

4 Assessment

4.1 Industry Curriculum Frameworks – Purposes of Assessment

Assessment for Higher School Certificate VET courses within industry curriculum frameworks has two distinct purposes:

1. Assessment for Australian Qualifications Framework (AQF) VET qualifications. This is competency-based assessment which:
 - applies to all courses within frameworks
 - provides industry recognition.
2. Assessment for the Universities Admissions Index (UAI):
 - for 240-hour courses only
 - written HSC examination³.

4.2 Assessment for AQF Qualifications

Assessment for AQF VET qualification:

- is competency-based
- must be reliable, flexible, fair and valid. Judgements are made on the basis of evidence, which may be in a variety of forms
- must be conducted by qualified assessors and be consistent with Training Package Assessment Guidelines
- assesses students as competent or not yet competent.

An integrated or holistic approach to competency-based assessment should be adopted.

4.2.1 Guiding principles for assessment

The following information (pp 143–149) is reproduced from the *Assessment Guidelines* of the *Retail Services Training Package (SIR07)*⁴ incorporating the *AQTF Standards for RTOs*⁵.

4.2.1.1 Australian Quality Training Framework assessment requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

³ Refer to Section 11.4 and 11.5 in Part A of the Syllabus.

⁴ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume One, pp 121–128. The *Assessment Guidelines* of SIR07 may also be accessed via the National Training Information Service website (www.ntis.gov.au).

⁵ ANTA, 2005, *Australian Quality Training Framework Standards for RTOs*, Melbourne. Please note AQTF 2007 is the current version, effective from 1 July 2007.

Registration of training organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a state or territory registering/course accrediting body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality training and assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor competency requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and equity and client services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording assessment outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.

Issuing AQF qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/registration requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

In some states and territories the Pharmacy Board provides guidelines relating to the appropriate functions to be performed by a pharmacy assistant involved in activities such as dispensary assistant. At the time of development of this Training Package no formal licensing or registration requirements apply, however RTOs should check with the relevant Pharmacy Board in their state or territory for up-to-date information on such requirements.

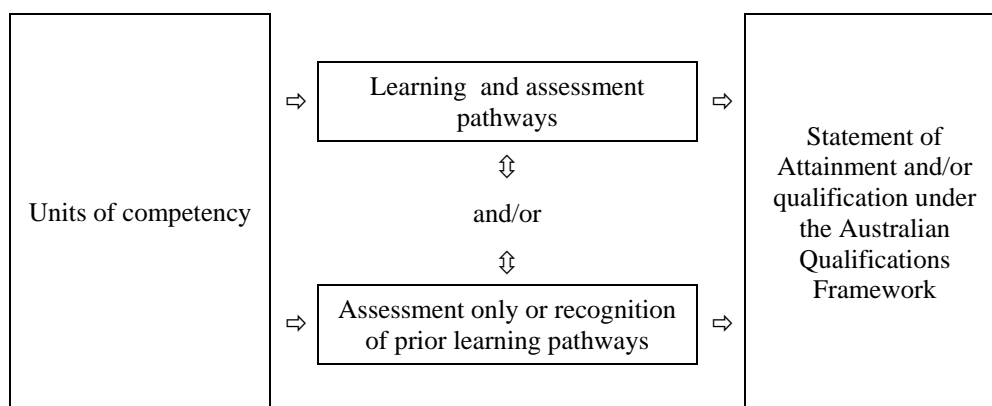
The developers of this Training Package, and DEST, consider that no other licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant state or territory department(s) to check if there are any licensing or registration requirements with which you must comply.

4.2.1.2 Pathways

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

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

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



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

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

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

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

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

Assessment-only or recognition of prior learning pathway

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

In an assessment-only or recognition of prior learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

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

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

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

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

Combination of pathways

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

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

4.2.1.3 Assessor Requirements

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

Assessor competencies

The Standards for Registered Training Organisations specify mandatory competency requirements for assessors. For information, Standard 7.3 from the Standards for Registered Training Organisations follows:

- 7.3 a The RTO must ensure that assessments are conducted by a person who has:
- i the following competencies³ from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
 - a TAAASS401A Plan and organise assessment;
 - b TAAASS402A Assess competence;
 - c TAAASS404A Participate in assessment validation;
 - ii relevant vocational competencies, at least to the level being assessed.
- b However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

³ A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Retail Services industry requirements for AQTF compliance – vocational competence of assessors

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:

- a) 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.

- b) 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.
- c) 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.
- d) All assessors who are engaged in assessing against this Training Package must be either:
- employed by an RTO, or
 - acting in partnership with an RTO where the assessor is working in an enterprise with a partnership arrangement with a private or public RTO.

This Training Package provides a range of options for meeting these assessor requirements. Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.

The following options show how the requirement to use qualified assessors may be met.

Alternative ways of meeting the requirement to use qualified assessors

Options	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
<p>Single assessor</p> <p>An individual assessor conducts the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competency in the relevant units in the TAA04 Training and Assessment Training Package • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts • be deemed competent, and where possible, holds formal recognition in the specific units of competency from this Training Package being assessed • demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following: <ul style="list-style-type: none"> - 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.
<p>Partnership arrangement</p> <p>An assessor works with a technical expert to conduct the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competency in the relevant units in the TAA04 Training and Assessment Training Package • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. <p>A technical expert shall be a person who has the relevant vocational competencies and is required to:</p> <ul style="list-style-type: none"> • be deemed competent and, where possible, hold formal recognition of competency in the specific units of competency from this Training Package, at least to the level being assessed.

<p>Options</p>	<p>Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)</p>
	<ul style="list-style-type: none"> • demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following: <ul style="list-style-type: none"> - 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 • communicate and liaise with the assessor throughout the assessment process.
<p>Assessment team/panel</p> <p>A team working together to conduct the assessment</p>	<p>Members of an assessment team or panel that comprises assessment and industry experience and expertise, work together in the collection of evidence and making judgments about competency. The members of the team must collectively meet the following requirements:</p> <ul style="list-style-type: none"> • holds formal recognition of competency in the relevant units in the TAA04 Training and Assessment Training Package • be deemed competent, and where possible, holds formal recognition of competency in the specific units of competency from this Training Package, at least to the level being assessed • demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following: <ul style="list-style-type: none"> - 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.

4.2.2 Principles for designing and conducting assessments

The following information (pp 150–152) is reproduced from the *Assessment Guidelines* of the *Retail Services Training Package (SIR07)*⁶.

4.2.2.1 Designing Assessment Tools

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

Use of assessment tools

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

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

Using prepared assessment tools

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

Developing assessment tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2i of the Standards for Registered Training Organisations, and
- meet the assessment requirements expressed in the Standards for Registered Training Organisations, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*.

4.2.2.2 Conducting assessment

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

Mandatory assessment requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

⁶ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume One, pp 129–130. The *Assessment Guidelines* of SIR07 may also be accessed via the National Training Information Service website (www.ntis.gov.au).

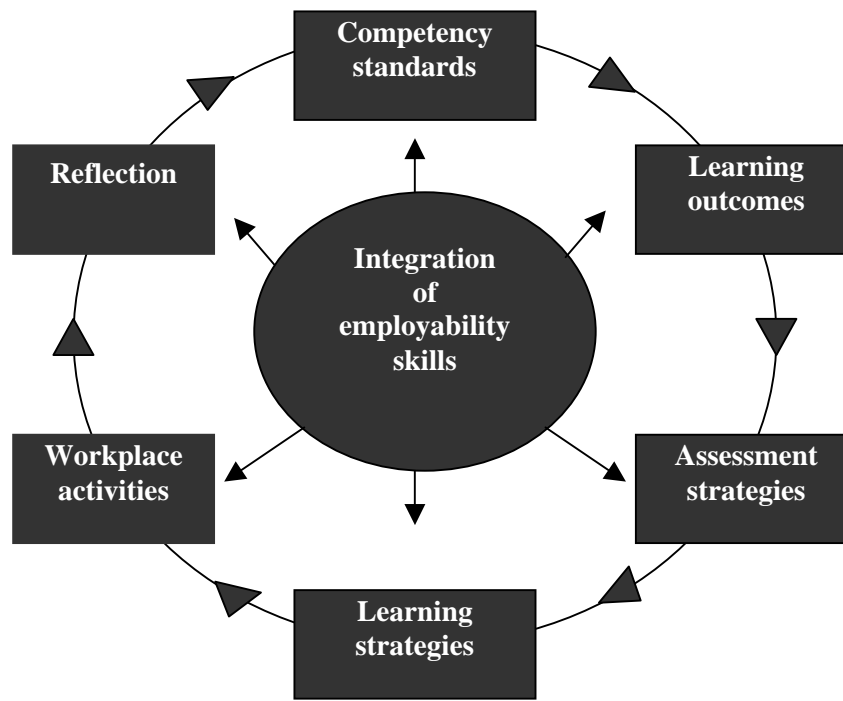
8 RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

- 8.1 The RTO must ensure that assessments, regardless of whether through a training and assessment pathway or an assessment-only pathway:
- i comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
 - ii lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course
 - iii comply with the principles of validity, reliability, fairness and flexibility
 - iv provide for applicants to be informed of the context and purpose of the assessment and the assessment process
 - v where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
 - vi involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
 - vii provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
 - viii are equitable for all persons, taking account of cultural and linguistic needs
 - ix provide for reassessment on appeal.
- 8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment.
- b The RTO must have an RPL process that:
- i is structured to minimise the time and cost to applicants
 - ii provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

4.2.2.3 Delivery and assessment of employability skills

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



Training providers must analyse the employability skills information contained in units of competency in order to design valid and reliable learning and assessment strategies. This analysis includes:

- reviewing unit(s) of competency to determine how each relevant employability skill is found and applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit(s) is/are packaged to help clarify relevant industry/workplace contexts with regard to the application of employability skills at that qualification level
- designing learning and assessment activities that address the employability skills requirements.

