2007

PLEASE NOTE

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply for the 2010 HSC examination and beyond.

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Australian Qualifications Framework (AQF) Advisory Board, 2002, *Australian Qualifications Framework Implementation Handbook*, Third Edition, Carlton, VIC.

Published by
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Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

October 2007

ISBN 978 174147 6286

2007163

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1 Introduction to Industry Curriculum Frameworks

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

This Industry Curriculum Framework document contains the HSC Retail Services VET courses to be delivered for the HSC by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

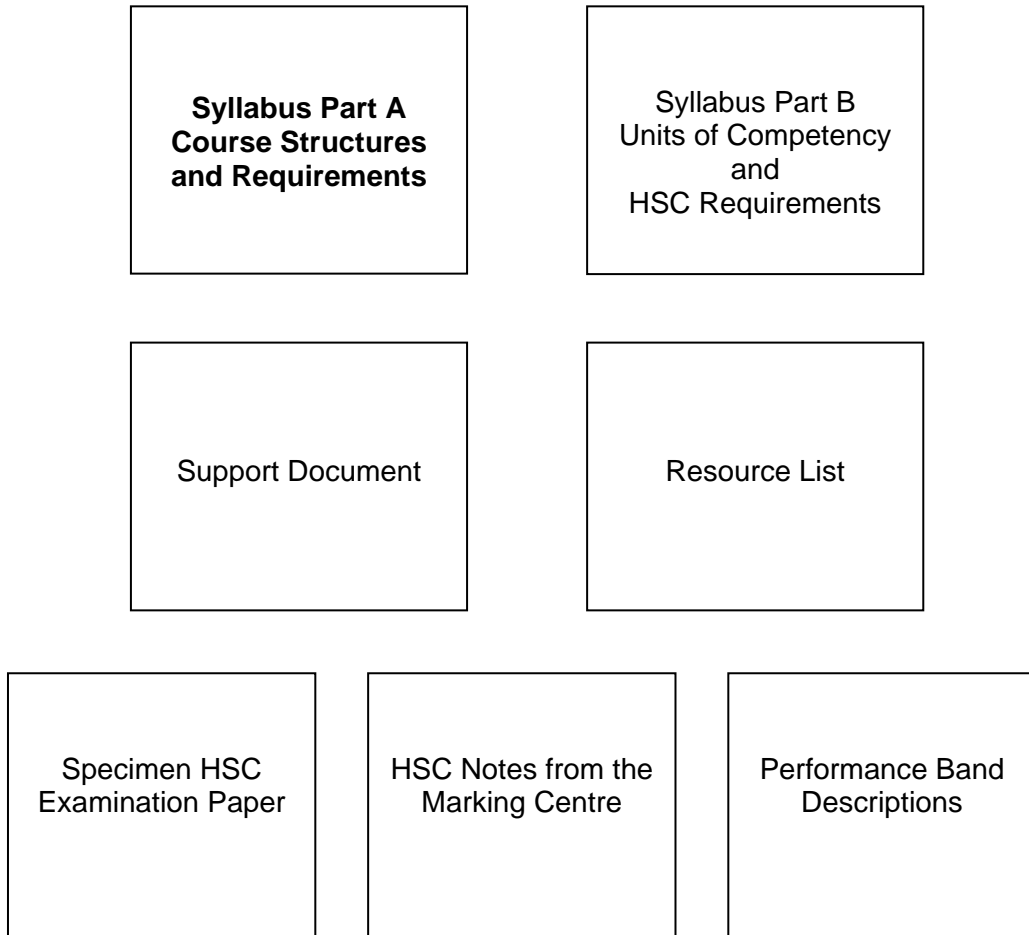
2 Documents Associated with Industry Curriculum Frameworks

The purpose of the industry curriculum framework documents is to assist teachers and trainers to develop teaching and assessment programs, and to help manage competency achievement by HSC candidates.

Part A of the *Retail Services Curriculum Framework Stage 6 Syllabus* describes how students may achieve unit credit towards the HSC and credit towards a vocational qualification. It contains general advice about the Retail Services Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning to implement courses for the HSC.

The set of documents associated with the Framework is shown below.

2.1 Industry Curriculum Framework documents



3 The Higher School Certificate Program of Study

The purpose of the HSC program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

4 Vocational Education and Training (VET) in the NSW HSC

4.1 The national context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed Training Packages. The AQTF is the agreed quality framework for the national VET system.

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

4.2 Determination of AQF VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.

In some HSC courses, students might not achieve all of the specified units of competency for the purposes of the HSC, but may still be eligible for the qualification as a result of meeting the requirements of the packaging rules for that AQF VET qualification.

Sections 8.4, 8.5, 8.6 and 8.7 outline the course structures within the Retail Services Curriculum Framework.

Section 15 outlines the qualification packaging rules for each AQF VET qualification available through the Retail Services Curriculum Framework (reproduced directly from the Training Package) and should be consulted when selecting elective units of competency.

5 Rationale

Retail is a people business ... an exciting and challenging career ... develops skills that are not only effective in the workplace but also in everyday life.¹

The retail services industries are distinct, with clear differences in the role each plays within the supply chain. The industries are highly diverse in terms of the range of products and services offered and the size and distribution of enterprises, ranging from micro through to multinational companies. Three key sectors of the retail services industries are community pharmacy, retail and wholesale.²

The retail services industries are involved in the selling or provision of goods and/or services. There are many career options available covering a huge range of jobs including assistants, salespeople, customer service providers and people who work in visual merchandising, product management, marketing, support services and administration. Careers in service industries are very rewarding and provide a range of portable skills.

These industries include some of the biggest employers of young people in Australia, and exhibit a strong employment growth forecast over the next seven years. The retail industry alone is the largest single industry providing employment within Australia. Along with the retail industry, the wholesale industry is a significant component of the Australian economy.

NSW has the greatest concentration of the wholesale industry in Australia. The wholesale industry is undergoing significant change with the introduction of new and emerging technologies revolutionising inventory management and changing global supply chain dynamics.

In Australia, community pharmacy plays a pivotal role in the healthcare system. The community pharmacy industry is complex, dynamic and characterised by intensifying competition pressure from both within and outside the industry sector. Market segmentation strategies range from developing niche, boutique businesses (such as those specialising in health and well being) to directly competing with warehouse-type pharmacies. Community pharmacies are highly regulated which not only shapes the industry structure, it also governs its operations and affects the role of the pharmacy assistant.

The Retail Services Training Package (SIR07) offers qualifications from Certificate I to Diploma and specifies the competencies required for community pharmacy, retail, wholesale, retail management and visual merchandising. The Retail Services Curriculum Framework is based on units of competency from this Training Package.

The inclusion of courses in retail services in the HSC based on industry-recognised AQF VET qualifications will allow students to access both long-term and short-term employment opportunities. Courses within the Retail Services Curriculum Framework provide an opportunity for students to gain Certificates I or II as part of their HSC. Apart from being nationally recognised, these AQF VET qualifications articulate into higher-level qualifications in the retail services industries, including those which underpin traineeship pathways, which students may pursue post-school.

¹ www.ara.com.au [Australian Retailers Association].

² www.nswwraps.com.au [NSW Wholesale, Retail and Personal Services (WRAPS) industry training advisory body]; www.serviceskills.com.au [Service Skills Australia]; DEST, 2006, *Industry Skills Report: Service Industries* and DEST, 2007, *Retail Services Training Package (SIR07)*, Volume 1, Overview, pp 40–46.

The Framework also provides an optional HSC examination, which allows results from the Retail Services (240 indicative hours) course to contribute to the calculation of the University Admission Index (UAI).

Learning in each HSC course within the Retail Services Curriculum Framework provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in retail services industries. It also provides skills, knowledge and experiences – such as teamwork, communication and occupational health and safety – that are transferable to other industry areas.

6 Aim

The Retail Services Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the retail and/or wholesale industries. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

7 Retail Services Curriculum Framework

7.1 Training Package qualifications

The Retail Services Curriculum Framework is based on the national **Retail Services Training Package (SIR07)**.

The Retail Services Training Package incorporates five nationally recognised qualification levels ranging from AQF Certificate I in Retail Services to a Diploma of Visual Merchandising.

7.2 AQF VET qualifications available in the Retail Services Curriculum Framework

The AQF VET qualifications available in the Retail Services Curriculum Framework are listed in Table 1 below. Section 15 of this document outlines the qualification packaging rules for the qualifications available through the courses within the Framework.

A Statement of Attainment will be issued for achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for the competencies recorded on a Statement of Attainment.

Table 1 Retail Services Training Package qualifications

Qualifications available within the Retail Services Training Package (SIR07)		Qualifications available within the Retail Services Curriculum Framework	
<i>National code</i>	<i>Qualification name</i>	<i>Certificate</i>	<i>Statement of Attainment</i>
SIR10107	Certificate I in Retail Services	✓	✓
SIR20107	Certificate II in Community Pharmacy	✓	✓
SIR20207	Certificate II in Retail	✓	✓
SIR20307	Certificate II Wholesale	✓	✓
SIR30107	Certificate III in Community Pharmacy	–	–
SIR30207	Certificate III in Retail	–	–
SIR30307	Certificate III in Wholesale	–	–
SIR40107	Certificate IV in Community Pharmacy	–	–
SIR40207	Certificate IV in Retail Management	–	–
SIR50107	Diploma of Retail Management	–	–
SIR50207	Diploma of Visual Merchandising	–	–

8 Course Structures

8.1 Courses within the Retail Services Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the HSC. Units of competency in the Retail Services Curriculum Framework are detailed in **Sections 8.4 and 8.5**.

Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Retail Services Curriculum Framework contains the following courses:

- Retail Services (120 indicative hours)
- Retail Services (240 indicative hours)
- Community Pharmacy Specialisation Study (120 indicative hours)
- Wholesale Specialisation Study (60 indicative hours).

The maximum number of Preliminary and/or HSC units available from this Framework is six units. That is, courses can total up to 360 hours. In addition to courses within the Framework, students may undertake locally designed Board Endorsed VET courses drawing from the Retail Services Training Package (SIR07). Such courses may provide additional HSC credit for students.

Compulsory units of competency are those that all students must attempt in their study of the HSC course (refer to Section 8, Tables 2 and 3).

Examinable units of competency are those that can be examined in the optional HSC examination (refer to Section 11.5).

Core units of competency are those required by the Retail Services Training Package for a student to be eligible for the vocational qualification (refer to Section 15).

8.1.1 The selection of units of competency

Units of competency should be selected within course structures to maximise students' eligibility for AQF VET qualifications and an occupational outcome. **Section 15** provides the qualification packaging rules for the qualifications available through the Retail Services Curriculum Framework (reproduced directly from the Training Package). **Table 5** (pp 58–62) lists the status of each unit of competency in relation to the qualifications. This information should be consulted when selecting elective units of competency.

As some units of competency in the Retail Services Curriculum Framework are available in other national Training Packages it is important that teachers are aware of all VET courses students are studying to ensure that they do not complete the same unit of competency in another VET course (refer to **Section 13.3**).

An integrated or holistic approach to course delivery should be adopted. Examples of integrated approaches to programming and assessment strategies, as well as advice on curriculum materials that may be used to support the delivery of courses within the Retail Services Curriculum Framework, are contained in the *Retail Services Curriculum Framework Support Document* and *Resource List* (www.boardofstudies.nsw.edu.au). This information is provided as a guide to RTOs delivering HSC courses within the Framework. The use of the resources listed is not mandatory.

8.2 Allocation of HSC indicative hours of credit

Units of competency drawn from Training Packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

Tables 2 and 3 (Section 8) list the indicative hours assigned to each unit of competency included in the Retail Services Curriculum Framework for the purpose of unit credit towards the HSC.

8.3 Recognition of Prior Learning (RPL)

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.³

Students undertaking HSC courses within the Retail Services Curriculum Framework may have current knowledge, skills and experience relevant to the units of competency within the courses.

For RPL (assessment-only pathway) the student provides current, quality evidence of their competency against the relevant unit of competency. This evidence may take a variety of forms. **Where the outcomes of this process indicate that the student is competent, structured training is not required.**

³ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume 1, Assessment Guidelines, p 122.

8.4 Retail Services (120 indicative hours)

Purpose

The purpose of this course is to provide students with an opportunity to develop basic community pharmacy, retail and/or wholesale knowledge and skills.

Course structure

This course comprises 3 compulsory units of competency and a selection of units of competency from the 240-hour course.

Section 15 outlines the qualification packaging rules for each qualification available through the Retail Services Curriculum Framework. Table 5 (pp 58–62) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 43–57 of this document).

120 indicative hour courses are accredited for a total of 2 units at the Preliminary and/or HSC level.

Course requirements

- Students must attempt:
 - **ALL** of the compulsory units of competency
 - **AND** a selection of units of competency from the 240-hour course which have not already been undertaken to a minimum value of 70 indicative hours.
- Students must complete a minimum of 35 hours of mandatory work placement.

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Retail Services Training Package (SIR07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate I in Retail Services (SIR10107)
- Statement of Attainment towards Certificate II in Community Pharmacy (SIR20107)
- Statement of Attainment towards Certificate II in Retail (SIR20207)
- Statement of Attainment towards Certificate II in Wholesale (SIR20307).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.

Table 2 Retail Services (120 indicative hours)

COMPULSORY Attempt ALL units			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SIRXCCS002A	Interact with customers	Nil	20
SIRXCOM001A	Communicate in the workplace	Nil	15
SIRXOHS001A	Apply safe working practices	Nil	15
Total compulsory hours			50

ELECTIVE UNITS Attempt units of competency to a minimum value of 70 indicative hours

Elective units may include any unit of competency from the 240-hour course which has not already been undertaken (refer to Section 8.5, Table 3).

8.5 Retail Services (240 indicative hours)

Purpose

The purpose of this course is 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 community pharmacy, retail and/or wholesale industry.

Course structure

This course comprises 9 compulsory units of competency, three streams – General Selling (containing 3 units of competency), General Food Selling (containing 12 units of competency) and Wholesale (containing 3 units of competency) – and 40 elective units of competency.

Section 15 outlines the qualification packaging rules for each qualification available through the Retail Services Curriculum Framework. Table 5 (pp 58–62) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 43–57 of this document).

240 indicative hour courses are accredited for a total of 4 units at the Preliminary and/or HSC level.

Course requirements

- Students must attempt:
 - **ALL** of the compulsory units of competency
 - **AND** units of competency from EITHER the General Selling Stream OR the General Food Selling Stream OR the Wholesale Stream
 - **PLUS** unit/s of competency from the elective pool of units **and/or** the Streams not already undertaken by students. For:
 - the General Selling Stream students undertake two (2) units of competency
 - the General Food Selling Stream or Wholesale Stream students undertake one (1) unit of competency.
- Students must complete a minimum of 70 hours of mandatory work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination is optional. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 11.4 and 11.5).

The units of competency for the optional HSC examination are listed in the HSC exam specifications in Section 11.5 of this document (pp 32–33).

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Retail Services Training Package (SIR07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Certificate I in Retail Services (SIR10107)
- Statement of Attainment towards Certificate II in Community Pharmacy (SIR20107)
- Certificate II in Retail (SIR20207)
- Statement of Attainment towards Certificate II in Wholesale (SIR20307).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.

Table 3 Retail Services (240 indicative hours)

COMPULSORY Attempt ALL units			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SIRXCCS001A	Apply point-of-sale handling procedures	Nil	20
SIRXCCS002A	Interact with customers	Nil	20
SIRXCLM001A	Organise and maintain work areas	Nil	10
SIRXCOM001A	Communicate in the workplace	Nil	15
SIRXICT001A	Operate retail technology	Nil	20
SIRXIND001A	Work effectively in a retail environment	Nil	20
SIRXINV001A	Perform stock control procedures	Nil	20
SIRXOHS001A	Apply safe working practices	Nil	15
SIRXRSK001A	Minimise theft	Nil	10
Total compulsory hours			150

Table 3 cont/d**AND one of the following streams:**

GENERAL SELLING STREAM Attempt ALL units			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SIRXMER001A	Merchandise products	Nil	20
SIRXSLS001A	Sell products and services	Nil	15
SIRXSLS002A	Advise on products and services	Nil	20

OR

GENERAL FOOD SELLING STREAM			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
Attempt the following units:			
SIRRFSA001A	Apply retail food safety practices	Nil	20
SIRXSLS001A	Sell products and services	Nil	15
Plus ONE of the following pairs of units of competency:			
SIRRMER001A	Merchandise food products	SIRRFSA001A	20
SIRRRPK001A	Advise on food products and services	SIRRFSA001A	15
OR			
SIRRMER002A	Pack and display meat products	SIRRFSA001A	20
SIRRRPK002A	Advise on meat products	SIRRFSA001A	15
OR			
SIRRMER003A	Prepare and display fast food items	SIRRFSA001A	20
SIRRRPK003A	Advise on fast food products	SIRRFSA001A	15
OR			
SIRRMER004A	Prepare and display bakery products	SIRRFSA001A	20
SIRRRPK004A	Advise on bakery products	SIRRFSA001A	15
OR			
SFIDIST202B	Retail fresh, frozen and live seafood	Nil	20
SIRRRPK005A	Advise on seafood products	SIRRFSA001A	15

OR

WHOLESALE STREAM Attempt ALL units			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SIRWIND001A	Confirm wholesale business practices	Nil	20
SIRWSLS001A	Sell products and services to business customers	Nil	15
SIRXGLC003A	Comply with legislative requirements affecting business activities	Nil	25

Table 3 cont/d

PLUS unit/s of competency from the elective pool of units **and/or** the Streams not already undertaken by students

For:

- the General Selling Stream students undertake two (2) units of competency
- the General Food Selling Stream or Wholesale Stream students undertake one (1) unit of competency.

ELECTIVE POOL			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
Administration			
BSBCM212A	Handle mail	Nil	15
SIRXADM001A	Apply retail office procedures	Nil	15
SIRXADM002A	Coordinate retail office	Nil	20
Computer Operations and ICT Management			
BSBCM205A	Use business technology	Nil	20
ICTCC120A	Use basic computer technology #	Nil	10
ICTCC121A	Use an enterprise information system	ICTCC120A	30
ICTCC241A	Process sales	Nil	25
SIRXICT002A	Use computers as part of business and e-commerce processes	Nil	25
Dispensary			
SIRPDIS001A	Accept prescriptions and deliver medicine	SIRPPKS001A	10
SIRPDIS002A	Deliver prescription medicines to customers outside the pharmacy	Nil	10
Community Pharmacy Product			
SIRPPKS001A	Support the sale of pharmacy and pharmacist-only medicines	Nil	20
SIRPPKS002A	Identify, locate and sell products related to allergies	SIRPPKS001A	10
SIRPPKS003A	Identify, locate and sell analgesic and anti-inflammatory products	SIRPPKS001A	10
SIRPPKS004A	Identify, locate and sell baby and infant products	SIRPPKS001A	10
SIRPPKS005A	Identify, locate and sell cough and cold products	SIRPPKS001A	10
SIRPPKS006A	Identify, locate and sell eye, ear and oral care products	SIRPPKS001A	10
SIRPPKS007A	Identify, locate and sell products for gastro-intestinal conditions	SIRPPKS001A	10
SIRPPKS008A	Identify, locate and sell first aid and wound care products	SIRPPKS001A	10

This unit of competency does not contribute towards Certificate II in Community Pharmacy, Retail or Wholesale but it is a prerequisite unit of competency for ICTCC121A which is available in Certificate II in Wholesale.

