Stage 6 Syllabus

Retail Services
Curriculum Framework

Based on the Retail Services Training Package (SIR07) version 3.3

for implementation from 2013
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1 Introduction to the Retail Services Curriculum Framework

Industry curriculum frameworks provide students with the opportunity to gain industry-recognised national vocational qualifications under the Australian Qualifications Framework (AQF) as part of their NSW Higher School Certificate (HSC).

HSC courses within Industry Curriculum Frameworks count as Board Developed unit credit for the HSC. Frameworks include an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

1.1 AQF VET qualifications available in the Retail Services Curriculum Framework

The Retail Services Curriculum Framework is based on qualifications and units of competency contained in the nationally endorsed Retail Services Training Package (SIR07).

The AQF VET qualifications available in the Retail Services Curriculum Framework are:

- Certificate II in Community Pharmacy (SIR20112)
- Certificate II in Retail Services (SIR20212)
- Certificate II in Retail Fast Food (SIR20312)
- Certificate III in Retail Operations (SIR30212).

1.2 Industry context – retail services

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

Retail is a people business and success relies on quality goods, services and staff. It is a viable career pathway, and the skills developed are not only effective in the workplace but also in everyday life. The retail industry is a significant employer within Australia. Career options available cover a range of jobs including people who work in customer service, sales, visual merchandising, product management, marketing, support services and administration.2

In Australia, community pharmacy not only involves selling prescription and scheduled over-the-counter medicines but also plays a role in the healthcare system through the provision of related support services, such as medication management and health education, information and advice. Pharmacies are moving from one-off service provision to a model of continuity of care. Market segmentation strategies range from developing niche, boutique businesses (such as those specialising in health and wellbeing) to directly competing with warehouse-type pharmacies. Community pharmacies are highly regulated which not only shapes the industry structure, but also governs its operations and affects the role of the pharmacy assistant.3

1 2012, Retail Services Training Package (SIR07) version 3, Volume 1.
2 www.retail.org.au [Australian Retailers Association]
3 www.serviceskills.com.au
1.3 HSC VET course and AQF VET qualification completion requirements

The requirements for the completion of an HSC VET course are different to the requirements for AQF VET qualification completion. Registered Training Organisations (RTOs) need to ensure that delivery of courses meets HSC course requirements and complies with Training Package rules.

1.3.1 HSC VET course requirements

HSC VET courses in the Retail Services Curriculum Framework are made up of:

- units of competency
  - HSC mandatory units of competency
  - HSC stream units of competency
  - HSC elective units of competency
- HSC outcomes and content
- mandatory HSC work placement requirements.

For a student to be considered to have satisfactorily completed a course within the Retail Services Curriculum Framework they must meet the:

- HSC VET course requirements (refer to Sections 2.2–2.6 of this Syllabus)
- requirements for satisfactory course completion (refer to the Board’s Assessment Certification Examination (ACE) website) – there must be sufficient evidence that the student has:
  - followed the course developed by the Board
  - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - achieved some or all of the course outcomes
  - undertaken the mandatory work placement.

1.3.2 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the Retail Services Training Package (SIR07) (http://training.gov.au).

AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as qualification packaging rules. The qualification packaging rules describe the number and range of core and elective units of competency required for eligibility for an AQF VET qualification.

Units of competency should be selected to meet qualification packaging rules for the intended qualification pathway. Selection of units of competency should also be guided by the job outcome sought and local industry requirements.

Qualification packaging rules for each AQF VET qualification available through the Retail Services Curriculum Framework are contained in the Retail Services Training Package (SIR07). Associated documents have been developed to describe how the qualifications can be achieved through the Framework. These are available on the Board’s website at www.boardofstudies.nsw.edu.au/syllabus_hsc/retail-services.html.
1.4 HSC VET course delivery

HSC VET courses can only be delivered by a Registered Training Organisation (RTO) with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at [http://training.gov.au](http://training.gov.au).