For more information on employability skills in SIR07 Retail Services Training Package, go to the Service Skills Australia website at www.serviceskills.com.au.

A resource has been developed by the Department of Education, Science and Training (DEST) to assist trainers and assessors ‘unpack’ the employability skills requirements contained in units of competency and turn them into learning and assessment strategies that lead to the attainment of Training Package qualifications.

The resource, *Employability Skills: From Framework to Practice – An Introductory Guide for Trainers and Assessors*, is available for download:

http://www.training.com.au/documents/Employability%20Skills_From%20Framework%20to%20Practices.pdf

The following information is found in the assessment guidelines of another endorsed Training Packages but is also applicable for assessment in Retail Services. This information (pp 153–156) has been taken from the *Assessment Guidelines of the Information and Communications Technology Training Package (ICA05)*⁷.

4.2.2.4 Checklist for developing assessment materials

The following checklist is offered as guidance for developing assessment materials:

- **Select the unit/s of competency to be assessed**

Identify the unit of competency in this Training Package that is to be assessed. The assessment resource may focus on a single unit of competency or a cluster or group of related units of competency.

- **Analyse the unit of competency**

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the:

- *Unit Description*
- *Elements and Performance Criteria*
- *Range Statement*
- *Evidence Guide.*

Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. These are:

- *Task Skills* – these involve performing the task to the required standard as described in the unit of competency.
- *Task Management Skills* – these involve managing a number of different tasks within the job.
- *Contingency Management Skills* – these involve fulfilling the responsibilities and expectations of the workplace.

- **Identify the type and amount of evidence to be collected**

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- *Product* – this refers to an item that is constructed or a service that is delivered.
- *Process* – this refers to the way in which a product is produced or achieved.
- *Knowledge* – this refers to the information that is required to perform the aspect of work described in the unit(s) of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and Codes of Practice and knowledge of principles, processes and procedures.

This evidence may be collected through a variety of methods. These include:

Direct

- observation of workplace activities
- demonstration of specific tasks
- observation of activities under simulated workplace conditions

Indirect

- questioning – oral questioning, written tests, interviews

Supplementary Evidence

- supervisor reports

⁷ DEST, 2005, *Information and Communications Technology Training Package (ICA05)*, Volume One, Section 1.5, pp 1-125 – 1-158.

- employer references
- documentation about past or prior achievements
- portfolios.

The assessor must determine the type and amount of evidence that is required and how this will be collected.

- ***Plan the assessment activity***

Prepare a brief written description of the assessment activity that will be used to collect the required evidence. For example, this may be an observation of workplace activity, a simulation, a test or some other form of evidence gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activities to be undertaken. The description should detail the:

- type of evidence gathered under each evidence requirement (direct, indirect, supplementary)
- tasks which the candidate is required to do.

In planning the activity consideration should be given to using evidence gathering methods that:

- are appropriate to the industry context
- are gender and culturally inclusive
- take into account the language, literacy and numeracy skills of both the assessor and the candidate
- minimise the cost of assessment
- involve the collection of a variety of forms of evidence
- may be customised to take into account local conditions, site requirements and enterprise specific practices
- utilise industry and enterprise reference materials, such as standard operating procedures and quality systems
- allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and Codes of Practice
- take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways, which are likely to have first time workers and for assessment of high-risk operations or in high-risk industries.

- ***Prepare the assessment materials***

The assessment materials are developed in accordance with the plan for the assessment activity. The assessment materials should:

- address the relevant unit(s) of competency
- require the candidate to demonstrate the five key components of competency
- identify the evidence requirements and evidence collection methods
- include the resources needed to conduct the assessment activity/activities
- include instructions for candidates and those involved in administering the assessment activity/activities
- be checked for ease of use, validity, reliability, fairness and flexibility
- incorporate allowable adjustments to the assessment procedure.

- ***Validate the assessment materials***

The assessment materials should be piloted with a small sample of assessors. Information gathered through this process should be analysed to establish any amendments that may be required. The assessment materials are redrafted incorporating suggested amendments as appropriate.

- ***Prepare the final version of the assessment materials***

The assessment materials are published in an appropriate format, either print or electronic, and made available to assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.

4.2.2.5 Conducting Assessment

<p>Step 1 Establish the assessment context</p>	<p>The assessor:</p> <ul style="list-style-type: none"> • establishes the context and purpose of the assessment; • identifies the relevant units of competency, assessment guidelines and qualification framework in this Training Package; • identifies any NTQC noted support materials that have been developed to facilitate the assessment process; • analyses the competency standards and identifies the evidence requirements; and • identifies potential evidence collection methods.
<p>Step 2 Prepare the candidate</p>	<p>The assessor meets with the candidate to:</p> <ul style="list-style-type: none"> • explain the context and purpose of the assessment and the assessment process; • explain the competency standards to be assessed and the evidence to be collected; • advise on self-assessment, including processes and criteria; • outline the assessment procedure, the preparation the candidate should undertake, and answer any questions; • assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the units of competency; • seek feedback regarding the candidate’s understanding of the units of competency, evidence requirements and assessment process; • determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment; and • develop an assessment plan.
<p>Step 3 Plan and prepare the evidence gathering process</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> • establish a plan for gathering sufficient quality evidence about the candidate’s performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment); • source or develop assessment materials to assist in the evidence gathering process; • organise equipment or resources required to support the evidence gathering process; • coordinate and brief other personnel involved in the evidence gathering process.
<p>Step 4 Collect the evidence and make the assessment decision</p>	<p>The assessor must:</p> <ul style="list-style-type: none"> • establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility; • collect appropriate evidence and assess this against the elements, Performance Criteria, Range Statement and Evidence Guide in the relevant units of competency; • evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills, and job/role environment skill; • incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; • evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency; • consult and work with other staff, assessment panel members or technical experts involved in the assessment process; • record details of evidence collected; and • make a judgement about the candidate’s competency based on the evidence and the relevant unit(s) of competency.

Step 5 Provide feedback on the assessment	<p>The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:</p> <ul style="list-style-type: none">• clear and constructive feedback on the assessment decision;• information on ways of overcoming any identified gaps in competency revealed by the assessment;• the opportunity to discuss the assessment process and outcome; and• information on reassessment and the appeals process.
Step 6 Record and report the result	<p>The assessor must:</p> <ul style="list-style-type: none">• record the assessment outcome according to the policies and procedures of the RTO;• maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO;• maintain the confidentiality of the assessment outcome;• organise the issuing of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.
Step 7 Review the assessment process	<p>On completion of the assessment process, the assessor must:</p> <ul style="list-style-type: none">• review the assessment process;• report on the positive and negative features of the assessment to those responsible for the assessment procedures;• if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.
Step 8 Participate in the reassessment and appeals process	<p>The assessor must:</p> <ul style="list-style-type: none">• provide feedback and counsel the candidate, if required, regarding the assessment outcome or process, including guidance on further options;• provide the candidate with information on the reassessment and appeals process;• report any disputed assessment decision to the appropriate personnel in the RTO; and• participate in the reassessment or appeal according to the policies and procedures of the RTO.

4.2.3 Assessment in the Retail Services industry

The following information (pp 157–160) is reproduced from the *Assessment Guidelines* of the *Retail Services Training Package (SIR07)*⁸.

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

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

4.2.3.1 Context of delivery and assessment

All units identify resource requirements appropriate to the unit, including reference to ‘a real or simulated work environment’. This is defined as an environment that simulates the real workplace in its function and operation and provides access to a broad range of customers and relevant products. This includes adherence to retail policies, procedures and range of stock and equipment.

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

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

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

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

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied where relevant to the requirements of the unit being assessed.