Table 3 cont/d

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
SIRPPKS009A	Identify, locate and sell products for skin and fungal conditions	SIRPPKS001A	10
Finance			
SIRWFIN001A	Complete debtor processes	Nil	20
SIRXFIN001A	Balance point-of-sale terminal	Nil	15
SIRXFIN002A	Perform retail finance duties	Nil	20
Goods Handling			
TDTA1197B	Package goods	Nil	10
TDTA1297B	Pick and process orders	Nil	10
TDTA2197B	Despatch stock	Nil	10
TDTD197B	Shift materials safely using manual handling methods	Nil	10
TDTD1397B	Move materials mechanically using automated equipment	Nil	15
Inventory			
SIRWINV001A	Process purchases	Nil	25
SIRXINV002A	Maintain and order stock	Nil	20
Marketing and Public Relations			
SIRXMPR002A	Provide marketing and promotion program support	Nil	10
SIRXMPR003A	Conduct telemarketing	Nil	20
Merchandising			
SIRXMER005A	Create a display	Nil	15
Product Knowledge			
BSBSLS301A	Develop product knowledge	Nil	15
SIRXRPK001A	Recommend health and nutritional products	Nil	25
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	Nil	25
SIRRRPK014A	Recommend specialised products and services	Nil	25
Retail Post			
SIRRPOS001A	Process postal outlet transactions	Nil	15
SIRRPOS002A	Handle mail received in a retail environment	Nil	15
SIRRPOS003A	Deliver mail in a retail environment	Nil	15
Wholesale			
SIRXPRO008A	Access product and service performance data	Nil	25

8.6 Community Pharmacy Specialisation Study (120 indicative hours)

Purpose

The purpose of the Community Pharmacy Specialisation Study is to provide students with the opportunity to gain Certificate II in Community Pharmacy. This qualification provides the operational skills and knowledge for an individual to be competent to work at entry level in a community pharmacy.

Course eligibility

The Community Pharmacy Specialisation Study is only available to students who are currently enrolled in, or have completed, the Retail Services (240 indicative hours) course including the General Selling Stream.

Before offering the Community Pharmacy Specialisation Study, schools should ensure that the RTO undertaking delivery has the scope to deliver the relevant qualification or relevant units of competency.

Course structure

The Community Pharmacy Specialisation Study consists of units of competency drawn from the 240-hour course (Table 3) that contribute to Certificate II in Community Pharmacy.

Section 15 provides the qualification packaging rules for the qualifications available through the Retail Services Curriculum Framework. Table 5 (pp 58–62) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 43–57 of this document).

The Community Pharmacy Specialisation Study (120 indicative hours) course is accredited for a total of 2 units at the Preliminary and/or HSC level.

Course requirements

- Units of competency contributing to Certificate II in Community Pharmacy from the 240-hour course not previously attempted by students, should be selected to a minimum of 120 indicative hours (Table 3).
- Students must complete a minimum of 35 *additional* hours of mandatory work placement.

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Retail Services Training Package (SIR07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate II in Community Pharmacy (SIR20107).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.

8.7 Wholesale Specialisation Study (60 indicative hours)

Purpose

The purpose of the Wholesale Specialisation Study is to provide students with the opportunity to gain Certificate II in Wholesale. This qualification provides the operational skills and knowledge for an individual to commence a career in the wholesale industry.

Course eligibility

The Wholesale Specialisation Study is only available to students who are currently enrolled in, or have completed, the Retail Services (240 indicative hours) course including the Wholesale Stream.

Before offering the Wholesale Specialisation Study, schools should ensure that the RTO undertaking delivery has the scope to deliver the relevant qualification or relevant units of competency.

Course structure

The Wholesale Specialisation Study consists of units of competency drawn from the 240-hour course (Table 3) that contribute to Certificate II in Wholesale.

Section 15 provides the qualification packaging rules for the qualifications available through the Retail Services Curriculum Framework. Table 5 (pp 58–62) lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements. The selection of units of competency must be guided by the job outcome, local industry requirements and the characteristics of the qualification outcome as per the AQF descriptors (see pp 43–57 of this document).

The Wholesale Specialisation Study (60 indicative hours) course is accredited for a total of one unit at the Preliminary or HSC level.

Course requirements

- Units of competency contributing to Certificate II in Wholesale from the 240-hour course not previously attempted by students, should be selected to a minimum of 60 indicative hours (Table 3).
- Students must complete a minimum of 14 *additional* hours of mandatory work placement.

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the Retail Services Training Package (SIR07). A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcome is:

- Certificate II in Wholesale (SIR20307).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document.

9 Outcomes and Content

9.1 Units of competency

Details about individual units of competency in the Retail Services (120 and 240 indicative hours) courses for the HSC in the Retail Services Curriculum Framework are contained in Part B of this Syllabus. Part B details unit of competency content and HSC requirements and advice.

The text for each unit of competency in the Retail Services Curriculum Framework is reproduced directly from the Retail Services Training Package (SIR07). Each unit of competency consists of:

- elements of competency
- performance criteria
- a range statement
- required skills and knowledge
- an evidence guide, containing:
 - 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.

In addition, there is a column headed *HSC Requirements and Advice* that prescribes the scope of learning and the minimum learning experiences expected for each examinable unit of competency for the purposes of the HSC. These must be addressed by all students undertaking the Retail Services (120 and 240 indicative hours) courses.

The units of competency to be delivered and assessed are determined by the scope of the registration of each RTO. **Teachers and trainers should check their RTO's scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of any external RTO delivering the HSC course.** Scope of registration can be checked on the National Training Information Services (NTIS) website (www.ntis.gov.au).

Information about the delivery of VET courses for the HSC by RTOs other than schools or TAFE NSW colleges are contained in the Board of Studies *Assessment, Certification and Examination (ACE) Manual* and relevant Board of Studies Official Notices.

9.2 Course delivery

RTOs offering training programs that deliver HSC Retail Services Framework courses must consult Part B of this Syllabus and take into consideration the details provided in the *HSC Requirements and Advice* column (including key terms and concepts) as well as the following requirements for each unit of competency:

- the elements of competency
- the performance criteria
- the range statement
- the required skills and knowledge
- all aspects of the evidence guide.

RTOs should pay particular attention to the information under *Prerequisite units* (to ensure these requirements have been met) and *Required skills and knowledge*.

Learning experiences that are compulsory learning for the Training Package are compulsory learning for the HSC. So, in the examinable units of competency, where the range statement uses the words ‘must include’, ‘are’ or ‘in regard to’, the relevant matter has not been repeated in the *HSC Requirements and Advice*. However, the range statement also uses the words ‘may include’. The *HSC Requirements and Advice* specifies which of these learning experiences must be included for the HSC.

It is the responsibility of the RTO to determine both the resources required for course delivery, and the AQF VET qualifications that must be held by teachers and trainers delivering courses within the Retail Services Curriculum Framework on behalf of the RTO.

Separate advice on learning materials, resource requirements and teacher qualifications is available from school system/sector authorities.

Further advice on curriculum materials that may be used to support the delivery of courses within the Retail Services Curriculum Framework is contained in the *Retail Services Support Document* and *Resource List* (www.boardofstudies.nsw.edu.au). This information is provided as a guide to RTOs delivering HSC courses within the Framework. The use of the listed resources is not mandatory.

10 Work Placement

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each course.

Learning in the workplace will enable students to:

- 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 in the classroom or workshop
- develop additional skills and knowledge, including the employability skills (refer to Section 13.2 and Section 15).

The mandatory work placement requirements for courses in this Framework are not intended to indicate the time required for the achievement of units of competency. The amount of learning in the workplace that is needed to achieve a unit of competency will vary from student to student. Assessment of the units of competency is to be undertaken by qualified assessor(s) either in a work placement setting or in the classroom.

10.1 Work placement requirements

Students must complete the following work placement for Retail Services Curriculum Framework courses:

- Retail Services (120 indicative hours) – a minimum of 35 hours in a workplace
- Retail Services (240 indicative hours) – a minimum of 70 hours in a workplace
- Community Pharmacy Specialisation Study (120 indicative hours) – a minimum of 35 *additional* hours in a workplace
- Wholesale Specialisation Study (60 indicative hours) – a minimum of 14 *additional* hours in a workplace.

Non-completion of work placement is grounds for the withholding of the course. Schools are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies *Assessment, Certification and Examinations (ACE) Manual*.

It is the responsibility of the school and/or RTO to determine how course outcomes are best achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual students or class groups to achieve the competencies, this will be determined by the deliverer, but it does not affect the indicative HSC hours.

For units of competency that must be assessed in a retail services work environment, work placement provides an opportunity to collect evidence required for a student to be deemed competent.

Further information and advice on the implementation of work placement are contained in policy statements or guidelines available from the relevant school system/sector authority or the RTO.