RTOs offering training programs for the delivery and assessment of the Retail Services HSC VET courses must meet the requirements of the VET Quality Framework, the Retail Services Training Package (SIR07) and the HSC course.

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW institutes is contained on the Board’s Assessment Certification Examination (ACE) website.

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the Registered and Accredited Individual Non-government Schools (NSW) Manual or Registration Systems and Member Non-government Schools (NSW) Manual which are available on the Board’s website at [www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals](http://www.boardofstudies.nsw.edu.au/manuals/#regaccredsystemsmanuals).

1.5 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:
- the units of competency (refer to Section 2.6 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.6 Assessment requirements and advice

The HSC VET courses are competency-based. The Board of Studies and the VET Quality Framework require that a competency-based approach to assessment is used. Advice on appropriate assessment practice in relation to the Retail Services Curriculum Framework is contained in the Assessment and Reporting in Retail Services Stage 6 document.

An integrated or holistic approach to course delivery and assessment should be adopted.
2 Course structures and requirements

2.1 Retail Services HSC VET courses

This Framework specifies the range of industry-developed units of competency from the Retail Services Training Package (SIR07) for inclusion in the HSC. It describes how these units of competency are arranged in HSC VET courses to gain unit credit for the HSC.

The Retail Services Curriculum Framework contains the following courses:
- Retail Services (120 indicative hours) – see Section 2.2 of this Syllabus
- Retail Services (240 indicative hours) – see Section 2.3 of this Syllabus
- Community Pharmacy Specialisation Study (60 or 120 indicative hours)
  – see Section 2.4 of this Syllabus
- Retail Operations Extension (60 indicative hours) – see Section 2.5 of this Syllabus.

2.1.1 Unit credit for the Higher School Certificate

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

The HSC credit units will be allocated to students’ Preliminary and/or HSC patterns of study as required.

The pattern of study (BOS course number) entered on Schools Online (Administration) should reflect the delivery of the HSC VET course over successive years. For example, delivery of the 240 HSC indicative hour course over two years should be entered as 2 units x 2 years. Students will be credentialled for the HSC credit units entered each calendar year, provided they have satisfactorily completed the course requirements for that calendar year as determined by the school, college or RTO.

Table 1 HSC credit units for Retail Services HSC courses

<table>
<thead>
<tr>
<th>HSC VET course</th>
<th>HSC credit units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Services (120 indicative hours)</td>
<td>2</td>
</tr>
<tr>
<td>Retail Services (240 indicative hours)</td>
<td>4</td>
</tr>
<tr>
<td>Community Pharmacy Specialisation Study (60 indicative hours)</td>
<td>1</td>
</tr>
<tr>
<td>Community Pharmacy Specialisation Study (120 indicative hours)</td>
<td>2</td>
</tr>
<tr>
<td>Retail Operations Extension (60 indicative hours)</td>
<td>1</td>
</tr>
</tbody>
</table>
### 2.1.2 Board of Studies course numbers

<table>
<thead>
<tr>
<th>BOS course name</th>
<th>Pattern of study</th>
<th>BOS course number</th>
<th>Schools Online (Administration) entry advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Services (120 hours)</td>
<td>2 units x 1 year</td>
<td>26900</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Retail Services (240 hours)</td>
<td>2 units x 2 years</td>
<td>26901</td>
<td>Enter this course number for both Preliminary (Year 11) and HSC (Year 12)</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 units x 1 year</td>
<td>26902</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Community Pharmacy Specialisation Study (60 hours)</td>
<td>1 unit x 1 year</td>
<td>26903</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Community Pharmacy Specialisation Study (120 hours)</td>
<td>2 units x 1 year</td>
<td>26904</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Retail Operations Extension (60 hours)</td>
<td>1 unit x 1 year</td>
<td>26907</td>
<td>Enter this course number for either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
<tr>
<td>Retail Services HSC Examination</td>
<td>n/a</td>
<td>26999</td>
<td>Enter this course number in the year the examination is to be undertaken – either Preliminary (Year 11) or HSC (Year 12)</td>
</tr>
</tbody>
</table>
2.1.3 Allocation of HSC indicative hours of credit

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

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

Students may need to spend additional time practising skills in a work environment and completing projects and assignments, in order to fulfil Training Package assessment requirements.