- Provide access to the full range of up to date equipment and software that would generally be available in a modern community pharmacy, retail or wholesale workplace.
- Stock a comprehensive product range that will support the development and demonstration of the full range of skills and knowledge described in SIR07 Retail Services Training Package.
- Provide sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple retail services tasks simultaneously.
- Require that candidates perform sales, services or tasks within timeframes that reflect accepted industry service times.
- Involve candidates in prioritising competing tasks.

⁸ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume One, pp 129–130. The *Assessment Guidelines* of SIR07 may also be accessed via the National Training Information Service website (www.ntis.gov.au).

- Allow candidates to deal with customers, including difficult ones.
- Require candidates to work with others in a simulated team, which would typically include sales assistants or other retail services operational staff, supervisors and managers.

Following is a summary of assessment requirements for units of competency contained in the Retail Services Training Package.

Summary of assessment requirements	
Context of assessment (all units)	<p>For valid and reliable assessment of this unit, competency should be consistently demonstrated over a period of time and observed by the assessor and/or the technical expert working in partnership with the assessor. The technical expert may include the workplace supervisor and/or an experienced industry person. The ultimate outcome of the assessment process must be validated by a Registered Training Organisation.</p> <p>Competency should be demonstrated in a range of situations which may include customer service situations and involvement in other related activities normally expected in the retail environment.</p> <p>Assessment should be undertaken in an environment that meets industry codes of practice and relevant industry regulations and legislation.</p>
Context of assessment (Community Pharmacy)	<p>There are two units that specify that they must be assessed in a real workplace context. These are:</p> <ul style="list-style-type: none"> • SIRPDIS003A Assist in dispensary operations • SIRPDIS006A Assist in preparing extemporaneous prescriptions. <p>This requirement reflects the nature of the tasks and is also a specific requirement established by the Pharmacy Board in at least one state or territory.</p>
Assessment methods	<p>All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, completing workplace documents and role plays.</p>
Integrated assessment	<p>All units that relate to a job function can be considered as co requisites to assist with an integrated approach to assessment.</p>
Evidence required for demonstration of consistent performance	<p>For valid and reliable assessment, evidence should be gathered through a range of methods and over a period of time to indicate consistent performance.</p> <p>It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.</p> <p>Evidence should be gathered as part of a learning process where application of skills and knowledge are demonstrated.</p>
Assessment resources	<p>All units identify resource requirements appropriate to the unit. For example:</p> <ul style="list-style-type: none"> • a real or simulated retail services work environment (for further guidance on the use of an appropriate simulated environment, see page 132 of this document) • relevant documentation, such as workplace policy and procedures manuals • a range of customers with different requirements • a range of community pharmacy, retail or wholesale equipment and products appropriate to a retail services workplace • sources of product information • a qualified workplace assessor or assessment team.

Summary of assessment requirements cont/d	
Prerequisite and corequisite requirements at unit level	Prerequisite and co requisite requirements at the unit of competency level have been kept to a minimum to minimise unnecessary barriers. However, all units that relate to a job function can be considered as co requisites to assist with an integrated approach to assessment.

4.2.3.2 Supporting integrated training delivery and assessment

As a general principle, the retail services industry supports the integration of units of competency for assessment, where practical, as this reflects real work practices.

An integrated approach to assessment brings together a number of units of competency which reflect actual workplace requirements. For example, an employee working in a retail office would complete a number of interrelated clerical and administrative tasks together, not simply one individual task at a time. An integrated assessment activity would be designed to collect evidence for a number of units together rather than designing one assessment activity for each individual element of performance criteria.

Where both training and assessment are required the industry supports an approach which provides for off the job training combined with assessment of the application of skills and knowledge in a real work situation.

The Retail Services Training Package defines on the job assessment as that assessment which occurs in the workplace as part of the normal operation of the business.

The Retail Services Training Package defines off the job assessment as that which occurs away from the normal operation of the business, including, for example, assessment which may occur in the workplace but not under normal industry working conditions. The industry considers it important that candidates should have the opportunity to develop competency in structured learning programs, which includes assessing in the workplace whenever possible.

Where an integrated competency assessment approach is implemented at Certificate II and above, it would be expected that several integrated competency assessments would be necessary to cover the breadth and complexity of the qualification.

The context of the assessment, the role of the candidate and the complexity of the task will influence how many units of competency will be integrated.

Following is an example of integrated competency assessment within the Training Package building on the concepts outlined above.

Within each qualification, there are units of competency which are interrelated and which a candidate would naturally complete as part of their job function.

For example, units:

- SIRXICT001A Operate retail equipment
- SIRXCCS001A Apply point of sale handling procedures, and
- SIRXCCS002A Interact with customers

would mostly occur together. Therefore, evidence collected for one unit may cover all or some of another unit.

The following scenario shows how an assessor undertook an observation of a candidate in the workplace interacting with a customer, operating a computer to check stock availability and price, and completing a sale. The workplace observation was the basis for the assessment and was supported by third-party reports and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence which was completed during the assessment activity.

SCENARIO

The candidate greeted the customer with a smile and in accordance with store policy. The candidate then inquired as to the needs of the customer, and if she could be of any assistance. The candidate used appropriate questioning and active listening to establish the needs of the customer. The candidate communicated relevant information to the customer in a courteous and pleasant manner.

The customer expressed interest in a particular item, but indicated that she was not happy with the colour. The candidate informed the customer that the other colours had been so popular that they were short on stock, but she would be happy to check their system to see if they had any left in the stock room. Using the store computer system, the candidate identified the correct code, and determined the number of items bought and any remaining stock that had not yet been put on the shop floor. She identified that they did have one left in stock and that it was the correct colour.

The candidate then found the relevant item and scanned it into the system using the electronic bar coding equipment for price labelling. She then entered transaction information into the point of sale system using a scanner and politely informed the customer of the cost of the item.

The customer tendered a debit card and the candidate processed the transaction using the EFTPOS terminal. The candidate completed the transaction after asking the customer to enter their PIN number. The candidate packed the item in a suitable bag and informed the customer that the receipt was in the bag. The candidate then thanked the customer and said goodbye in a friendly manner.

This example highlights how units of competency can be grouped together and evidence collected for all three during the one assessment activity. It is important that the assessor clearly identifies units of competency that can be grouped together to ensure an efficient and effective assessment process. Units of competency can be grouped together in a number of ways and how this is achieved will depend on the relevant units and the job function of the candidate.

4.2.4 Diversity, Equity and Accessibility

The following information (p161) is reproduced from the *Assessment Guidelines* of the *Retail Services Training Package (SIR07)*⁹.

4.2.4.1 Access and Equity

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

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. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The following information is found in the assessment guidelines of another endorsed Training Package is also applicable for assessment in Retail Services. This information (pp 161–167) has been taken from the *Assessment Guidelines* of the *Information and Communications Technology Training Package (ICA05)*¹⁰.

4.2.4.2 Diversity and Equity

A useful definition of diversity is 'the quality of being different and unique at an individual or group level'. Diversity is often discussed in relation to ethnicity, culture, gender, race, age, functional diversity, personality and learning styles. Recognising and valuing diversity means creating and sustaining an environment in which everyone can achieve their full potential. This may include removing systemic barriers and creating new ways of doing business.

In appropriately acknowledging the needs of all individuals engaged in learning or assessment processes, several principles of best practice in working with members of equity groups should be kept in mind:

- the learning and assessment environment should not disadvantage the candidate
- practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English and where appropriate and possible communication in languages other than English needs to be allowed for
- language and literacy demands of the assessment task should not be higher than those of the work role
- the demands of assessment and the methods used need to take into account the key competencies performance level of the unit in question
- adjustments to assessment practices are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer and do not change the competency outcomes.

⁹ DEST, 2007, *Retail Services Training Package (SIR07)*, Volume One, p132. The *Assessment Guidelines* of SIR07 may also be accessed via the National Training Information Service website (www.ntis.gov.au).

¹⁰ DEST, 2005, *Information and Communications Technology Training Package (ICA05)*, Volume One, Section 1.5, pp 1-125 – 1-158.

4.2.4.3 Information on Training and Assessment for People with Special Needs

Good vocational training and assessment, like customer service, is often about making adjustments to what we do to meet individual needs. When learning to work, every person has slightly different needs. Rarely do stereotypes, clichés or generalisations hold true. This section is intended to assist [metal, engineering and related services industries] employers, trainers and assessors to meet the reasonable adjustment needs of learners with disabilities.

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure employees and learners achieve the standards that customers, employers and training providers expect. Reasonable adjustments need only be that – reasonable. ... It is about identifying what adjustments might reasonably be made and how they may be put into place. The goal is not to discount the quality or standards of work expected of an employee or learner.

More than one in seven Australians of working age are people with some form of disability, yet less than one in twenty people with special needs are engaged in the Vocational Education and Training (VET) system. (ABS 1998) This compares with the general rate of VET participation of nearly one in 10 for all Australians. People with special needs are twice as likely as others to be unemployed. This exclusion costs – customers and employees with potential are lost to the industry.

