

Stage 6 Syllabus

RETAIL SERVICES

Curriculum Framework

Part B

Units of Competency and HSC Requirements

for implementation from 2008

Retail Services (120 indicative hours)

Retail Services (240 indicative hours)

2007

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The Retail Services Curriculum Framework

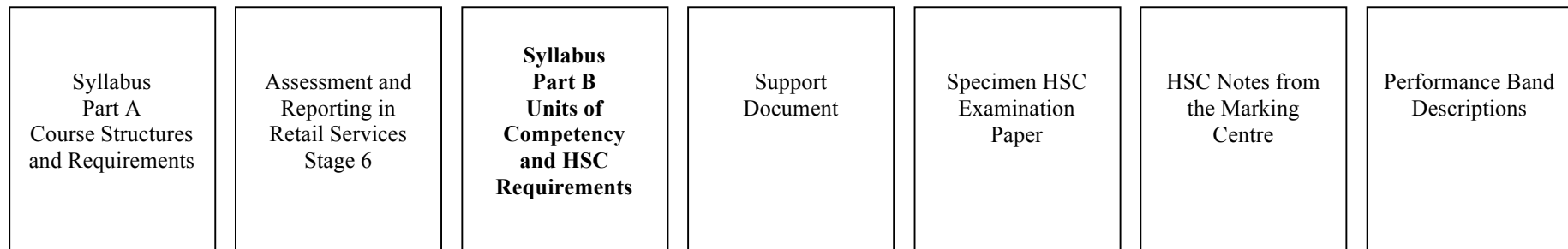
The Retail Services Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in the retail and wholesale industry under the Australian Qualifications Framework. The Framework is based on the national Retail Services Training Package (SIR07).

This Industry Curriculum Framework incorporates all Higher School Certificate Retail Services VET courses including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations on behalf of schools or TAFE colleges.

This document, Part B of the *Retail Services Curriculum Framework Stage 6 Syllabus*, contains the text of the units of competency from the Retail Services Training Package (SIR07). Each examinable unit of competency is accompanied by HSC requirements and advice. The HSC requirements and advice column indicates the depth of study required for the purposes of the HSC. The terms, concepts and content contained in that column must be included in programming and delivery for the HSC.

Retail Services Curriculum Framework Stage 6 Syllabus Documentation



Retail Services Curriculum Framework – Units of Competency Contained in Part B

This document contains the following units of competency together with HSC requirements and advice for each examinable unit. The HSC requirements and advice column indicates the depth of study required for the purposes of the HSC. The terms, concepts and content contained in that column must be included in programming and delivery for the HSC.

| Unit code | Unit title | HSC indicative hours of credit | Page numbers |
|-------------|--|--------------------------------|--------------|
| SIRXCCS001A | Apply point-of-sale handling procedures | 20 | 11 – 20 |
| SIRXCCS002A | Interact with customers | 20 | 21 – 32 |
| SIRXCLM001A | Organise and maintain work areas | 10 | 33 – 38 |
| SIRXCOM001A | Communicate in the workplace | 15 | 39 – 51 |
| SIRXICT001A | Operate retail technology | 20 | 52 – 56 |
| SIRXIND001A | Work effectively in a retail environment | 20 | 57 – 72 |
| SIRXINV001A | Perform stock control procedures | 20 | 73 – 82 |
| SIRXOHS001A | Apply safe working practices | 15 | 83 – 97 |
| SIRXRSK001A | Minimise theft | 10 | 98 – 105 |

| | | | |
|-------------|---------------------------------|----|-----------|
| SIRXMER001A | Merchandise products | 20 | 106 – 115 |
| SIRXSLS001A | Sell products and services | 15 | 116 – 127 |
| SIRXSLS002A | Advise on products and services | 20 | 128 – 134 |

| | | | |
|-------------|--------------------------------------|----|-----------|
| SIRRFSA001A | Apply retail food safety practices | 20 | 135 – 148 |
| SIRRMER001A | Merchandise food products | 20 | 149 – 162 |
| SIRRRPK001A | Advise on food products and services | 15 | 163 – 169 |
| SIRRMER002A | Pack and display meat products | 20 | 170 – 185 |
| SIRRRPK002A | Advise on meat products | 15 | 186 – 193 |

| Unit code | Unit title | HSC indicative hours of credit | Page numbers |
|-------------|-------------------------------------|--------------------------------|--------------|
| SIRRMER003A | Prepare and display fast food items | 20 | 194 – 209 |
| SIRRRPK003A | Advise on fast food products | 15 | 210 – 216 |

| | | | |
|-------------|---------------------------------------|----|-----------|
| SIRRMER004A | Prepare and display bakery products | 20 | 217 – 231 |
| SIRRRPK004A | Advise on bakery products | 15 | 232 – 239 |
| SFIDIST202B | Retail fresh, frozen and live seafood | 20 | 240 – 253 |
| SIRRRPK005A | Advise on seafood products | 15 | 254 – 261 |

| | | | |
|-------------|--|----|-----------|
| SIRWIND001A | Confirm wholesale business practices | 20 | 262 – 271 |
| SIRWSLS001A | Sell products and services to business customers | 15 | 272– 284 |
| SIRXGLC003A | Comply with legislative requirements affecting business activities | 25 | 285 – 296 |