The HSC indicative hours assigned to each unit of competency are listed in Section 2.6 of this Syllabus.

2.1.4 Work placement requirements

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

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

Table 2 Minimum work placement hours for Retail Services HSC courses

<table>
<thead>
<tr>
<th>Retail Services Framework course</th>
<th>Minimum work placement requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Services (120 indicative hours)</td>
<td>35 hours</td>
</tr>
<tr>
<td>Retail Services (240 indicative hours)</td>
<td>70 hours</td>
</tr>
<tr>
<td>Community Pharmacy Specialisation Study (60 indicative hours)</td>
<td></td>
</tr>
<tr>
<td>Community Pharmacy Specialisation Study (120 indicative hours)</td>
<td>no additional hours required</td>
</tr>
<tr>
<td>Retail Operations Extension (60 indicative hours)</td>
<td></td>
</tr>
</tbody>
</table>
Work placement is to be undertaken in an appropriate retail services or community pharmacy work environment.

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

Students undertaking these courses as part of a school-based traineeship will meet the mandatory work placement hour requirements through the on-the-job training component of the traineeship.

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students’ outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course (ACE 8051 – Assessment Certification Examination (ACE) website).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing ‘N’ determinations as outlined on the Board’s Assessment Certification Examination (ACE) website.

Refer to the Work Placement in Retail Services document for further information.
2.2 Retail Services (120 indicative hours)

AQF VET qualifications

The Retail Services (120 indicative hours) course provides a pathway to the following qualifications:

Statement of Attainment towards:
- Certificate II in Community Pharmacy (SIR20112)
- Certificate II in Retail Services (SIR20212)
- Certificate II in Retail Fast Food (SIR20312)
- Certificate III in Retail Operations (SIR30212).

Course structure

This course comprises:
- a selection of units of competency from the HSC mandatory, streams and/or elective pool to a minimum of 120 HSC indicative hours.

(See Section 2.6, Tables 3–7 of this Syllabus.)

Course requirements – Retail Services (120 indicative hours)

Students must attempt:

- a selection of units of competency from the HSC mandatory, streams and/or elective pool to a minimum of 120 HSC indicative hours
  (Section 2.6, Tables 3–7)

- a minimum of 35 hours of work placement
  (Section 2.1.4)
2.3 Retail Services (240 indicative hours)

AQF VET qualifications

The Retail Services (240 indicative hours) course provides a pathway to the following qualifications:

- Certificate II in Retail Services (SIR20212)
- Certificate II in Retail Fast Food (SIR20312)
- Certificate III in Retail Operations (SIR30212)
- Statement of Attainment towards Certificate II in Community Pharmacy (SIR20112).

Course structure

This course comprises:

- seven mandatory units of competency
- three streams:
  - Retail general selling (containing 2 units of competency)
  - Food selling (containing 3 units of competency)
  - Community pharmacy (containing 3 units of competency)
- a range of elective units of competency which can be selected from the streams not already undertaken and/or the HSC elective pool
- HSC Content – mandatory and stream focus areas.

(See Section 2.6, Tables 3–7 of this Syllabus and Section 3.)

Retail Services HSC examination

An external written Higher School Certificate examination will be conducted for the 240 indicative hour course (refer to Section 4 of this Syllabus).

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.
Course requirements – Retail Services (240 indicative hours) – students attempt ONE of the following:
2.4 Community Pharmacy Specialisation Study (60 or 120 indicative hours)

Purpose

The purpose of the Community Pharmacy Specialisation Study is to provide students with the opportunity to gain Certificate II in Community Pharmacy.

AQF VET qualification

The Community Pharmacy Specialisation Study (60 or 120 indicative hours) course provides a pathway to the following qualification:

- Certificate II in Community Pharmacy (SIR20112).