By including people with special needs in training, the industry enhances the Australian characteristic of fairness, and this, for many customers, enhances loyalty. Finally, it is worth remembering that we are all at risk of acquiring a physical or sensory impairment through accident or a mental illness triggered by the stresses of life.

What is a Disability?

A disability presents some impairment to everyday activity. In practice, some people with a disability do not have any impairments resulting from their disability. For example, a person who has a hearing impairment that is compensated for by a hearing aid may function without any adjustments.

Disabilities may affect or relate to a range of human functions including mobility, stamina, lifting ability, memory, vision, hearing, speech, comprehension and mood swings. This may be due to accidents, illness or birth.

Detailed information on how to adjust training and assessment for each of these areas cannot be provided within this section, however, there are additional resources available, many of which are listed¹¹ towards the end of this section.

4.2.4.4 Adjustments in Training and Assessment

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

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. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The Disability Discrimination Amendment (Education Standards) define disability as:

- total or partial loss of the person's bodily or mental function; or
- total or partial loss of a part of the body; or

¹¹ Assessment resources have been included in the *Retail Services Resource List*.

- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness;
- the malfunction, malformation or disfigurement of a part of the person’s body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Training Package developers and Registered Training Organisations are required under the Standards to take reasonable steps to ensure that Packages are designed in such a way that the learner is, or any learner with a disability is, able to participate in the learning experiences (including assessment and certification requirements) of the program, and any relevant supplementary program, on the same basis as a learner without a disability, and without experiencing discrimination.

There are a number of practical things that can be done as part of providing reasonable adjustment to employees and learners with special needs to enable them to undertake their training and assessment. Some suggestions are included below.

Type of Disability	Reasonable Adjustments
Mobility impairment	Provision of wheelchair accessibility, access to aids such as for holding documents, adjustable tables, note taking support, oral rather than written presentations or exams, use of a personal computer, lifting limits
Vision impairment or people who are blind	Use of audio tapes, enlarged text and images, enlarged computer screen images, use of voice synthesisers on computers, good lighting or reading lamps, Braille translations, provision for guide dogs, avoid moving furniture without informing the person, provision of additional writing time for assignments/tests
Hearing impairment or people who are deaf	Use of telephone typewriters, audio loops for people using hearing aids, use of Plain English documents, sign language interpreters for training and assessment, fire and alarm systems fitted with flashing lights.
Intellectual disability	Practical learning sessions, repetition of learning exercises, use of Plain English, use of mentors, assessment that is appropriate to the skill, i.e. avoiding written test for practical tasks, providing additional time
Psychiatric disability	Use of reflective listening skills, identification and avoidance of stresses, use of on-going rather than formal assessments, providing ‘time-out’ breaks in assessment
People with acquired brain injury	Providing time and patience during training and assessment, using reflective listening skills, providing memory aids, e.g. posters, notes, minimisation of stress
Speech impairment	Provision of time and patience, paraphrasing, getting them to put things in writing, minimising stress

Clearly, each case will be different and will need to be discussed with the learner, and in many cases expert help may be needed, at least in the initial stages. There are many sources of help to assist in employment, training and assessment of a person with a disability.

4.2.4.5 Information on Training and Assessment for People from Aboriginal or Torres Strait Islander Backgrounds

... it is expected that an individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the specific outcomes required by this package.

Where [the Training Package] or elements of it are being used in Aboriginal or Torres Strait Islander communities, local stakeholders should be involved in the development and implementation of its training and assessment arrangements ... some of the issues to be considered include the need for effective training and assessment planning, appropriateness of delivery approaches, suitability of venues, availability of resources and the development of appropriate learning exemplars and activities. Suggestions for consideration against a number of these issues are provided in the [the *Retail Services Resource List*].

General Cultural Issues that May Impact Training

There are hundreds of Aboriginal or Torres Strait Islander cultures and languages and therefore training and assessment should be encouraged to have a local focus to maximise effectiveness. Individual Aboriginal or Torres Strait Islander communities need to be involved in the development and implementation of training and assessment and in some circumstances communication in languages other than English may need to be allowed for. This could be particularly relevant for those people completing qualifications in remote communities.

Some of the issues to be considered include:

- ownership and/or custodial rights and responsibilities within Aboriginal or Torres Strait Islander cultures and nations, including the rights of people to 'identify with' people and Country and exercise affiliations, even where these have not been previously known, recognised or exercised
- cross-cultural issues, not only in terms of Aboriginal or Torres Strait Islander/non-Aboriginal or Torres Strait Islander interactions but also between and within Aboriginal or Torres Strait Islander cultures, nations and sub-groupings where inter-relationships can be extremely complex and sensitive
- 'rights' of people to speak on behalf of and represent groupings, these being generally invested in Elders or other Aboriginal or Torres Strait Islander people who are recognised by their community as custodians of cultural knowledge
- attitudes towards cultural heritage aspects that can be shared without compromise and the ways in which this can be achieved. For example, this may impact on who teaches knowledge, who studies units and the cultural protocols that govern the ways in which this is done
- recognition that Aboriginal or Torres Strait Islander arts and cultures are dynamic and are continually growing and developing and not fixed in a particular view of the past
- respect for the rights of Aboriginal or Torres Strait Islander peoples to refuse to pass on information, including details about family history, kinship systems, Country, significant sites and other cultural knowledge
- awareness of the sensitivities that may be felt by some Aboriginal or Torres Strait Islander people when researching their own culture, Country and family systems, particularly when such research impacts on personal identity.

Planning for Training and Assessment

There are a number of issues that should be considered when planning for the delivery of training or the assessment of individuals, these include:

- consulting Elders or other Aboriginal or Torres Strait Islander people who are recognised by their community as custodians of cultural knowledge about appropriate methods for accessing and using local knowledge
- inviting the involvement of the local Aboriginal or Torres Strait Islander community, particularly Elders, at all stages of the planning, development, training and assessment process. Elders are the custodians of knowledge, as well as the authorities from whom permissions must be sought for in relation to issues such as which knowledge can be shared, the ways in which this sharing must occur and how its application can be best assessed

- setting up local Aboriginal or Torres Strait Islander reference groups to advise on training development (may include organisations such as Local Aboriginal Land Council, local community arts centre, Aboriginal Education Consultative Group)
- allowing time to develop rapport and trust, to develop and explore viewpoints, on-going consultation, communication and problem-solving
- ensuring participation of local Elders – sitting in on sessions/activities, as presenters, mentors, advisors and ‘supporters’, providing context and ‘grounding’. This ‘authority’ aspect is very important and in many instances, the mere presence of key Elders, even if they are not taking an active role, lends both authority and permission
- locating training and development activities in the local community and promoting and ensuring a sense of community ownership, involvement, partnership and control.

Approaches to Training and Assessment

In order to ensure that Aboriginal or Torres Strait Islander people are not disadvantaged ... a number of ideas could be considered where appropriate, including:

- orally-based training and assessment with explanation and demonstration
- working in pairs for training and assessment
- small or large group work for training and assessment: assessment dimensions for Aboriginal or Torres Strait Islander peoples may include a ‘group’ component as well as an ‘individual’ component
- culturally appropriate presentations for training and assessment, e.g. presentations or art pieces in a medium appropriate to local culture
- using artwork or illustrated oral presentations/talks, for presentation and assessment.
- consulting learners about preferences and how they feel they can best demonstrate their competence
- taking a flexible approach to time and achievement of outcomes
- flexible delivery and assessment processes
- identifying culturally appropriate and sensitive trainers and assessors with a demonstrated ability to work effectively with local Aboriginal or Torres Strait Islander communities
- training external trainers in appropriate and localised approaches and providing essential community and cultural background information/support
- developing all training as part of an overall empowerment and confidence-building program
- accommodating priorities and obligations within local communities to avoid conflict with training and assessment activities
- exploring perceptions and understandings ‘in community’
- allowing multiple, holistic and personalised assessment opportunities
- identifying appropriate materials/methods through community and potential learner consultations
- tailoring training and assessment for specific communities rather than applying ‘blanket’ solutions/methods, recognising that there are many localised Aboriginal or Torres Strait Islander ‘cultures’ and not a single one
- personalising training materials with appropriate, local illustrations and applications
- training and assessment integrated with work activities as much as possible
- structuring training and assessment as on-going work experience.

Training and Assessment Venues

A number of basic operational issues should also be considered, including:

- What are locally familiar, appropriate, preferred and available venues?
- Are ‘classrooms’ or other interior settings available or appropriate?
- Is an outdoors location preferred/more appropriate/feasible?
- What innovative technologies (e.g. mobile and wireless) could be used in the field?
- Are assistive technologies needed and available?
- Is on-the-job training and assessment most appropriate and how is this best organised?
- Are occupational health and safety issues addressed?
- Do local climatic conditions affect training and assessment locations and approaches?