The following units of competency are available for download from the Retail Services Part B of the Syllabus on the Board's website (www.boardofstudies.nsw.edu.au):

| | | | |
|-------------|--|----|-----------|
| BSBINM202A | Handle mail | 15 | 297 – 301 |
| SIRXADM001A | Apply retail office procedures | 15 | 304 – 309 |
| SIRXADM002A | Coordinate retail office | 20 | 310 – 315 |
| BSBWOR204A | Use business technology | 15 | 316 – 319 |
| ICTCC120A | Use basic computer technology | 10 | 321 – 324 |
| ICTCC121A | Use an enterprise information system | 30 | 325 – 328 |
| ICTCC241A | Process sales | 25 | 329 – 333 |
| SIRXICT002A | Use computers as part of business and e-commerce processes | 25 | 334 – 340 |
| SIRPDIS001A | Accept prescriptions and deliver medicine | 10 | 341 – 346 |

| Unit code | Unit title | HSC indicative hours of credit | Page numbers |
|------------------|---|---------------------------------------|---------------------|
| SIRPDIS002A | Deliver prescription medicines to customers outside the pharmacy | 10 | 347 – 352 |
| SIRPPKS001A | Support the sale of pharmacy and pharmacist-only medicines | 20 | 353 – 358 |
| SIRPPKS002A | Identify, locate and sell products related to allergies | 10 | 359 – 363 |
| SIRPPKS003A | Identify, locate and sell analgesic and anti-inflammatory products | 10 | 364 – 368 |
| SIRPPKS004A | Identify, locate and sell baby and infant care products | 10 | 369 – 373 |
| SIRPPKS005A | Identify, locate and sell cough and cold products | 10 | 374 – 378 |
| SIRPPKS006A | Identify, locate and sell eye, ear and oral care products | 10 | 379 – 383 |
| SIRPPKS007A | Identify, locate and sell products for gastro-intestinal conditions | 10 | 384 – 388 |
| SIRPPKS008A | Identify, locate and sell first aid and wound care products | 10 | 389 – 393 |
| SIRPPKS009A | Identify, locate and sell products for skin and fungal conditions | 10 | 394 – 398 |
| SIRWFIN001A | Complete debtor processes | 20 | 399 – 404 |
| SIRXFIN001A | Balance point-of-sale terminal | 15 | 405 – 408 |
| SIRXFIN002A | Perform retail finance duties | 20 | 409 – 412 |
| TDTA1197B | Package goods | 10 | 413 – 418 |
| TDTA1297B | Pick and process orders | 10 | 419 – 424 |
| TDTA2197B | Despatch stock | 10 | 425– 431 |
| TDTD197B | Shift materials safely using manual handling methods | 10 | 432 – 437 |
| TDTD1397B | Move materials mechanically using automated equipment | 15 | 438 – 443 |
| SIRWINV001A | Process purchases | 25 | 444 – 449 |
| SIRXINV002A | Maintain and order stock | 20 | 450 – 455 |
| SIRXMPR002A | Provide marketing and promotion program support | 10 | 456 – 459 |
| SIRXMPR003A | Conduct telemarketing | 20 | 460 – 467 |
| SIRXMER005A | Create a display | 15 | 468 – 472 |

| Unit code | Unit title | HSC indicative hours of credit | Page numbers |
|------------------|---|---------------------------------------|---------------------|
| BSBPRO401A | Develop product knowledge | 20 | 473 – 476 |
| SIRXRPK001A | Recommend health and nutritional products | 25 | 478 – 483 |
| SIRXRPK002A | Recommend hair, beauty and cosmetic products and services | 25 | 484 – 489 |
| SIRRRPK014A | Recommend specialised products and services | 25 | 490 – 498 |
| SIRRPOS001A | Process postal outlet transactions | 15 | 499 – 503 |
| SIRRPOS002A | Handle mail received in a retail environment | 15 | 504 – 509 |
| SIRRPOS003A | Deliver mail in a retail environment | 15 | 510 – 514 |
| SIRXPRO008A | Access product and service performance data | 25 | 515 – 518 |

The following **Key to Units** explains the purpose of each part of the layout of the units.