Course eligibility

The Community Pharmacy Specialisation Study is available only to students who are currently entered in, or have completed, the Retail Services (240 indicative hours) course with an enrolment in Certificate II in Community Pharmacy.

Course structure

The Community Pharmacy Specialisation Study consists of units of competency (not previously undertaken) drawn from the streams and/or HSC elective pool.

(See Section 2.6, Tables 4–5 and 7 of this Syllabus.)

Course requirements – Community Pharmacy Specialisation Study (60 or 120 indicative hours)

Students must attempt:

- a minimum of 60 or 120 HSC indicative hours of units of competency not previously undertaken from the streams and/or HSC elective pool (Section 2.6, Tables 4–5, 7)
- No additional work placement required
2.5 Retail Operations Extension (60 indicative hours)

Purpose

The purpose of the Retail Operations Extension is to provide students who have achieved a Certificate II qualification with the opportunity to gain a Certificate III in Retail Operations.

AQF VET qualification

The Retail Operations Extension (60 indicative hours) course provides a pathway to the following qualification:
- Certificate III in Retail Operations (SIR30212).

Course eligibility

Students who are currently entered in, or have completed, the Retail Services (240 indicative hours) course with an enrolment in a Certificate II qualification are eligible to undertake the Retail Operations Extension course.

Course structure

The Retail Operations Extension consists of units of competency not previously undertaken that are drawn from the streams and/or HSC elective pool.
(See Section 2.6, Tables 5–7 of this Syllabus.)

Course requirements – Retail Operations Extension (60 indicative hours)

Students must attempt:

- a minimum of 60 HSC indicative hours of units of competency not previously undertaken from the streams and/or HSC elective pool
  (Section 2.6, Tables 5–7)

No additional work placement required
2.6 Retail Services units of competency

Details of units of competency listed in Tables 3–7 are available in the Retail Services Training Package (SIR07) at http://training.gov.au.

Table 3 Mandatory for the 240-hour course

Attempt the following units of competency:

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCCS201 Apply point-of-sale handling procedures</td>
<td>20</td>
</tr>
<tr>
<td>SIRXCCS202 Interact with customers</td>
<td>20</td>
</tr>
<tr>
<td>SIRXCOM101 Communicate in the workplace to support team</td>
<td>15</td>
</tr>
<tr>
<td>and customer outcomes</td>
<td></td>
</tr>
<tr>
<td>SIRXIND101 Work effectively in a customer service</td>
<td>20</td>
</tr>
<tr>
<td>environment</td>
<td></td>
</tr>
<tr>
<td>SIRXRSK201 Minimise loss</td>
<td>10</td>
</tr>
<tr>
<td>SIRXSLS201 Sell products and services</td>
<td>15</td>
</tr>
<tr>
<td>SIRXWHS101 Apply safe work practices</td>
<td>15</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for mandatory: 115
For the 240-hour course, attempt all units of competency from ONE of the following three streams:

### Table 4  Retail general selling stream

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXMER201 _Merchandise products</td>
<td>20</td>
</tr>
<tr>
<td>SIRXSLS002A _Advise on products and services</td>
<td>20</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for Retail general selling stream: **40**

### OR

#### Table 5  Food selling stream

<table>
<thead>
<tr>
<th>Unit code and title Cycle</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRRFSA001A _Apply retail food safety practices</td>
<td>20</td>
</tr>
</tbody>
</table>
| SIRRMER001A _Merchandise food products § | For HSC course purposes only, the following units of competency have been deemed equivalent to SIRRMER001A Merchandise food products:
  - SFIDIST202C _Retail fresh, frozen and live seafood_
  - SIRRMER002A _Pack and display meat products_
  - SIRRMER003A _Prepare and display fast food items_
  - SIRRMER004A _Prepare and display bakery products_

| SIRRPPK001A _Advise on food products and services # | 15 |
| Prerequisite: SIRRFSA001A |  |