Training and Assessment Resources

The appropriateness of resources can be pivotal to the success or failure of training and assessment activities, particularly where cultural differences may be present. The presentation of training and assessment of individuals against ... competencies may present considerable challenges in this regard, particularly in remote communities. The following ideas should be considered when selecting or developing resources:

- selection of appropriate trainers and assessors
- availability, accessibility and appropriateness of written, audio-visual, photographic, electronic or other resource materials such as necessary equipment
- development or adaptation of appropriate resource materials
- availability of electricity or availability at required times in remote training and assessment locations
- availability of internet access for online research, training and assessment, where appropriate.

The actual materials, exemplars and activities utilised in ... VET training and assessment should be carefully reviewed with the following issues taken into consideration:

- Do existing training resources meet the needs of Aboriginal or Torres Strait Islander candidates or is there a need for additional material?
- Are learners going to meet visitors from outside local cultural groupings?
- Can activities be developed that bridge traditional cultural needs and obligations and those of varied outside visitors who also have great cultural diversity?
- Are activities contained completely within a limited cultural world sufficient to achieve the outcomes required by the standards?
- Do set activities enable learners to demonstrate their competence and satisfy the requirements of the competency standard/qualification level? The challenge is in balancing local situations and needs with national competency standards and qualifications. Qualifications are national and therefore 'portable' and these aspects must be considered.
- Are existing activities within resources relevant, able to be adapted according to local needs or do they need replacing with your own or others?

Clearly, each case or set of circumstances will be different and will need to be discussed with the learner(s). In some case expert help may be needed, at least in the initial stages. There are sources of help to assist in training and assessment of Aboriginal or Torres Strait Islander candidates, some are listed [in the *Metal and Engineering Resource List*].

4.2.4.6 Language, Literacy and Numeracy

In everyday workplace tasks it is common for a person to use and respond to spoken and written language and use numeracy skills at the same time. These skills are applied within a cultural context that needs to be interpreted and responded to appropriately.

When designing workplace learning and assessment tasks, the trainer and assessor should be aware of this interlinking of language, literacy and numeracy. However there will also be situations in which only one of these skills is the focus of the training.

Although you will find the terms 'language, literacy and numeracy' generally used together they are not interchangeable or always linked. The terms are defined below.

Language

In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. In using language we generally use a combination of communication forms such as speaking, listening, reading, writing and visual communication. Visual communication skills underpin the agreed language of the Australian deaf community, Australian Sign Language (AUSLAN).

Language can also refer to individual languages such as English, Mandarin, Warlpiri. Our workplaces often involve a mix of language groups and sometimes workers can hold technical competency without English language competency.

Language changes over time and context. Industries have their own vocabulary, including jargon, technical terms and acronyms that workers must understand. This can be very challenging for some people, particularly those for whom English is not their first language. Take the word 'cookie' for example. A baker may bake it, a photographer may attach it to a light stand and an ICT specialist may stop it being transmitted over the internet.

Effective cross-cultural communication requires a range of skills including the ability to appreciate that there may be variations in the value placed on the communication forms of language. For example, while written language is highly regarded in the English language, Indigenous languages place higher value on verbal and visual communication forms.

Literacy

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing. Literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Literacy is about our social application of language, for example in our homes, communities, schools and workplaces. Like language, literacy practices change over time and context. We have seen this over the last decade with emerging multimedia and information technologies and our multi cultural society.

The literacy demands placed on individuals also change throughout their lifetimes. As we experience new situations we need to continually adapt and extend our literacy skills.

Numeracy

Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form.

Depending on the context this can include basic number skills, spatial and graphical concepts, the use of measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written text.

In the workplace the methods used to achieve certain numeracy tasks will differ according to the workplace requirements, technology and culture.

Once again it is important to reiterate several important principles:

- the learning and assessment environment should not disadvantage the candidate
- practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English and where appropriate and possible communication in languages other than English needs to be allowed for
- language and literacy demands of the assessment task should not be higher than those of the work role
- the demands of assessment and the methods used need to take into account the key competencies performance level of the unit in question
- adjustments to assessment practices are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer and do not change the competency outcomes.

4.3 List of Assessment Resources

A list of resources and organisations is provided in the *Retail Services Resource List* (www.boardofstudies.nsw.edu.au) to assist assessors in planning, designing, conducting and reviewing assessments against the Retail Services Training Package (SIR07).

4.4 Programming Assessment

An integrated approach to assessment, in which a number of elements or units of competency are assessed together, should be adopted. This accords with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

This approach also reduces the danger of over-assessment, which can easily occur if units and elements of competency are assessed individually.

In addition, it is preferable that assessment be integrated with training delivery.

Some forms of assessment will be ongoing. Evidence of competence gathered through the observation of student performance in the classroom, in the workplace or in a simulated work environment will provide one means of ongoing assessment. Questioning of students in the course of teaching and learning activities, self-assessment and peer assessment and reports from workplace supervisors will also allow evidence of competence to be gathered on an ongoing basis.

Other evidence may be collected through specific assessment tasks and events such as projects and assignments, portfolios, written and practical tests and presentations, role-plays and simulations.

It is advisable for teachers and assessors to decide in advance on the forms of assessment and evidence-gathering methods to be used for various units or groups of units and devise a planned program of assessment.

Where specific assessment events are to be used these should be scheduled well in advance, keeping in mind the assessment demands placed on students in their other HSC subjects. As with other HSC courses, students should be informed in writing of school (or other RTO) requirements for assessment in each course.

4.5 Recording Assessment

A competency record may contain information about both units and elements of competency.

A sample record sheet for an individual unit of competency is shown below.

Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies.

Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

4.5.1 Competency Record – sample unit of competency record sheet

SIRXRSK001A Minimise theft

Element of Competency	Competent (Assessor Signature)
1 Apply routine store security	
2 Minimise theft	

VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY

I, _____, of _____
(name of assessor) (Registered Training Organisation)

certify that

_____ (name of student)

has demonstrated competence in the unit of competency

SIRXRSK001A Minimise theft

Signature _____ Date _____

4.6 Sample Assessment Items

It is preferable that assessment be integrated with training delivery. The programs provided in Section 3 of this document provide samples of integrated approaches to programming and assessment.

The following sample assessment tasks have been included in sample programs in Section 3 of this Support Document. The sample assessment schedule in 4.6.1 indicates the performance criteria that may be assessed during completion of the sample assessment tasks.

It should be noted that this is **NOT** the only way to organise assessment for the Retail Services Curriculum Framework; rather it is *one possibility*. The performance criteria to be assessed by the sample tasks will *depend on the teacher's interpretation, development and delivery* of each task.

Task 1: Work placement activities and journal

Students complete a number of activities during work placement and journalise their work placement experiences.

(Option – encourage the students to journalise any industry visits and general learning and activities undertaken during class.)

Items to journalise could include:

- workplace/company/store policy and/or procedures for:
 - code of conduct
 - risk management in the workplace
 - reporting equipment faults
 - OHS monitoring and reporting
 - dealing with emergencies
 - prevention of discrimination and harassment in the workplace
 - quality assurance
- employment conditions
- workplace/company/store flow chart (hierarchical structure)
- emerging/current technology
- clean-up procedures (work area, tools and equipment)
- interview of an employee – general aspects of working in the industry and career path to date, as well as future ambitions
- current issues of concern to the retail services industries
- how a workplace/company/store plans and prepares for different workplace activities
- opportunities to:
 - use tools and equipment
 - plan for routine tasks
 - carry out calculations and transactions
 - read and interpret retail services documentation
 - work with others
 - undertake workplace tasks.

Task 2: Newspaper scrapbook

Each student is assigned one week in the school term. During that week they are required to purchase a major city newspaper (daily) as well as obtain their local paper and locate articles identifying information and/or issues for the retail services industries. Each student provides a summary of discovery at the conclusion of their week.

Task 3: OHS written test

Students undertake a written assessment to test their ‘*required knowledge*’ (ie the theory underpinning OHS).

Task 4: OHS induction

Develop an OHS induction package for a new employee.

Task 5: Workplace inspection – risk assessment

Using school-developed workplace inspection procedures, students work in pairs or small groups to carry out a workplace inspection on the school clothing shop, canteen or cafeteria.

The inspection must follow a risk management approach – identify hazards; assess associated risks; control measures to eliminate or minimise risks; and monitor and review control measures.

In consultation with their teacher, students are to assess using a risk assessment matrix, apply hierarchy of control and establish monitoring procedures.

Alternatively (or in addition), this task could be undertaken on work placement in consultation with the students’ supervisor.

Task 6: Scenario – dealing with an emergency

Students are to demonstrate their ability to follow emergency procedures for a given scenario. The scenario should be appropriate to a retail services work environment, for example, a fire involving flammable substances in the storage area.

This includes:

- developing an evacuation map for the workplace/company/store
- designing a chart identifying responsibilities of key personnel
- displaying appropriate behaviour to take in an emergency situation
- contacting appropriate personnel and emergency services and reporting the emergency situation
- evacuating the site through simulated response to an emergency complying with workplace/company/store procedures.