Key to Units

| | | | | | |
|---|--|--|-----------------------------|---|--|
| Training Package | Retail Services (SIR07) | Indicates the Training Package to which the unit of competency belongs. | | HSC Requirements and Advice | |
| Unit title | Apply point-of-sale handling procedures | | | | |
| Unit code | Competency field | Sector | HSC Indicative Hours | | |
| SIRXCCS001A | Client and Customer Service | Cross-Sector | 20 | | |
| Unit descriptor | Groupings of units of competency to assist in the organisation of the units and help users select relevant units. | | | Hours recognised for HSC credit. | |
| Prerequisite units | Nil | | | | |
| Application of the unit | This competency applies to frontline service personnel. It requires the team member to demonstrate the ability to operate point of sale equipment in order to complete sales, returns and exchange transactions, according to store policies. It further requires the demonstrated ability to package and arrange transportation for goods when required to operate point of sale equipment, apply store policies and wrap an item for transportation. | | | The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. | |
| Employability Skills | The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements. | | | | |
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | Any unit(s) of competency that underpin others are listed as prerequisites. They must be achieved prior to undertaking the unit. | | | The application of the unit of competency describes its scope, purpose and operation in different contexts. | |
| Evidence Guide | Evidence Guide | | | | |
| Context of and specific resources for assessment | Methods of assessment | | | Assessing Employability Skills | |
| Evidence of the following is essential: | For valid and reliable assessment of this unit, evidence should be gathered through a range of methods of performance. It can be gathered from a range of competent assessors of both formal and informal learning processes. | | | Employability Skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability Skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role. | |
| 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 evidence guide is critical in assessment as it provides information to the RTO and assessor about how the unit of competency may be demonstrated. Guidelines include critical aspects of assessment and evidence required, conditions of assessment, suggested ways of assessing and resource requirements. | | | | |

| <p style="text-align: center;">Required Skills and Knowledge</p> <p style="text-align: center;">This section describes the essential skills and knowledge and their level, required for this unit.</p> | | <p style="text-align: center;">HSC Requirements and Advice</p> |
|---|--|---|
| <p>The following skills must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • following set routines and procedures • verbal and non verbal communication • questioning and active listening • dealing with different types of transactions • wrapping and packing techniques • store bag checking procedures • merchandise handling techniques • literacy skills in regard to written documentation • numeracy skills in regard to recording | <p>The following knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> • store policies and procedures in relation to: <ul style="list-style-type: none"> - customer service - point of sale transactions - allocated duties and responsibilities - exchanges and returns | <p style="text-align: center;">Key Terms and Concepts</p> <ul style="list-style-type: none"> • bag checks • balancing and clearing point of sale terminal |
| <div style="border: 2px solid black; padding: 10px; text-align: center;"> <p>This section describes the essential skills and knowledge and their level required for this unit.</p> <p>Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.</p> <p>Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.</p> </div> | | <div style="border: 2px solid black; padding: 10px; text-align: center;"> <p>Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC.</p> </div> <ul style="list-style-type: none"> • counting cash • customer delivery requirements • delays at point of sale • delivery methods • denominations of change • exchanges and returns • functions and operational features of point of sale equipment • handling goods/merchandise • labelling packaged goods/merchandise • legislation and statutory requirements • maintenance of cash float • numerical problems • opening and closing point of sale terminal • ordering change • packing and wrapping goods/merchandise • packing and wrapping materials • point of sale equipment • point of sale transactions • recording information • recording takings • recording transaction errors • sales documentation • sources of numerical information • tendering of change • transference of tender • use of a calculator • workplace/company/store policy and procedures. |

| Element | Performance Criteria | Range Statement | HSC Requirements and Advice |
|--|---|---|--|
| <p>1 Operate point of sale equipment</p> | <p>1.1 Operate <i>point of sale equipment</i> according to design specifications.</p> | <p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording in the Performance Criteria is detailed below.</p> <p><i>Point of sale equipment</i> may include:</p> <ul style="list-style-type: none"> • cash register • cash drawer • scanner | <p>Learning experiences for the HSC must address:</p> <p>Understanding of the functions and operational features of common equipment at point of sale including:</p> <ul style="list-style-type: none"> • cash register • point of sale terminal • cash drawer • calculator • scanner • FTPOS terminal • scales • security detectors • numerical display board • receipt printers • conveyor belts • personal announcement (PA) systems • clearance chutes. <p>Awareness of sources of information for standard operating procedures for point of sale equipment including:</p> <ul style="list-style-type: none"> • manufacturer's instructions • s • s • n <p>Workplace/company/store policy and procedures for:</p> |
| | <p>1.2 Open and close point of sale terminal according to <i>store policy and procedures</i>.</p> | <p><i>Store policies and procedures</i> in regard to:</p> <ul style="list-style-type: none"> • operation of point of sale equipment • security • sales transactions • handling techniques of stock • financial transactions | <p>Learning experiences for the HSC must address:</p> <p>Workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> • work tasks/set routines for opening, closing and clearing the register • individual duties and responsibilities • clearance of terminal • transference of tender |

Elements of competency are the basic building blocks of the unit of competency. They describe, in terms of outcome, the significant functions and tasks that a person in a particular area of work is able to perform.

The performance criteria indicate the level of performance that is required for each element. These are used as the tools for assessment.

The range statement provides a context for the unit of competency, describing: essential operating conditions that may be present with training and assessment, depending on the work situation; needs of the candidate; accessibility of the item; and local industry and regional contexts.

Indicates the depth of study required for purposes of the HSC for the corresponding performance criteria.