Total HSC indicative hours for Food selling stream: **55**

§ For HSC course purposes only, the following units of competency have been deemed equivalent to SIRRMER001A Merchandise food products:

- SFIDIST202C _Retail fresh, frozen and live seafood_
- SIRRMER002A _Pack and display meat products_
- SIRRMER003A _Prepare and display fast food items_
- SIRRMER004A _Prepare and display bakery products_

# For HSC course purposes only, the following units of competency have been deemed equivalent to SIRRPPK001A Advise on food products and services:

- SIRRPPK002A _Advise on meat products_
- SIRRPPK003A _Advise on fast food products_
- SIRRPPK004A _Advise on bakery products_
- SIRRPPK005A _Advise on seafood products_

For HSC course purposes only, the RTO may substitute the equivalent unit of competency, provided all examinable aspects of the HSC focus area are covered, as outlined in Section 3 of this Syllabus.

### OR

#### Table 6  Community pharmacy stream

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTIN301C _Comply with infection control policies and procedures</td>
<td>25</td>
</tr>
<tr>
<td>SIRCHCS201 _Support the supply of Pharmacy Medicines and Pharmacy Only Medicines</td>
<td>20</td>
</tr>
<tr>
<td>SIRCIND201 _Operate in a community pharmacy framework</td>
<td>10</td>
</tr>
</tbody>
</table>

Total HSC indicative hours for Community pharmacy stream: **55**
### HSC elective pool

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXADM001A <strong>Apply retail office procedures</strong></td>
<td>15</td>
</tr>
<tr>
<td>SIRXADM002A <strong>Coordinate retail office</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Cleaning and Maintenance</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXCLM101 <strong>Organise and maintain work areas</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Client and Customer Service</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXCCS203 <strong>Promote loyalty programs</strong></td>
<td>5</td>
</tr>
<tr>
<td>SIRXCCS304 <strong>Coordinate interaction with customers</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXCOM202 <strong>Communicate with customers using technologies</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Computer Operations and ICT Management</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXICT001A <strong>Operate retail technology</strong></td>
<td>20</td>
</tr>
<tr>
<td>SIRXICT002A <strong>Use computers as part of business and e-commerce processes</strong></td>
<td>25</td>
</tr>
<tr>
<td>SIRXICT303 <strong>Operate retail information technology systems</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Dispensary</strong></td>
<td></td>
</tr>
<tr>
<td>SIRCDIS301 <strong>Accept prescriptions and return dispensed medicines to customers</strong></td>
<td>25</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>SIRCDIS302 <strong>Deliver medicines to customers outside the pharmacy</strong></td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXFIN002A <strong>Perform retail finance duties</strong></td>
<td>20</td>
</tr>
<tr>
<td>SIRXFIN201 <strong>Balance and secure point-of-sale terminal</strong></td>
<td>15</td>
</tr>
<tr>
<td>SIRXFIN003A <strong>Produce financial reports</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Food Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SIRRFSA302 <strong>Monitor food safety program</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Inventory</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXINV001A <strong>Perform stock control procedures</strong></td>
<td>20</td>
</tr>
<tr>
<td>SIRXINV002A <strong>Maintain and order stock</strong></td>
<td>20</td>
</tr>
</tbody>
</table>
### Table 7 cont/d