Task 7: Visual communication test

Students undertake a written assessment to test their knowledge of meaning and use of signage and symbols common to the retail services industries.

Task 8: Research project

With a focus on the required knowledge and skills of SIRXIND001A *Work effectively in a retail environment*, research the retail environment of at least one workplace/company/store.

Task 9: Extended response: legislation

Extended response question – impact of legislation on the retail services employee and their work in the industry.

Task 10: Role-plays and case studies

For example:

- communicating effectively with colleagues and customers, including those with special needs, across a range of contexts
- meeting and greeting customers
- serving and assisting customers
- selling techniques
- conducting a bag search
- closing sales and farewelling customers
- handling complaints and resolving conflict
- cross-cultural communication and dealing with misunderstandings
- communicating on the telephone
- understanding of reciprocal rights and responsibilities of employers and employees in relation to anti-discrimination and EEO.

Task 11: Telephone technique

On a rotational basis through the year, each student is to be rostered on to ‘telephone duty’ in the school office.

Each student should be observed:

- receiving phone calls
- using the functions of the telephone system
- taking and distributing messages.

Work placement and/or part-time work supervisor(s) could also provide feedback on a student’s telephone technique.

Task 12: Extended response: stock control

Extended response question – procedures for the receipt and processing of incoming stock.

Task 13: Written documentation

Students correctly and accurately complete a range of workplace/company/store documentation.

Task 14: Housekeeping schedule – individual and team tasks

Each student is to develop housekeeping schedule. Duties are to be undertaken in a workplace/company/store over a one-month period. The schedule should include individual and team tasks.

The housekeeping schedule should:

- be clear and logically presented
- ensure tasks are ordered in an efficient sequence
- identify material, tools and equipment requirements
- outline specific techniques to be used (if required)
- indicate a completion timeframe for the various tasks
- incorporate quality assurance checks.

Task 15: Workplace/company/store manual

Each student is to progressively develop a manual for a fictitious retail services workplace/company/store. The ‘retail business’ will be in a product area for which they have a particular interest and/or experience (for example fashion, music, electronics or homewares).

The store manual will be updated after the completion of class work relevant to the specific component of the manual. The manual may include:

- workplace/company/store name
- table of contents
- personal presentation
- working safely
- staff communication
- customer service
- organising and maintaining work areas
- operating retail equipment
- minimising theft.

Task 16: Stock assistant

On a rotational basis each month, allocate the responsibility of ‘stock assistant’ to a team of two or three students. These students will assist the teacher and/or another member of school staff with stock control and housekeeping of the supply stores.

Students should display an understanding of safe working practices, receipt and process of goods, storage requirements and ease of access and stock rotation.

Students may also undertake a mock stocktake of a particular area of the school (such as chairs and tables, book hire textbooks, canteen stock or art supplies).

Task 17: Material Safety Data Sheet (MSDS)

Allocate to each student one material that will typically be used in a retail services work environment. They are to contact the supplier/manufacture (by telephone, letter, website, etc) to obtain the MSDS. Each student will provide the class with a copy of the MSDS and brief the other students on the main points and safe use.

Task 18: Tools and equipment/plant

Each student is allocated a different tool or equipment/plant commonly used in the retail services industries. Students produce a computer-generated:

- information sheet (maximum one A4 page) with the following information:
 - name
 - sketch/diagram/photo
 - characteristics
 - purpose (use and limitations)
 - OHS requirements (hazard controls and PPE and for plant/equipment only – responsibilities of the supplier/hire firm and operator)
 - training/qualifications required (school and industry expectations)
- pre-operational checklist.

Each student ‘delivers’ an induction course to the other students (in partnership with the teacher) for their allocated tool or equipment/plant.

Students are to be given several opportunities throughout the retail services course to safely use and maintain a range of retail services tools and equipment/plant, as well as to check for serviceability and rectify or report any faults. These opportunities can arise during practical tasks/projects and/or may be demonstrated during work placement, field trips or industry visits.

Task 19: Job application

Students are to apply for an advertised position in a retail services industry environment. Students are required to:

- write a letter of application
- develop a curriculum vitae
- prepare for and undertake a simulated job interview.

The interviews could be undertaken by a number of personnel including the teacher themselves and/or other school staff, a parent or employer.

It should be a formal process that includes:

- communication via the telephone to arrange interview times
- appropriate dress standards
- prepared interview questions
- opportunity for feedback to each student as well as general comments to the class.

Task 20: Reconciliation of cash and non-cash items

The teacher provides the students with the assumed sales of the day for a workplace/company/store and the student will need to work out the takings of the day.

The activity involves:

- separating cash and non-cash items
- counting cash and non-cash items
- taking out the cash float.

Task 21: Design a sign

Students are to design a sign that could be placed in a retail services workplace/company/store for theft prevention.

(They can be laminated and displayed in the classroom.)

Task 22: Industry-specific class projects

All class members are required to take an active role in the class projects – working together to achieve a common purpose. The projects could be undertaken in partnership with a local retail services workplace/company/store, as part of a community project or within school environment/activities (such as school canteen, school uniform/clothing shop or school fete/market stall).

The projects should include:

- identifying roles and responsibilities – individual and others in the workgroup
- planning activities – setting common goals, objectives and task requirements, as well as determining and agreeing on individual tasks
- undertaking the project with members of the work group
- monitoring the progress of the workgroup.

Associated activities are to include safe working practices, organising and maintaining the work area, interacting and communicating with colleagues and customers, applying point-of-sale handling procedures, operating retail technology and maintaining stock.

Task 23: Calculation exercises

A range of exercises enabling students to demonstrate their ability to work with numbers and calculations typical of a retail services environment.

Include:

- addition, subtraction, multiplication and division
- percentages
- multiple quantities
- mark-ups
- discounts/mark downs
- GST
- register reconciliation (cash and non-cash).

Task 24: Workplace/company/store roster

Students are to develop a workplace/company/store roster for one work team that includes at least the full-time supervisor/team leader, a full-time worker and a school-based trainee.

Students will need to consider workplace/company/store trading hours, meal breaks, busy trading times and minimum/maximum hours staff are allowed to work.

Task 25: Wrap and pack

Students are required to wrap and pack a variety of goods.

Task 26: Skills showcase

This can be set up as a competition between a number of local high schools. Students are entered in groups of 4–6. The showcase requires the support of a number of businesses in the local shopping centre. Students are required to undertake a variety of tasks to ‘showcase’ their skills. This may include window displays, point-of-sale handling procedures, plan-a-grams, wrapping, housekeeping, greeting and advising customers, etc.

Task 27: Part-time work

Many of the students undertaking a retail services course at school are likely to have part-time work within the industry. This provides students with another opportunity to collect evidence to demonstrate their competence across the units of competency within the course.

Task 28: Examinations

- Year 11 half-yearly examination
- Year 11 yearly examination
- Year 12 half-yearly examination
- Year 12 trial HSC examination.

4.6.1 Sample assessment planning

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
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SIRXCCS001A Apply point-of-sale handling procedures																												
<i>1 Operate point-of-sale equipment</i>																												
1.1 Operate point-of-sale equipment according to design specifications	✓									✓					✓			✓				✓				✓	✓	✓
1.2 Open and close point-of-sale terminal according to store policy and procedures	✓									✓			✓		✓							✓	✓			✓	✓	✓
1.3 Clear point-of-sale terminal and transfer tender according to store procedure	✓									✓			✓		✓					✓		✓	✓			✓	✓	
1.4 Handle cash according to store security procedures	✓									✓			✓		✓							✓	✓			✓	✓	✓
1.5 Maintain supplies of change in point-of-sale terminal according to store policy	✓									✓			✓		✓							✓				✓	✓	
1.6 Attend active point-of-sale terminals according to store policy	✓									✓					✓							✓				✓	✓	
1.7 Complete records for transaction errors according to store policy	✓									✓			✓		✓					✓		✓	✓			✓	✓	✓
1.8 Maintain adequate supplies of dockets, vouchers and point-of-sale documents	✓									✓		✓										✓				✓	✓	
1.9 Inform customers of delays in the point-of-sales operation	✓									✓												✓				✓	✓	
<i>2 Use numbers in the workplace</i>																												
2.1 Accurately list a range of possible retail workplace numerical problems	✓																					✓	✓				✓	✓