10.2 Part-time work

Under some circumstances, students’ 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 *Assessment, Certification and Examinations (ACE) Manual* or relevant Board of Studies Official Notices.

11 Assessment Requirements and Advice

PLEASE NOTE

The HSC examination specifications detailed in this syllabus refer to the 2009 HSC examination. New HSC examination specifications will apply for the 2010 HSC examination and beyond.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the HSC, those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- certifying satisfactory achievement and completion of courses
- reporting achievement in the HSC.

For VET courses, they also include assessment for the purpose of achieving AQF VET Certificates and Statements of Attainment.

The information in this section relates to the Board of Studies' requirements for assessing and reporting achievement in the HSC. In this context, **assessing** refers to competency-based assessment and to external examinations. **Reporting** refers to the documents used by the Board of Studies NSW and RTOs to report both measures of achievement.

11.1 Competency-based assessment

The courses within the Retail Services Curriculum Framework are competency-based courses. The AQTF requires that a competency-based approach to assessment be used and that a record of the competencies achieved be held by the RTO.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either 'competent' or 'not yet competent'. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt an integrated or holistic approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is strongly recommended because the concept of competency involves the integration of a wide range of skills, knowledge and attitudes.

The evidence guides in Part B of this Syllabus identify the specific skills and knowledge required to demonstrate achievement of units of competency. The evidence guide for each unit of competency is reproduced directly from the national Training Package.

11.2 Training Package requirements

To achieve an AQF VET Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national Training Package. A qualified assessor under the auspices of the RTO that is to issue the qualification must conduct the assessment.

11.2.1 Assessment guidelines

The assessment guidelines of a Training Package are part of the mandatory components of the package.

Extracts of the assessment guidelines of the Retail Services Training Package (SIR07) are reproduced in Section 4 of the Support Document for this Syllabus.

The role of the assessment guidelines is to set out principles and provide guidance that ensure fair, valid, consistent assessment to industry standard.

The assessment guidelines in the Retail Services Training Package set out information on:

- the assessment system
- learning and assessment pathways
- assessor requirements
- designing assessment tools
- conducting assessment
- assessment resources.

The full text of the assessment guidelines is included in the national Retail Services Training Package (SIR07) and on the National Training Information Service (NTIS) website (www.ntis.gov.au).

In addition to the assessment guidelines, the Training Package contains an evidence guide for the assessment of each unit of competency within courses in the Framework. For units of competency in the 120-hour and 240-hour courses, these requirements are set out in the text of each unit of competency in Part B of the Syllabus.

11.2.2 Using qualified assessors

The following information is drawn from the Retail Services Training Package (SIR07).⁴

The Training Package specifies that a qualified assessor must conduct assessment.

In general terms, there are two components of assessor qualifications:

- a minimum qualification as a workplace assessor

Assessors must have the following assessment units of competency from the Training Package for Training and Assessment (TAA04) or the Training Package for Assessment and Workplace Training (BSZ98), or must have demonstrated equivalent competencies:

TAAASS401A	Plan and organise assessment	OR	BSZ401A	Plan assessment
TAAASS402A	Assess competence	OR	BSZ402A	Conduct assessment
TAAASS404A	Participate in assessment validation	OR	BSZ403A	Review assessment

and

- relevant vocational competencies, at least to the level being assessed.

⁴ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume 1, Assessment Guidelines, pp 123–126.

It is important to note that it is not necessary for one individual to meet both components of assessor qualifications. The 'qualified assessor' might consist of an assessment partnership or team in which one partner has assessor qualifications and the other has technical expertise. RTOs must ensure that any such assessment partnership/team is documented.

All assessors who are engaged in assessing units of competency from the Retail Services Training Package must be either:

- employed by an RTO
OR
- acting under the registration of an RTO (for example, a teacher working at a delivery site of a school sector RTO).

To satisfy the requirements of the AQTF, in addition to the mandatory units of competency in assessment, assessors must have the relevant vocational competencies they are assessing.

For the retail services industry, vocational competence means that assessors have recent, relevant industry experience to fully understand a range of workplace requirements and apply them to assessment.

Assessors (or at least one person in the assessment team) must satisfy the following requirements to meet industry expectations of vocational competence:

- demonstrate current knowledge and experience of the industry, industry practices, and the job or role against which performance is being assessed.

This may be demonstrated through at least one of the following:

- actual workplace experience within the last two years
- attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
- participation in professional or industry networks

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.

This may be demonstrated through at least one of the following:

- familiarity with the units of competency in this Training Package to be used by the learner as a basis of assessment
- recent planning, conduct and review of assessment and/or workplace training activities in a retail context
- participation in moderation or validation processes
- attendance at professional development activities focused on assessment and/or workplace training

- demonstrate the necessary interpersonal and communication skills required in the assessment process.

This may be demonstrated through evidence of one or more of the following:

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

11.3 Competency record

Maintaining a record of units of competency achieved is compulsory. The *Retail Services Support Document* contains templates that may be used for this purpose. RTOs may choose to design an alternative form of competency record or use versions produced by industry bodies. For further details, teachers and principals should consult the Board of Studies *Assessment, Certification and Examination (ACE) Manual* or relevant Board of Studies Official Notices.

If the RTO chooses to use the templates available in the Support Document, it should be noted that:

- all performance criteria must be met to demonstrate the achievement of an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency
- where the unit of competency is assessed within a particular context, the RTO may make a notation to indicate the context in which the unit was achieved.

As stated in Section 11.1 of this document it is emphasised that elements and performance criteria need not (and should not) be assessed individually.

11.4 HSC examination: Retail Services

The HSC examination in Retail Services is optional. Only students who have completed the Retail Services (240 indicative hours) course are eligible to sit for the HSC examination. In the year they will complete this course, students will specify whether they will undertake the optional written examination. Students who undertake the examination can have their mark contribute to their UAI.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

11.5 HSC examination specifications

The examination in Retail Services is a two-hour written paper. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas:

- 1 Examenable units of competency in Retail Services (240 indicative hours) including:
 - elements of competency
 - performance criteria
 - range statement⁵
 - required skills and knowledge
 - evidence guide, including:
 - 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.

The examinable units of competency are listed on the next page.

- 2 Minimum prescribed learning contained in the HSC requirements and advice for each compulsory unit of competency (see *Retail Services Curriculum Framework Part B*), described as:
 - key terms and concepts, and
 - HSC requirements and advice.
- 3 Associated employability skills for Certificate II in Retail (refer to Section 15).

The paper will consist of THREE sections:

Section I (15 marks)

- There are 15 multiple-choice questions.
- All questions in this section are compulsory.
- All questions are of equal value.

Section II (35 marks)

- The questions in this section are short-response items. Each question is in parts.
- All questions in this section are compulsory.
- Question parts may have different values.

Section III (30 marks)

- The questions in this section require an extended response.
- Candidates must attempt TWO questions:
 - the compulsory question drawn from any of the common examinable units, and/or the common components of SIRXSLS001A *Sell products and services* and SIRWSLS001A *Sell products and services to business customers*
 - one question from a stream.
- All questions are of equal value.

⁵ The range statement frequently makes reference to 'may include'. In the examinable units of competency this has been clarified in the *HSC Requirements and Advice* column to specify the learning experiences that must be included for the HSC. Only the learning that is compulsory according to the Training Package and/or *HSC Requirements and Advice* can be examined.

The examinable units of competency are:

Common

SIRXCCS001A	Apply point-of-sale handling procedures	SIRXINV001A	Perform stock control procedures
SIRXCCS002A	Interact with customers	SIRXOHS001A	Apply safe working practices
SIRXCOM001A	Communicate in the workplace	SIRXRSK001A	Minimise theft
SIRXIND001A	Work effectively in a retail environment		

AND one of the following streams:

General Selling Stream

SIRXMER001A	Merchandise products
SIRXSLS001A	Sell products and services
SIRXSLS002A	Advise on products and services

OR

General Food Selling Stream

SIRRFSA001A	Apply retail food safety practices
SIRXSLS001A	Sell products and services
and	
SIRRMER001A	Merchandise food products
SIRRRPK001A	Advise on food products and services
or	
SIRRMER002A	Pack and display meat products
SIRRRPK002A	Advise on meat products
or	
SIRRMER003A	Prepare and display fast food items
SIRRRPK003A	Advise on fast food products
or	
SIRRMER004A	Prepare and display bakery products
SIRRRPK004A	Advise on bakery products
or	
SFIDIST202B	Retail fresh, frozen and live seafood
SIRRRPK005A	Advise on seafood products

OR

Wholesale Stream

SIRWIND001A	Confirm wholesale business practices
SIRWLS001A	Sell products and services to business customers
SIRXGLC003A	Comply with legal and legislative requirements affecting business activities

12 HSC Requirements and Certification

12.1 Course completion requirements

For a student to be considered to have satisfactorily completed a course within the Retail Services Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes
- undertaken the mandatory work placement.

12.2 Preliminary and HSC unit credit

To facilitate flexibility of VET in the HSC, courses within the Retail Services Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

12.3 Reporting student performance

Courses within the Retail Services Curriculum Framework will be listed on the HSC Record of Achievement, together with the unit value of each course. Competencies achieved will be listed on the vocational documentation, which will appear separately.

For students who have fulfilled the requirements for an AQF VET qualification, the vocational documentation will consist of the relevant Certificate and an accompanying Statement of Competencies Achieved. Students who have achieved partial completion of an AQF VET qualification will receive a Statement of Attainment, which lists all units of competency achieved towards the qualification.