<table>
<thead>
<tr>
<th>Unit code and title</th>
<th>HSC indicative hours of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management and Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXMGT001A Coordinate work teams</td>
<td>20</td>
</tr>
<tr>
<td>SIRXMGT002A Maintain employee relations</td>
<td>20</td>
</tr>
<tr>
<td><strong>Marketing and Public Relations</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXMPR001A Profile a retail market</td>
<td>20</td>
</tr>
<tr>
<td>SIRXMPR002A Provide marketing and promotion program support</td>
<td>10</td>
</tr>
<tr>
<td>SIRXMPR003A Conduct telemarketing</td>
<td>20</td>
</tr>
<tr>
<td><strong>Merchandising</strong></td>
<td></td>
</tr>
<tr>
<td>SFIDIST202C Retail fresh, frozen and live seafood</td>
<td>20</td>
</tr>
<tr>
<td>SIRRMER002A Pack and display meat products</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisite: SIRRFS001A</td>
<td></td>
</tr>
<tr>
<td>SIRRMER003A Prepare and display fast food items</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisite: SIRRFS001A</td>
<td></td>
</tr>
<tr>
<td>SIRRMER004A Prepare and display bakery products</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisite: SIRRFS001A</td>
<td></td>
</tr>
<tr>
<td>SIRXMER202 Plan, create and maintain displays</td>
<td>15</td>
</tr>
<tr>
<td>SIRXMER303 Coordinate merchandise presentation</td>
<td>20</td>
</tr>
<tr>
<td>SIRXMER304 Present products</td>
<td>15</td>
</tr>
<tr>
<td><strong>Occupational Health and Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXOHS002A Follow workplace hygiene procedures</td>
<td>10</td>
</tr>
<tr>
<td><strong>Pharmacy Product Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>SIRCPPP201 Assist customers seeking commonly requested vitamins, minerals and supplements</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>SIRCPPP202 Assist customers seeking eye and ear products</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>SIRCPPP203 Assist customers seeking first aid and wound care products</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>SIRCPPP204 Assist customers seeking oral care products</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>SIRCPPP205 Assist customers seeking to relieve cough and cold symptoms</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>SIRCPPP206 Assist customers seeking to relieve skin and fungal conditions</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: SIRCHCS201</td>
<td></td>
</tr>
<tr>
<td>Unit code and title</td>
<td>HSC indicative hours of credit</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
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</tr>
<tr>
<td>Pharmacy Product Knowledge cont/d</td>
<td></td>
</tr>
<tr>
<td><strong>SIRCPPK207</strong> Supply medical devices</td>
<td>10</td>
</tr>
<tr>
<td><strong>SIRCPPK308</strong> Assist customers seeking relief from gastro-intestinal conditions</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: <strong>SIRCHCS201</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SIRCPPK309</strong> Assist customers seeking to relieve common allergic symptom reactions</td>
<td>10</td>
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<tr>
<td>Prerequisite: <strong>SIRCHCS201</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SIRCPPK310</strong> Assist customers seeking analgesic and anti-inflammatory products</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: <strong>SIRCHCS201</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SIRCPPK311</strong> Assist customers seeking baby or infant care medicines and products</td>
<td>10</td>
</tr>
<tr>
<td>Prerequisite: <strong>SIRCHCS201</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Product Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SIRRPPK002A</strong> Advise on meat products</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: <strong>SIRRFSA001A</strong></td>
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</tr>
<tr>
<td><strong>SIRRPPK003A</strong> Advise on fast food products</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: <strong>SIRRFSA001A</strong></td>
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</tr>
<tr>
<td><strong>SIRRPPK004A</strong> Advise on bakery products</td>
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<tr>
<td>Prerequisite: <strong>SIRRFSA001A</strong></td>
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</tr>
<tr>
<td><strong>SIRRPPK005A</strong> Advise on seafood products</td>
<td>15</td>
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<tr>
<td>Prerequisite: <strong>SIRRFSA001A</strong></td>
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<tr>
<td><strong>SIRRPPK007A</strong> Recommend and fit clothing or footwear and products and services</td>
<td>20</td>
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<tr>
<td><strong>SIRRPPK008A</strong> Recommend jewellery products and services</td>
<td>20</td>
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<tr>
<td><strong>SIRRPPK009A</strong> Recommend toddler and baby products</td>
<td>20</td>
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<tr>
<td><strong>SIRRPPK010A</strong> Recommend home and home improvement products and services</td>
<td>20</td>
</tr>
<tr>
<td><strong>SIRRPPK011A</strong> Recommend books or newsagency services</td>
<td>20</td>
</tr>
<tr>
<td><strong>SIRRPPK012A</strong> Recommend business and leisure products and services</td>
<td>20</td>
</tr>
<tr>
<td><strong>SIRRPPK013A</strong> Hire and sell video and DVD products and services</td>
<td>20</td>
</tr>
<tr>
<td><strong>SIRRPPK214</strong> Recommend specialised products and services</td>
<td>25</td>
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<tr>
<td><strong>SIRXRPK001A</strong> Recommend health and nutritional products</td>
<td>25</td>
</tr>
<tr>
<td><strong>SIRXRPK002A</strong> Recommend hair, beauty and cosmetic products and services</td>
<td>25</td>
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</tbody>
</table>
Table 7 cont/d