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2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator	✓									✓			✓							✓		✓	✓				✓	✓	
3 Perform point-of-sale transactions																													
3.1 Complete point-of-sale transactions according to store policy	✓								✓	✓					✓							✓	✓				✓	✓	
3.2 Identify and apply store procedures in respect of cash and non-cash transactions	✓									✓					✓						✓						✓	✓	✓
3.3 Identify and apply store procedures in regard to exchanges and returns	✓								✓	✓			✓		✓							✓					✓	✓	✓
3.4 Move goods through point-of-sale area efficiently and with attention to fragility and packaging	✓									✓												✓		✓			✓	✓	
3.5 Accurately enter information entered into point-of-sale equipment	✓									✓												✓	✓				✓	✓	
3.6 State price or total and amount of cash received verbally to customer	✓									✓												✓	✓				✓	✓	
3.7 Tender correct change	✓									✓												✓	✓				✓	✓	
4 Complete sales																													
4.1 Complete customer order forms, invoices and receipts accurately	✓									✓			✓									✓					✓	✓	✓
4.2 Accurately identify and process customer delivery requirements according to set timeframes	✓									✓												✓					✓	✓	
4.3 Process sales transaction or direct customers to point-of-sale terminals according to store policy without undue delay	✓									✓					✓							✓					✓	✓	
5 Wrap and pack goods																													
5.1 Maintain/request adequate supplies of wrapping and packaging materials	✓									✓		✓										✓			✓	✓	✓		
5.2 Select appropriate wrapping or packaging material	✓									✓												✓			✓	✓	✓	✓	
5.3 Wrap merchandise neatly and effectively where required	✓									✓												✓			✓	✓	✓		
5.4 Pack items safely to avoid damage in transit, and attach labels where required	✓									✓												✓			✓	✓	✓		
5.5 Arrange transfer of merchandise for parcel pick-up or other delivery methods if required	✓									✓			✓									✓			✓	✓	✓		

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SIRXCCS002A Interact with customers																													
<i>1 Deliver service to customers</i>																													
1.1	Conduct communication with customers in a professional, courteous manner according to store policy	✓				✓				✓	✓				✓							✓					✓	✓	
1.2	Meet customer needs and reasonable requests or refer to supervisor according to store policy and legislative requirements	✓							✓	✓					✓							✓					✓	✓	
1.3	Record customer details and information where necessary	✓								✓	✓		✓									✓					✓	✓	✓
1.4	Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction	✓								✓												✓					✓	✓	
1.5	Recognise and act upon opportunities to deliver additional levels of service beyond the customer’s immediate request	✓								✓												✓					✓	✓	
1.6	Maintain contact with customer until sale is completed according to store policy	✓								✓					✓							✓					✓	✓	
1.7	Farewell customer appropriately and courteously according to store policy	✓								✓	✓				✓							✓					✓	✓	
1.8	Use verbal and non-verbal communication to develop rapport with customers during service delivery	✓								✓												✓					✓	✓	
1.9	Encourage repeat customers by promotion of appropriate services or products according to store policy	✓								✓					✓							✓					✓	✓	
1.10	Process customer returns or refunds according to store policy and procedures.	✓							✓	✓			✓		✓							✓	✓			✓	✓	✓	

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2	<i>Respond to customer complaints</i>																											
2.1	Convey a positive, helpful attitude to customers when handling complaints according to store policy	✓								✓	✓				✓							✓				✓	✓	✓
2.2	Handle complaints sensitively, courteously and with discretion	✓								✓	✓											✓				✓	✓	✓
2.3	Establish and confirm with customer nature of complaint by active listening and questioning	✓								✓	✓											✓				✓	✓	✓
2.4	Take action to resolve complaint to customer's satisfaction wherever possible	✓							✓	✓	✓											✓				✓	✓	✓
2.5	Promptly refer unresolved customer dissatisfaction or complaints to supervisor	✓								✓	✓											✓				✓	✓	✓
2.6	Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customers according to store policy	✓								✓	✓											✓				✓	✓	✓
2.7	Complete documentation regarding customer dissatisfaction or complaints accurately and legibly	✓								✓	✓		✓									✓				✓	✓	✓
2.8	Take follow-up action as necessary to ensure customer satisfaction	✓								✓	✓											✓				✓	✓	✓
3	<i>Receive and process sales orders</i>																											
3.1	Record customers' details and information accurately	✓								✓	✓		✓									✓	✓			✓	✓	✓
3.2	Promptly refer customers to appropriate area as required	✓								✓	✓											✓				✓	✓	
3.3	Provide customers with information in clear, concise manner	✓								✓	✓											✓				✓	✓	
3.4	Process, record and act upon sales orders according to store policy	✓								✓			✓		✓							✓	✓			✓	✓	✓
4	<i>Identify customer special requirements</i>																											
4.1	Promptly identify customers with special needs or requirements by observation and questioning	✓				✓				✓												✓				✓	✓	
4.2	Verbally and non-verbally convey a willingness to assist	✓				✓				✓												✓				✓	✓	
4.3	Promptly service, refer or redirect customers' needs as required	✓								✓	✓											✓				✓	✓	

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SIRXCCLM001A Organise and maintain work areas																												
<i>1 Organise work area</i>																												
1.1	Maintain work areas in a safe, uncluttered and organised manner according to store policy and procedures	✓	✓	✓						✓		✓		✓	✓	✓					✓					✓	✓	
1.2	Carry out all routines safely, effectively and efficiently with minimum inconveniences to customers and staff according to store policy	✓	✓							✓				✓	✓	✓					✓					✓	✓	
1.3	Apply store policy and procedures for tidying work areas and placing items in designated areas	✓								✓		✓		✓	✓	✓					✓					✓	✓	
<i>2 Clean work area</i>																												
2.1	Apply store policy and procedures for personal hygiene	✓						✓		✓				✓	✓	✓					✓					✓	✓	
2.2	Apply store policy and procedures for cleaning of work area	✓								✓				✓	✓	✓	✓				✓					✓	✓	
2.3	Remove and dispose of waste promptly according to store policy and legislative requirements	✓							✓	✓		✓		✓	✓	✓					✓						✓	
2.4	Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy and legislative requirements	✓			✓				✓	✓				✓	✓	✓					✓						✓	
2.5	Promptly display signage in regard to unsafe areas	✓			✓		✓			✓				✓	✓						✓						✓	

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2.6 Maintain equipment and consumable materials and store correctly after use	✓									✓				✓	✓		✓	✓				✓						✓
2.7 Use and clean tools and equipment (including guards) according to manufacturer instructions and legislative requirements	✓								✓	✓				✓	✓				✓			✓						✓

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
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SIRXCOM001A	Communicate in the workplace																											
<i>1</i>	<i>Establish contact with customers</i>																											
1.1	Maintain a welcoming customer environment	✓								✓												✓				✓	✓	
1.2	Greet customer warmly according to store policy and procedures	✓								✓	✓				✓							✓				✓	✓	
1.3	Create effective service environment through verbal and non-verbal interaction according to store policy and procedures	✓								✓					✓							✓				✓	✓	
1.4	Use questioning and active listening to determine customer needs	✓								✓												✓				✓	✓	
1.5	Demonstrate confidentiality and tact	✓								✓	✓											✓				✓	✓	
<i>2</i>	<i>Process information</i>																											
2.1	Answer telephone according to store procedures	✓								✓	✓				✓							✓				✓	✓	✓
2.2	Use questioning and active listening to identify caller and accurately establish and confirm requirements	✓								✓	✓											✓				✓	✓	
2.3	Use telephone system functions according to instructions	✓								✓	✓											✓				✓	✓	✓
2.4	Record and promptly pass on messages or information	✓								✓	✓		✓									✓				✓	✓	✓
2.5	Inform customer of any problems and relevant action being taken	✓								✓	✓											✓				✓	✓	
2.6	Perform follow-up action as necessary	✓								✓	✓											✓				✓	✓	

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3	<i>Communicate with customers and colleagues from diverse backgrounds</i>																												
3.1	Value and treat with respect and sensitivity customers and colleagues from different cultural groups	✓								✓	✓			✓		✓						✓					✓	✓	✓
3.2	Consider cultural differences in all verbal and non-verbal communication	✓				✓				✓	✓			✓		✓						✓					✓	✓	
3.3	Use gestures or simple words to communicate where language barriers exist	✓				✓				✓	✓			✓		✓						✓					✓	✓	
3.4	Obtain assistance from colleagues or supervisors when required	✓				✓				✓	✓			✓		✓						✓					✓	✓	
4	<i>Work in a team</i>																												
4.1	Demonstrate a courteous and helpful manner at all times	✓								✓				✓		✓						✓					✓	✓	
4.2	Complete allocated tasks willingly according to set timeframes	✓								✓				✓		✓						✓					✓	✓	
4.3	Actively seek or provide assistance by approaching other team members when difficulties arise	✓				✓				✓				✓		✓						✓					✓	✓	
4.4	Identify lines of communication with supervisors and peers according to store policy	✓				✓				✓				✓	✓	✓						✓					✓	✓	✓
4.5	Encourage, acknowledge and act upon constructive feedback provided by other team members	✓								✓				✓		✓						✓					✓	✓	
4.6	Use questioning to minimise misunderstandings	✓				✓				✓				✓		✓						✓					✓	✓	
4.7	Identify and avoid signs of potential workplace conflict wherever possible	✓								✓				✓		✓						✓					✓	✓	
4.8	Demonstrate participation in team problem solving	✓				✓				✓				✓		✓						✓					✓	✓	
5	<i>Read and interpret retail documents</i>																												
5.1	List and describe a range of retail documents	✓											✓		✓							✓	✓				✓	✓	✓
5.2	Read and interpret information from a range of retail documents	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
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SIRXIND001A	Work effectively in a retail environment																											
<i>1</i>	<i>Act responsibly</i>																											
1.1	Provide notification of shift availability, or non-attendance for shift, according to set timeframes and according to store policy and procedures	✓								✓			✓		✓	✓						✓		✓			✓	
1.2	Interpret staff rosters accurately	✓								✓			✓			✓						✓		✓			✓	✓
1.3	Recognise and describe organisational culture	✓						✓		✓					✓												✓	✓
<i>2</i>	<i>Act in a non-discriminatory manner</i>																											
2.1	Display non-discriminatory attitudes when interacting with customers, staff or management	✓			✓	✓		✓	✓	✓	✓					✓			✓			✓				✓	✓	✓
2.2	Use non-discriminatory language	✓			✓	✓		✓	✓	✓	✓				✓	✓			✓			✓				✓	✓	✓
<i>3</i>	<i>Develop retail industry knowledge</i>																											
3.1	Identify and access sources of information on the retail industry	✓	✓	✓	✓				✓		✓				✓		✓	✓	✓			✓					✓	✓
3.2	Obtain information to assist with effective work performance and career planning within the retail industry	✓							✓		✓		✓		✓				✓			✓					✓	
3.3	Identify and interpret relevant awards and agreements.	✓							✓		✓		✓		✓												✓	✓
3.4	Identify and analyse role of employee and employer associations in industrial relations system	✓							✓		✓				✓												✓	✓