For students entered in the Retail Services (240 indicative hours) course who undertake the optional HSC examination, the record of achievement will show an examination mark, an HSC mark (equal to the examination mark) and a performance band. These students will also receive a course report for the examination. The course report includes a performance scale describing levels (bands) of achievement, an HSC mark located on the performance scale, and an examination mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

An estimated examination mark must be submitted for all students entered for the optional HSC examination. The estimated examination mark will be used only in the case of a successful illness/misadventure appeal.

12.4 AQF VET qualifications

A student who has been assessed as competent will receive formal recognition of their competencies. This formal recognition of competencies leads to a Statement of Attainment or a qualification.

To achieve an AQF VET **qualification**, a person must achieve the full set of units of competency as specified in the Training Package qualification packaging rules.

A **Statement of Attainment** will be issued for successful achievement of a single unit or for a group of units. At a later date, the person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for the competencies recorded on a Statement of Attainment.

Section 15 of this document provides the qualification packaging rules for the qualifications available through the Retail Services Curriculum Framework.

Students who undertake the HSC courses within the Retail Services Curriculum Framework may be eligible for AQF VET certification as listed below.

• **Retail Services (120 indicative hours)** **[Refer to Section 8.4]**

Depending on the selection and achievement of units of competency, the possible qualifications are:

- Certificate I in Retail Services (SIR10107)
- Statement of Attainment towards Certificate II in Community Pharmacy (SIR20107)
- Statement of Attainment towards Certificate II in Retail (SIR20207)
- Statement of Attainment towards Certificate II in Wholesale (SIR20307).

• **Retail Services (240 indicative hours)** **[Refer to Section 8.5]**

Depending on the selection and achievement of units of competency, the possible qualifications are:

- Certificate I in Retail Services (SIR10107)
- Statement of Attainment towards Certificate II in Community Pharmacy (SIR20107)
- Certificate II in Retail (SIR20207)
- Statement of Attainment towards Certificate II in Wholesale (SIR20307).

• **Community Pharmacy Specialisation Study (120 indicative hours)** **[Refer to Section 8.6]**

Depending on the selection and achievement of units of competency, the possible qualification is:

- Certificate II in Community Pharmacy (SIR20107).

• **Wholesale Specialisation Study (60 indicative hours)** **[Refer to Section 8.7]**

Depending on the selection and achievement of units of competency, the possible qualification is:

- Certificate II in Wholesale (SIR20307).

13 Other Information

13.1 Providing for all students

13.1.1 Students with special education needs

Courses in the Retail Services Curriculum Framework are available to all students.

Students with special education needs may access:

- all courses within the Retail Services Curriculum Framework under regular course arrangements
- OR**
- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Sections 8.4 and 8.5 of this document.

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the SIR07 Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes.⁶

Reasonable adjustments should be based upon the individual student's needs and abilities.

The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the retail services industries.

Successful participation in courses within the Retail Services Curriculum Framework for students with special education needs will require:

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support, both off the job and in the workplace.

Further advice on the implementation of the Retail Services Curriculum Framework for students with special education needs is contained in the *Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)*. This document is available on the Board of Studies website (www.boardofstudies.nsw.edu.au).

⁶ DEST, 2006, *Training Package Development Handbook*, Part 4, Chapter 2, pp 65–66.

Work placement

Students with special education needs **must** undertake the minimum work placement requirements for courses within the Retail Services Curriculum Framework, detailed in Section 8 (course requirements for each course) and in Section 10 of this document.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 11 of this document.

AQF VET qualifications

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the Retail Services Training Package (SIR07). A qualified assessor must conduct the assessment.

13.1.2 Gender and cultural considerations

Industry curriculum frameworks address the needs of a broad range of students. Material developed for teaching and assessment programs in the Retail Services Curriculum Framework must not contain any bias related to a student's gender or cultural background. Case studies, illustrative examples and other materials used for teaching and assessment should be selected such that they do not reinforce gender or cultural stereotypes.

13.1.3 School-based trainees

The Retail Services Curriculum Framework includes provision for trainees to fulfil their requirements and gain an AQF VET qualification.

Students participating in a Certificate II in Community Pharmacy, Retail or Wholesale traineeship who are seeking credit towards the HSC for their training should undertake the Retail Services (240 indicative hours) course. In addition, Community Pharmacy trainees may undertake the 120 indicative hours Community Pharmacy Specialisation Study and Wholesale trainees may undertake the 60 indicative hours Wholesale Specialisation Study.

Students may elect to complete the Board Endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job component of the school-based traineeship.

Additional HSC credit is available through the locally designed Board Endorsed Course process. Such courses may draw from units of competency in the Retail Services Training Package (SIR07) and can be individualised to align to a student's training plan as included in their Vocational Training Order (VTO).

Further information on requirements and arrangements for school-based traineeships in the retail services industries is available from:

- school system/sector authorities
- the Department of Education and Training State Training Centres
- the apprenticeships and traineeships website (<http://apprenticeship.det.nsw.edu.au>)
- the Department of Education and Training Vocational Education in Schools school-based apprenticeships and traineeships in NSW (www.sbatinnsw.info)
- Australian Apprenticeship Centres.

13.2 Employability Skills⁷

The Employability Skills build on the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework. It featured an Employability Skills Framework identifying eight Employability Skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets or important work skills. The following table contains the Employability Skills facets identified in the report:

Skill	Facets
<p>Communication that contributes to productive and harmonious relations across employees and customers</p>	<p>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</p> <ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
<p>Teamwork that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback

⁷ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume 1, Qualifications Framework, pp 52–55.

Skill	Facets
Problem solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change

Skill	Facets
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

An *Employability Skills Summary* exists for each qualification available in the Retail Services Training Package (SIR07). These summaries capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The Employability Skills Summary for each qualification available in the Framework is included in Section 15 of this document.

Employability skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- the detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

13.3 Links between the Retail Services Curriculum Framework and other HSC courses

Students may draw on skills and knowledge acquired in the study of general education HSC subjects to develop competencies for retail services industries. Learning in English, for example, will contribute to the development of communication and team competencies. Learning in Mathematics will contribute to calculation and cash-handling competencies. Similarly, learning in Business Studies, Legal Studies and other vocational courses will contribute to a range of competencies. Conversely, skills and knowledge acquired through learning and experience in Retail Services courses may assist students in achieving the learning outcomes of general education HSC courses.

Where students are undertaking more than one VET course, similar competencies may be required. In these cases, learning in one area may contribute significantly to learning in another.

It is important that teachers are aware of all VET courses students are studying to ensure that they do not complete the same unit of competency in another VET course. Students may not claim HSC unit credit twice for the same unit of competency. Where a student is undertaking two VET courses involving common units of competency (ie they have the same unit code⁸), additional units of competency will need to be included in the student's program of study in one of the industry areas to make up the indicative hour requirements for HSC unit credit.

The following table shows the units of competency that the Retail Services Curriculum Framework has in common with other Framework courses:

Table 4 Units of competency in common with other Framework course

Retail Services	Automotive	Business Services	Tourism
Handle mail	–	✓	–
Use business technology	✓	✓	✓
Develop product knowledge	✓	–	–
Package goods	✓	–	–
Pick and process orders	✓	–	–
Shift materials safely using manual handling methods	✓	–	–

Please note: Teachers need to be aware that the HSC Requirements and Advice for the above units of competency may vary slightly in each Framework due to the contextualisation of content to the different industry areas.

Students should be informed of the links between courses in the Retail Services Curriculum Framework and other courses that they are studying, and of possible assessment opportunities. Where students apply for recognition of competencies achieved in other VET courses, there will be a need to contextualise their learning to retail and/or wholesale industries.

Further advice on these matters is contained in the *Retail Services Curriculum Framework Support Document* and in the *Assessment, Certification and Examination (ACE) Manual* published by the Board of Studies (www.boardofstudies.nsw.edu.au).

⁸ Or an updated version of the unit code, for example, the last letter has changed from an A to B or B to C.

13.4 Articulation to further training

Students achieving units of competency in this Framework can apply to have those units recognised in other endorsed Training Package qualifications.

Students and teachers should investigate the qualifications within the Retail Services Training Package (SIR07) to identify possible training pathways. In some instances these may include higher-level courses at TAFE NSW or other RTOs which may provide for advanced standing in related university courses.

Students seeking to gain credit towards AQF VET qualifications in other industries may use the qualifications gained in Retail Services as evidence of competency for related units of competency in any national Training Package.

Further information on requirements and arrangements for post-school traineeships in the retail services industries is available from the NSW Department of Education and Training State Training Centres and Australian Apprenticeship Centres.

14 AQF VET Qualifications

The various titles of AQF VET qualifications reflect levels of performance and degrees of responsibility in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to Certificates I to III. Brief descriptions of Certificates I, II and III, adapted from the *Australian Qualifications Framework Implementation Handbook*,⁹ are provided below.

Certificate I

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which would be routine and predictable.

An individual demonstrating competencies at this level would be able 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

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where the range of choices of action is clearly defined and of limited complexity.

An individual demonstrating competencies at this level would be able to:

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

Certificate III

Breadth, depth and complexity of knowledge and competencies would cover the selecting, adapting and transferring of skills and knowledge to new environments, and providing technical advice and some leadership in the resolution of specific 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.

⁹ Australian Qualifications Framework (AQF) Advisory Board, 2003, *Australian Qualifications Framework Implementation Handbook*, third edition, Carlton, VIC.

An individual demonstrating these competencies would be able to:

- perform a defined range of skilled operations, usually within a range of broader, related activities involving known routines, methods and procedures
- exercise some discretion and judgement in the selection of equipment, services or contingency measures
- operate within known time constraints
- take some responsibility for others
- participate in teams, including group or team coordination.

AQF VET Statements of Attainment and Certificates are **ONLY** issued on the basis of successful achievement of a unit of competency as determined by a qualified assessor.

15 Minimum Requirements for AQF VET Qualifications

The following pages outline the qualification packaging rules for the AQF VET qualifications available in this Framework. This information is reproduced directly from the **Retail Services Training Package (SIR07)**. It is included so that the minimum requirements for achieving the industry qualifications are clear. Students who meet these requirements will be eligible for the relevant AQF VET Certificate, whether or not they have met the additional requirements of the HSC course.

Please note: Only the shaded units of competency are available in the Retail Services Curriculum Framework. HSC course requirements are outlined in Section 8.

SIR10107: Certificate I in Retail Services

Descriptor

This qualification provides the foundation skills and knowledge for an individual to be competent in routine tasks in various retail settings. Individuals may work in a team but always under direct supervision.

This qualification provides the foundational skills and knowledge for an individual to be able to commence work in the retail industry.

Work could be undertaken in a variety of retail store settings.

This qualification is not suitable for an Australian Apprenticeship pathway.

Entry requirements

There are no prerequisites for entry to this qualification.

QUALIFICATION RULES

To achieve a Certificate I in Retail Services the following 5 units must be completed:

- all 5 core units
- there are no elective units.

CORE UNITS

SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIRXICT001A	Operate retail technology
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

EMPLOYABILITY SKILLS SUMMARIES**SIR10107 Certificate I in Retail Services**

The following table contains a summary of the employability skills required by the retail 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 retail experience that reflects store 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 retail customer service 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 another team member or a supervisor for resolution depending upon store policy and procedures.
Initiative and enterprise	Act under direction at all times.
Planning and organising	Plan and carry out simple retail tasks to timelines and priorities that are set by a supervisor.
Self-management	Understand and follow store policies regarding work availability, rosters and work duties. Work within the store 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 to 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 store procedures.
Technology	Use of point-of-sale systems and/or select and use a range of other retail technology; in the context of available equipment and store procedures. Recognise and report faulty equipment and follow store occupational health and safety procedures.

Please note: Only the shaded units of competency are available in the Retail Services Curriculum Framework. HSC course requirements are outlined in Section 8.

SIR20107 Certificate II in Community Pharmacy

Descriptor

This qualification provides the skills and knowledge for an individual to be competent to work at entry level in a community pharmacy. Typical functions within the community pharmacy industry for those who achieve this level of competency include serving and interacting with customers, merchandising products and controlling stock, understanding the product range and the roles and responsibilities of pharmacy assistants and pharmacists, communicating with customers to identify needs and provide appropriate product advice and/or referral.

The work of the community pharmacy assistant is defined by the pharmacy registering authorities (state and territory Pharmacy Boards). When selling pharmacy and pharmacist-only medicines, the pharmacy assistant provides a filter to identify customer information and requirements for referral to the pharmacist.

The structure of this qualification recognises the diversity of business models that characterise the community pharmacy industry. It supports multi-skilling and participation in work teams as appropriate to the size and structure of the business.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

Pharmacy assistant

Entry requirements

There are no prerequisites for entry to this qualification.

QUALIFICATION RULES

To achieve a Certificate II in Community Pharmacy, 22 units must be completed:

- all 19 core units
- 3 elective units from those listed below.

In all cases selection of electives must be guided by the job outcome, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

CORE UNITS

SIRPDIS001A	Accept prescriptions and deliver medicine
SIRPPKS001A	Support the sale of pharmacy and pharmacist-only medicines
SIRPPKS002A	Identify, locate and sell products related to allergies
SIRPPKS003A	Identify, locate and sell analgesic and anti-inflammatory products
SIRPPKS005A	Identify, locate and sell cough and cold products
SIRPPKS006A	Identify, locate and sell eye, ear and oral care products
SIRPPKS007A	Identify, locate and sell products for gastro-intestinal conditions
SIRPPKS008A	Identify, locate and sell first aid and wound care products
SIRPPKS009A	Identify, locate and sell products for skin and fungal conditions
SIRXCCS001A	Apply point-of-sale handling procedures
SIRXCSS002A	Interact with customers
SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXINV001A	Perform stock control procedures
SIRXMER001A	Merchandise products
SIRXOHS001A	Apply safe working practices
SIRXRSK001A	Minimise theft
SIRXSLS001A	Sell products and services

ELECTIVE UNITS

Computer Operations and ICT Management

SIRXICT001A	Operate retail technology
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Dispensary

SIRPDIS002A	Deliver presentation medicines to customers outside the pharmacy
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Finance

SIRXFIN001A	Balance point-of-sale terminal
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Community Pharmacy: Product

SIRPPKS004A	Identify, locate and sell baby and infant products
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Retail Product Knowledge

SIRXRPK001A	Recommend health and nutritional products
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SIRXRPK002A	Recommend hair, beauty and cosmetic products and services
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EMPLOYABILITY SKILLS SUMMARIES**SIR20107 Certificate II in Community Pharmacy**

The following table contains a summary of the employability skills required by the community pharmacy 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 communication skills to establish customer requirements, answer questions and provide information on pharmacy products and services. Communicate about highly personal and sensitive information that requires empathy, tact and confidentiality. Understand how to interact with customers to sell products within business and ethical standards. Maintain regular communication with the pharmacist, such as alerting them to situations requiring their attention.
Problem solving	Solve problems within a framework of established business procedures and protocols and with reference to the pharmacist. Problems may relate to matching appropriate products to meet customer needs or identifying and investigating stock discrepancies.
Initiative and enterprise	Use initiative in identifying the most appropriate products and services for customers. Opportunities for initiative and enterprise occur within established business procedures and protocols and with reference to the pharmacist.
Teamwork	Work closely with the pharmacist to identify and sell appropriate products and services to community pharmacy customers. Work with other pharmacy team members as required and according to business size and structure.
Planning and organising	Understand the boundaries of their job role, established by legislation, guidelines and business protocols and procedures. Collect necessary information from customers to assess and respond to their needs. Ensure the timely delivery of products, services and information to both customers and other team members, such as the pharmacist.
Self-management	Understand the legal context, including the boundaries of the job role and also an awareness of the special requirements for selling medicines and managing scheduled medicines. This involves a detailed understanding of the roles and responsibilities of the pharmacy assistant and how these relate to the role of the pharmacist. Take responsibility for their own time management within established routines. An example is receiving prescriptions and delivering prescription medicines to customers to meet the workflow of the dispensary and the expectations of the customers. This may involve communicating with customers to manage their expectations.
Learning	Locate information required for their role. This could include information on product range and application, health and lifestyle information.
Technology	Use point-of-sale technology and computer-based information and database systems on a routine basis. Sell a range of products including kits, aids and equipment. Understand how these items operate and to demonstrate safe use to the customer.

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 community pharmacy 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.

Please note: Only the shaded units of competency are available in the Retail Services Curriculum Framework. HSC course requirements are outlined in Section 8.

SIR20207 Certificate II in Retail

Descriptor

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

This qualification is suitable for an Australian Apprenticeship pathway.

Delivery of the Certificate II in Retail would be appropriate for VET in Schools delivery.

Job roles

Individuals with this qualification are able to perform roles such as:

- providing product and service advice in a retail store
- selling products and services in a variety of retail settings
- operating a checkout area
- preparing and selling fast food items
- store, rotate and replenish food stock
- checking stock and replenishing retail shelves
- organising and maintaining work areas and displays.

Possible job titles include:

- sales assistant
- customer service representative
- crew member
- checkout operator.

Entry requirements

There are no prerequisites for entry to this qualification.

QUALIFICATION RULES

To achieve a Certificate II in Retail, 14 units must be completed:

- all 9 core units
- 3 units from either Elective Units Group A – General Selling or Elective Units Group B – General Food Selling.
- 2 elective units:

A maximum of 2 elective units may be selected from the General Elective Units listed below.

A maximum of 2 elective units may be selected from another endorsed Training Package. These must be units which are packaged within a Certificate II or III qualification in the parent Training Package.