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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
4 <i>Maintain personal presentation</i>																													
4.1 Maintain personal dress and presentation in a neat and tidy manner	✓									✓					✓	✓				✓			✓				✓	✓	
4.2 Maintain personal hygiene according to store policy and legislation	✓								✓	✓					✓	✓						✓					✓	✓	
5 <i>Follow routine instruction</i>																													
5.1 Receive and act upon instructions	✓	✓		✓	✓	✓				✓	✓		✓	✓		✓				✓		✓			✓	✓	✓		
5.2 Use effective questioning to elicit information	✓				✓	✓		✓		✓	✓					✓			✓	✓		✓					✓	✓	
5.3 Assess, comprehend and act upon store information relevant to the particular task	✓			✓	✓			✓	✓	✓			✓	✓		✓				✓		✓					✓	✓	✓
5.4 Plan and organise daily work routine within the scope of the job role	✓									✓				✓		✓					✓		✓				✓	✓	✓
5.5 Prioritise and complete tasks according to required timeframes	✓				✓					✓				✓		✓					✓		✓				✓	✓	

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations
SIRXINV001A Perform stock control procedures																												
<i>1 Receive and process goods</i>																												
1.1 Maintain cleanliness and orderliness in receiving bay according to store policy and procedures	✓			✓	✓									✓	✓	✓						✓					✓	✓
1.2 Unpack goods using correct handling techniques and equipment according to store policy	✓		✓	✓						✓		✓			✓	✓		✓				✓				✓	✓	✓
1.3 Remove and promptly dispose of packing materials according to store policy and relevant legislative requirements	✓								✓	✓		✓		✓	✓	✓					✓						✓	✓
1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy and relevant legislative requirements	✓								✓			✓	✓		✓	✓					✓	✓				✓	✓	
1.5 Inspect items received for damage, quality, use-by-dates, breakage or discrepancies and record according to store policy	✓											✓	✓		✓	✓					✓	✓				✓	✓	
1.6 Record stock levels on store stock systems according to store policy	✓									✓		✓	✓		✓	✓		✓			✓	✓				✓	✓	
1.7 Rotate and store stock according to the first in first out (FIFO) principle	✓															✓					✓					✓	✓	✓
1.8 Dispatch stock to appropriate area/department	✓									✓		✓	✓		✓	✓					✓						✓	
1.9 Apply stock price and code labels when required according to store policy	✓											✓		✓	✓			✓			✓					✓	✓	

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2	<i>Rotate stock</i>																												
2.1	Carry out stock rotation procedures according to store routine and policy	✓													✓	✓						✓					✓	✓	✓
2.2	Perform store code checking and reporting procedures, including recording waste and markdowns	✓								✓			✓		✓	✓		✓				✓	✓					✓	
2.3	Place merchandise to achieve a balance, fully-stocked display appearance and promote sales	✓														✓						✓					✓	✓	
2.4	Place excess stock in storage or dispose of according to store policy and legislative requirements	✓							✓					✓	✓	✓						✓						✓	
2.5	Maintain safe lifting, shifting and carrying techniques according to OHS policy and legislative requirements	✓		✓	✓				✓	✓						✓						✓					✓	✓	✓

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SIRXOHS001A Apply safe working practices																													
<i>1 Observe basic safety procedures</i>																													
1.1	Follow and maintain safety procedures to achieve a safe work environment in according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace	✓		✓	✓	✓	✓		✓	✓		✓			✓	✓	✓	✓				✓			✓	✓	✓	✓	✓
1.2	Identify and report unsafe working practices, including faulty plant and equipment according to store policy and procedures	✓		✓	✓	✓				✓			✓		✓	✓		✓			✓							✓	✓
1.3	Manage dangerous goods and substances according to store policy and relevant legislation	✓		✓	✓	✓	✓		✓	✓		✓	✓		✓	✓	✓				✓	✓						✓	✓
1.4	Identify potential manual handling risks and manage tasks according to store policy	✓		✓	✓	✓	✓			✓		✓				✓					✓				✓		✓	✓	
1.5	Report work-related incidents and accidents to designated personnel	✓		✓	✓	✓				✓			✓		✓	✓					✓							✓	
1.6	Demonstrate consultative processes and follow procedures for OHS	✓		✓	✓	✓	✓		✓	✓					✓						✓					✓	✓		
<i>2 Observe basic emergency procedures</i>																													
2.1	Follow fire and emergency procedures, including store evacuation, according to store policy and relevant legislation	✓		✓	✓	✓	✓		✓	✓					✓													✓	✓
2.2	Identify designated personnel responsible for first aid and evacuation procedures	✓		✓	✓	✓				✓					✓													✓	✓
2.3	Accurately identify safety alarms	✓		✓	✓	✓	✓			✓					✓													✓	

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
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SIRXRSK001A	Minimise theft																												
<i>1</i>	<i>Apply routine store security</i>																												
1.1	Apply store security systems and procedures according to store policy	✓				✓				✓					✓						✓						✓	✓	✓
1.2	Handle and secure cash according to store policy and procedures	✓								✓					✓					✓							✓	✓	✓
1.3	Observe and detail with suspect behaviour by customers according to store policy and legislative requirements	✓				✓			✓	✓					✓						✓					✓	✓		
1.4	Deal with internal and external theft according to store policy and legislative requirements	✓				✓			✓	✓					✓						✓					✓	✓	✓	
1.5	Store products and equipment in a secure manner	✓							✓	✓		✓				✓					✓					✓	✓		
<i>2</i>	<i>Minimise theft</i>																												
2.1	Take appropriate action to minimise theft by applying store procedures	✓				✓				✓											✓					✓	✓	✓	
2.2	Match merchandise to correct price tags	✓								✓		✓				✓					✓					✓	✓		
2.3	Maintain surveillance of merchandise according to store policy and legislative requirements	✓							✓	✓						✓					✓					✓	✓	✓	
2.4	Check customers' bags as required at point-of-sale according to store policy and legislative requirements	✓							✓	✓					✓						✓				✓	✓	✓	✓	

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2.5 Maintain security of cash, cash register and keys according to store policy	✓					✓				✓					✓							✓					✓	✓	✓
2.6 Maintain security of stock, cash and equipment in regard to customers, staff and outside contractors according to store policy and legislative requirements	✓								✓	✓		✓			✓	✓							✓				✓	✓	✓
2.7 Deal with suspected or potential thieves according to store policy and procedures	✓					✓			✓	✓					✓							✓				✓	✓	✓	

4.7 The HSC Examination

The HSC examination:

- is independent of the competency-based assessment requirements for AQF VET qualifications
- is optional for students of Retail Services (240 indicative hours) and is intended for Universities Admission Index (UAI) purposes only
- is a two-hour written paper.

4.7.1 Internal examinations

Teachers and trainers need to be aware that students enrolled in Retail Services (240 indicative hours) may elect to undertake the optional written HSC examination. These students should have the opportunity to practise appropriate written tasks under examination conditions. As far as possible internal examinations set for this purpose should reflect the specifications and conditions of the HSC examination.

For this reason, it is highly recommended that students undertake at least a trial HSC examination.

Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of a successful illness/misadventure appeal.

Note that a trial HSC or other written internal examination may also be used as a source of evidence of competency in some units and elements of competency and may therefore contribute to the competency-based assessment program.