In all cases selection of electives must be guided by the job outcome, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

CORE UNITS

SIRXCCS001A	Apply point-of-sale handling procedures
SIRXCCS002A	Interact with customers
SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIRXICT001A	Operate retail technology
SIRXIND001A	Work effectively in a retail environment
SIRXINV001A	Perform stock control procedures
SIRXOHS001A	Apply safe working practices
SIRXRSK001A	Minimise theft

ELECTIVE UNITS GROUP A: GENERAL SELLING STREAM

Sales

SIRXSLS001A	Sell products and services
SIRXSLS002A	Advise on products and services

Merchandising

SIRXMER001A	Merchandise products
SIRXMER005A	Create a display

Finance

SIRXFIN001A	Balance point-of-sale terminal
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Retail post

SIRRPOS001A	Process postal outlet transactions
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ELECTIVE UNITS GROUP B: GENERAL FOOD SELLING STREAM

Food Safety

SIRRFSA001A	Apply retail food safety practices
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Merchandising

SFIDIST202B	Retail fresh, frozen and live seafood
SIRRMER001A	Merchandise food products
SIRRMER002A	Pack and display meat products
SIRRMER003A	Prepare and display fast food items
SIRRMER004A	Prepare and display bakery products

Product knowledge

SIRRRPK001A	Advise on food products and services
SIRRRPK002A	Advise on meat products
SIRRRPK003A	Advise on fast food products
SIRRRPK004A	Advise on bakery products
SIRRRPK005A	Advise on seafood products

GENERAL ELECTIVE UNITS

Administration

BSBCM212A	Handle mail
SIRXADM001A	Apply retail office procedures
SIRXADM002A	Coordinate retail office

Computer Operations and ICT Management

BSBCM205A	Use business technology
SIRXICT002A	Use computers as part of business and e-commerce processes

Finance

SIRXFIN001A	Balance point-of-sale terminal
SIRXFIN002A	Perform retail finance duties

Food Safety

SIRRFSA001A	Apply retail food safety practices
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Goods Handling

TDTA1197B	Package goods
TDTA2197B	Despatch stock
TDTD197B	Shift materials safely using manual handling methods

Inventory

SIRXINV002A	Maintain and order stock
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Merchandising

SFIDIST202B	Retail fresh, frozen and live seafood
SIRRMER001A	Merchandise food products
SIRRMER002A	Pack and display meat products
SIRRMER003A	Prepare and display fast food items
SIRRMER004A	Prepare and display bakery products
SIRXMER001A	Merchandise products
SIRXMER005A	Create a display

Marketing and Public Relations

SIRXMPR002A Provide marketing and promotion program support

SIRXMPR003A Conduct telemarketing

Occupational Health and Safety

THHGHS01B Follow workplace hygiene procedures

Product Knowledge

BSBSLS301A Develop product knowledge

SIRRRPK001A Advise on food products and services

SIRRRPK002A Advise on meat products

SIRRRPK003A Advise on fast food products

SIRRRPK004A Advise on bakery products

SIRRRPK005A Advise on seafood products

SIRRRPK006A Recommend liquor products

SIRXRPK001A Recommend health and nutritional products

SIRXRPK002A Recommend hair, beauty and cosmetic products and services

SIRRRPK014A Recommend specialised products and services

Retail Food

THHBKA01B Organise and prepare food

THHBKA03B Receive and store kitchen supplies

THHBFB09B Provide responsible service of alcohol

THHBFB10B Prepare and serve non-alcoholic beverages

THHBFB12B Prepare and serve espresso coffee

Retail Post

SIRRPOS001A Process postal outlet transactions

SIRRPOS002A Handle mail received in a retail environment

SIRRPOS003A Deliver mail in a retail environment

Sales

SIRXSLS001A Sell products and services

SIRXSLS002A Advise on products and services

EMPLOYABILITY SKILLS SUMMARIES**SIR20207 Certificate II in Retail**

The following table contains a summary of the employability skills required by the retail 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 retail experience that reflects store values. Persuade customers to purchase goods by communicating their features and benefits. Regularly carry out verbal instructions from other team members and supervisors. Read and interpret workplace 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 retail customer service 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 another team member or a supervisor for resolution depending upon store policy and procedures.
Initiative and enterprise	Look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role. Positively accept and adapt to changes in procedures or arrangements at the store level. Take positive action to report hazards or risk situations to supervisors.
Planning and organising	Understand how a personal job role fits into the context of the wider business values and directions. Plan daily work tasks and priorities within the context of the job role to achieve outcomes within set timelines. Plan tasks to work safely and manage risk according to store procedures.
Self-management	Understand and follow store policies regarding work availability, rosters and work duties. Work within the store 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 to 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 store procedures.
Technology	Use of point-of-sale systems and/or select and use a range of other retail technology; in the context of available equipment and store procedures. Recognise and report faulty equipment and follow store 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 retail 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.

Please note: Only the shaded units of competency are available in the Retail Services Curriculum Framework. HSC course requirements are outlined in Section 8.

SIR20307 Certificate II in Wholesale

Descriptor

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic wholesale operational knowledge and limited practical skills in a defined context. Work would be undertaken in various wholesale supplier settings such as trade, building, furniture and equipment suppliers. Individuals may work with some autonomy or in a team but usually under close supervision.

This qualification is suitable for an Australian Apprenticeship pathway.

Job roles

Individuals with this qualification are able to perform roles such as:

- providing face-to-face and telephone product and service advice in a wholesale setting
- selling products and services in a variety of wholesale settings
- use computers as part of business and e-commerce processes
- processing purchases
- picking and processing orders.

Possible job titles include:

- sales counter assistant
- telephone salesperson
- customer service officer.

Entry requirements

There are no prerequisites for entry to this qualification.

QUALIFICATION RULES

To achieve a Certificate II in Wholesale, 14 units must be completed:

- all 10 core units
- 4 elective units:

A minimum of 2 elective units must be selected from the General Elective Units listed below.

A maximum of 2 elective units may be selected from another endorsed Training Package. These must be units which are packaged within a Certificate II or III qualification in the parent Training Package.

In all cases selection of electives must be guided by the job outcome, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

CORE UNITS

SIRWIND001A	Confirm wholesale business practices
SIRWSLS001A	Sell products and services to business customers
SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIRXGLC003A	Comply with legislative requirements affecting business activities
SIRXICT002A	Use computers as part of business and e-commerce processes
SIRXIND001A	Work effectively in a retail environment
SIRXINV001A	Perform stock control procedures
SIRXOHS001A	Apply safe working practices
SIRXPRO008A	Access product and service performance data

GENERAL ELECTIVE UNITS

Client and Customer Service

SIRXCCS002A	Interact with customers
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Goods Handling

TDTA1197B	Package goods
TDTA2197B	Despatch stock
TDTA1297B	Pick and process orders
TDTD197B	Shift materials safely using manual handling methods
TDTD1097B	Operate a forklift
TDTD1397B	Move materials mechanically using automated equipment

Computer Operations and ICT Management

ICTCC121A	Use an enterprise information system
ICTCC241A	Process sales

Finance

SIRWFIN001A	Complete debtor processes
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Inventory

SIRWINV001A	Process purchases
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Merchandising

SIRXMER001A	Merchandise products
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Marketing and Public Relations

SIRXMPR002A	Provide marketing and promotion program support
SIRXMPR003A	Conduct telemarketing

Risk Management and Security

SIRXRSK001A	Minimise theft
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EMPLOYABILITY SKILLS SUMMARIES**SIR20307 Certificate II in Wholesale**

The following table contains a summary of the employability skills required by the wholesale 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 business values. Regularly carry out verbal instructions from other team members and supervisors. Read and interpreting 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 customer service 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 another team member or a supervisor for resolution depending upon business policy and procedures.
Initiative and enterprise	Look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role. Positively accept and adapt to changes in procedures or arrangements at the business level. Take positive action to report hazards or risk situations to supervisors.
Planning and organising	Understand how one's personal job role fits into the context of the wider business values and directions. Plan daily work tasks and priorities within the context of the job role to achieve outcomes within set timelines. Plan tasks to work safely and manage risk according to business procedures.
Self-management	Understand and follow business policies regarding work availability, rosters and work duties. Work within the business 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 to 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 business procedures.
Technology	Use computers and/or select and use a range of other wholesale technology; in the context of available equipment and business procedures. Recognise and report faulty equipment and follow business 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 wholesale 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.

Table 5 Status of units of competency from the HSC courses for the AQF VET qualifications in the Framework

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Retail Services Curriculum Framework	Certificate I in Retail Services	Certificate II in Community Pharmacy	Certificate II in Retail	Certificate II in Wholesale
<i>Qualification packaging rules</i>					- 5 core	- 19 core - 3 electives	- 9 core - 3 GS or GFS elective units - 2 electives	- 10 core - 4 electives
SIRXCCS001A	Apply point-of-sale handling procedures	Nil	20	compulsory (240) elective (120)	–	core	core	–
SIRXCCS002A	Interact with customers	Nil	20	compulsory (120 & 240)	–	core	core	elective
SIRXCLM001A	Organise and maintain work areas	Nil	10	compulsory (240) elective (120)	core	core	core	core
SIRXCOM001A	Communicate in the workplace	Nil	15	compulsory (120 & 240)	core	core	core	core
SIRXICT001A	Operate retail technology	Nil	20	compulsory (240) elective (120)	core	elective	core	–
SIRXIND001A	Work effectively in a retail environment	Nil	20	compulsory (240) elective (120)	core	core	core	core
SIRXINV001A	Perform stock control procedures	Nil	20	compulsory (240) elective (120)	–	core	core	core
SIRXOHS001A	Apply safe working practices	Nil	15	compulsory (120 & 240)	core	core	core	core
SIRXRSK001A	Minimise theft	Nil	10	compulsory (240) elective (120)	–	core	core	elective
SIRXMER001A	Merchandise products	Nil	20	GS stream (240) elective (120, 240 & W SS)	–	core	GS elective elective	elective
SIRXSLS001A	Sell products and services	Nil	15	GS & GFS stream (240) elective (120)	–	core	GS elective elective	–
SIRXSLS002A	Advise on products and services	Nil	20	GS stream (240) elective (120 & 240)	–	–	GS elective elective	–

Retail Services Curriculum Framework Stage 6 Syllabus – Part A

The HSC examination specifications detailed in this syllabus apply to the 2009 HSC examination.
New HSC examination specifications will apply for the 2010 HSC examination and beyond.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Retail Services Curriculum Framework	Certificate I in Retail Services	Certificate II in Community Pharmacy	Certificate II in Retail	Certificate II in Wholesale
SIRRFSA001A	Apply retail food safety practices	Nil	20	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRMER001A	Merchandise food products	SIRRFSA001A	20	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRRPK001A	Advise on food products and services	SIRRFSA001A	15	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRMER002A	Pack and display meat products	SIRRFSA001A	20	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRRPK002A	Advise on meat products	SIRRFSA001A	15	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRMER003A	Prepare and display fast food items	SIRRFSA001A	20	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRRPK003A	Advise on fast food products	SIRRFSA001A	15	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRMER004A	Prepare and display bakery products	SIRRFSA001A	20	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRRPK004A	Advise on bakery products	SIRRFSA001A	15	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SFIDIST202B	Retail fresh, frozen and live seafood	Nil	20	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRRRPK005A	Advise on seafood products	SIRRFSA001A	15	GFS stream (240) elective (120 & 240)	–	–	GFS elective elective	–
SIRWIND001A	Confirm wholesale business practices	Nil	20	W stream (240) elective (120 & 240)	–	–	–	core
SIRWSLS001A	Sell products and services to business customers	Nil	15	W stream (240) elective (120 & 240)	–	–	–	core
SIRXGLC003A	Comply with legislative requirements affecting business activities	Nil	25	W stream (240) elective (120 & 240)	–	–	–	core

Retail Services Curriculum Framework Stage 6 Syllabus – Part A

The HSC examination specifications detailed in this syllabus apply to the 2009 HSC examination.
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Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Retail Services Curriculum Framework	Certificate I in Retail Services	Certificate II in Community Pharmacy	Certificate II in Retail	Certificate II in Wholesale
BSBCM212A	Handle mail	Nil	15	elective (120 & 240)	–	–	elective	–
SIRXADM001A	Apply retail office procedures	Nil	15	elective (120 & 240)	–	–	elective	–
SIRXADM002A	Coordinate retail office	Nil	20	elective (120 & 240)	–	–	elective	–
BSBCM205A	Use business technology	Nil	20	elective (120 & 240)	–	–	elective	–
ICTCC120A	Use basic computer technology	Nil	10	elective (120, 240 & W SS)	–	–	–	–
ICTCC121A	Use an enterprise information system	ICTCC120A	30	elective (120, 240 & W SS)	–	–	–	elective
ICTCC241A	Process sales	Nil	25	elective (120, 240 & W SS)	–	–	–	elective
SIRXICT002A	Use computers as part of business and e-commerce processes	Nil	25	elective (120, 240 & W SS)	–	–	elective	core
SIRPDIS001A	Accept prescriptions and deliver medicine	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRPDIS002A	Deliver prescription medicines to customers outside the pharmacy	Nil	10	elective (120, 240 & CP SS)	–	elective	–	–
SIRPPKS001A	Support the sale of pharmacy and pharmacist-only medicines	Nil	20	elective (120, 240 & CP SS)	–	core	–	–
SIRPPKS002A	Identify, locate and sell products related to allergies	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRPPKS003A	Identify, locate and sell analgesic and anti-inflammatory products	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRPPKS004A	Identify, locate and sell baby and infant products	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	elective	–	–
SIRPPKS005A	Identify, locate and sell cough and cold products	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRPPKS006A	Identify, locate and sell eye, ear and oral care products	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–

Retail Services Curriculum Framework Stage 6 Syllabus – Part A

The HSC examination specifications detailed in this syllabus apply to the 2009 HSC examination.
New HSC examination specifications will apply for the 2010 HSC examination and beyond.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Retail Services Curriculum Framework	Certificate I in Retail Services	Certificate II in Community Pharmacy	Certificate II in Retail	Certificate II in Wholesale
SIRPPKS007A	Identify, locate and sell products for gastro-intestinal conditions	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRPPKS008A	Identify, locate and sell first aid and wound care products	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRPPKS009A	Identify, locate and sell products for skin and fungal conditions	SIRPPKS001A	10	elective (120, 240 & CP SS)	–	core	–	–
SIRWFIN001A	Complete debtor processes	Nil	20	elective (120, 240 & W SS)	–	–	–	elective
SIRXFIN001A	Balance point-of-sale terminal	Nil	15	elective (120, 240 & CP SS)	–	elective	GS elective elective	–
SIRXFIN002A	Perform retail finance duties	Nil	20	elective (120 & 240)	–	–	elective	–
TDTA1197B	Package goods	Nil	10	elective (120, 240 & W SS)	–	–	elective	elective
TDTA1297B	Pick and process orders	Nil	10	elective (120, 240 & W SS)	–	–	–	elective
TDTA2197B	Despatch stock	Nil	10	elective (120, 240 & W SS)	–	–	elective	elective
TDTD197B	Shift materials safely using manual handling methods	Nil	10	elective (120, 240 & W SS)	–	–	elective	elective
TDTD1397B	Move materials mechanically using automated equipment	Nil	15	elective (120, 240 & W SS)	–	–	–	elective
SIRWINV001A	Process purchases	Nil	25	elective (120, 240 & W SS)	–	–	–	elective
SIRXINV002A	Maintain and order stock	Nil	20	elective (120 & 240)	–	–	elective	–
SIRXMPR002A	Provide marketing and promotion program support	Nil	10	elective (120, 240 & W SS)	–	–	elective	elective
SIRXMPR003A	Conduct telemarketing	Nil	20	elective (120, 240 & W SS)	–	–	elective	elective

Retail Services Curriculum Framework Stage 6 Syllabus – Part A

The HSC examination specifications detailed in this syllabus apply to the 2009 HSC examination.
New HSC examination specifications will apply for the 2010 HSC examination and beyond.

Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours	Retail Services Curriculum Framework	Certificate I in Retail Services	Certificate II in Community Pharmacy	Certificate II in Retail	Certificate II in Wholesale
SIRXMER005A	Create a display	Nil	15	elective (120 & 240)	–	–	GS elective elective	–
BSBSLS301A	Develop product knowledge	Nil	15	elective (120 & 240)	–	–	elective	–
SIRXRPK001A	Recommend health and nutritional products	Nil	25	elective (120, 240 & CP SS)	–	elective	elective	–
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	Nil	25	elective (120, 240 & CP SS)	–	elective	elective	–
SIRRRPK014A	Recommend specialised products and services	Nil	25	elective (120 & 240)	–	–	elective	–
SIRRPOS001A	Process postal outlet transactions	Nil	15	elective (120 & 240)	–	–	GS elective elective	–
SIRRPOS002A	Handle mail received in a retail environment	Nil	15	elective (120 & 240)	–	–	elective	–
SIRRPOS003A	Deliver mail in a retail environment	Nil	15	elective (120 & 240)	–	–	elective	–
SIRXPRO008A	Access product and service performance data	Nil	25	elective (120, 240 & W SS)	–	–	–	core

16 Glossary

AQF	Australian Qualifications Framework. The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
AQTF	Australian Quality Training Framework. The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system. AQTF 2007 is the current version of the framework effective from 1 July 2007.
assessment guidelines	An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.
Australian Apprenticeships	Formerly known as 'New Apprenticeships'. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. (www.australianapprenticeships.gov.au)
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
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 standard	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 qualification.
compulsory units of competency	Units that must be studied for the Higher School Certificate.
core units of competency	Units of competency required by the Training Package to be eligible for the AQF VET qualification.
DEST	Department of Education, Science and Training (Commonwealth).
elements of competency	The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

examinable units of competency	Units of competency that can be examined in the optional HSC examination.
ICFIP	Industry Curriculum Framework Information Package. A document produced by the school system authorities to provide schools with information on teacher qualifications and resource requirements that must be adhered to for the delivery of vocational courses. It also includes quality assurance checklists that must be completed each year to demonstrate compliance with the Australian Quality Training Framework.
Industry Skills Councils (national)	The Industry Skills Councils have two key roles: <ul style="list-style-type: none">• providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements; and• supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.
ITAB (state)	Industry Training Advisory Body. Independent incorporated associations or companies that assist with the development of training.
national recognition	National recognition is: <ul style="list-style-type: none">• recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person• recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions• recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions.
NTIS	National Training Information Service. The national register for recording information about RTOs, Training Packages and accredited courses. (www.ntis.gov.au)
OHS	Occupational Health and Safety.
QRRRC	Qualifications, Recognition and Resource Requirements Committee. The QRRRC: <ul style="list-style-type: none">• determines the teacher qualifications and resource requirements for the delivery of VET courses in NSW schools• has responsibility for recognising teacher qualifications and recommending appropriate professional development for VET teachers• includes representatives from the school systems, industry, TAFE NSW and the Office of the Board of Studies.

qualification	Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise and AQF qualification, as specified by: <ul style="list-style-type: none">• a nationally endorsed Training Package, or• an accredited course that provides training for the qualification.
recognition of prior learning (RPL)	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.
RTO	Registered Training Organisation. A training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration. (Includes TAFE NSW, private providers and schools.)
scope of registration	The particular services and products an RTO is registered to provide. The RTO's scope defines the specific AQF qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide: <ul style="list-style-type: none">• both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or• only assessment services, and to issue AQF qualifications and statements of attainment.
Statement of Attainment	Formal certification in the VET sector by an RTO under the AQF that a person has achieved: <ul style="list-style-type: none">• part of a qualification, or• one or more units of competency from a nationally endorsed Training Package, or• all the units of competency or modules comprising learning outcomes for an accredited course that does not meet the requirements for a qualification.
Training Packages	A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.
training plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.
unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
VET	Vocational Education and Training.
VETAB	The Vocational Education and Training Accreditation Board.
VTO	Vocational Training Order.