<table>
<thead>
<tr>
<th>Unit code and title</th>
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<tbody>
<tr>
<td>Quality and Innovation</td>
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</tr>
<tr>
<td>SIRXQUA001A  Develop innovative ideas at work</td>
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<tr>
<td>Retail Make-Up and Skin Care</td>
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<tr>
<td>SIBBFAS201A  Demonstrate retail skin care products</td>
<td>25</td>
</tr>
<tr>
<td>SIBBSKS201A  Pierce ears</td>
<td>15</td>
</tr>
<tr>
<td>SIBXFAS201A  Design and apply make-up</td>
<td>40</td>
</tr>
<tr>
<td>Retail Post</td>
<td></td>
</tr>
<tr>
<td>SIRRPOS001A  Process postal outlet transactions</td>
<td>15</td>
</tr>
<tr>
<td>SIRRPOS002A  Handle mail received in a retail environment</td>
<td>15</td>
</tr>
<tr>
<td>SIRRPOS003A  Deliver mail in a retail environment</td>
<td>15</td>
</tr>
<tr>
<td>SIRRPOS004A  Handle customer interviews and applications</td>
<td>20</td>
</tr>
<tr>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td>SIRWSLS301  Build sales relationships</td>
<td>20</td>
</tr>
<tr>
<td>SIRWSLS302  Process product and service data</td>
<td>25</td>
</tr>
<tr>
<td>SIRWSLS303  Analyse and achieve sales targets</td>
<td>30</td>
</tr>
<tr>
<td>SIRWSLS304  Build sales of branded products</td>
<td>25</td>
</tr>
<tr>
<td>SIRXSLS303  Build relationships with customers</td>
<td>25</td>
</tr>
<tr>
<td>SIRXSLS304  Coordinate sales performance</td>
<td>20</td>
</tr>
<tr>
<td>Sustainability</td>
<td></td>
</tr>
<tr>
<td>BSBSUS201A  Participate in environmentally sustainable work practices</td>
<td>15</td>
</tr>
<tr>
<td>Work Health and Safety</td>
<td></td>
</tr>
<tr>
<td>SIRXWHS302  Maintain store safety</td>
<td>25</td>
</tr>
<tr>
<td>Working in Industry</td>
<td></td>
</tr>
<tr>
<td>SIRCIND202  Plan a career in community pharmacy</td>
<td>10</td>
</tr>
<tr>
<td>SIRXIND102  Plan a career in the retail industry</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>SITHFAB203  Prepare and serve non-alcoholic beverages</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITHFAB204  Prepare and serve espresso coffee</td>
<td>15</td>
</tr>
<tr>
<td>Prerequisite: SITXFSA101</td>
<td></td>
</tr>
<tr>
<td>SITXFSA101  Use hygienic practices for food safety</td>
<td>10</td>
</tr>
</tbody>
</table>
3 HSC Content

The HSC Content for this industry curriculum framework is organised into focus areas. Each focus area prescribes the scope of learning for the HSC. This is drawn from the associated units of competency.

Students undertaking the 240 indicative hour course from the Retail Services Curriculum Framework must address all of the mandatory focus areas plus one stream focus area.

The Retail Services Curriculum Framework mandatory focus areas are:
- Customer service
- Safety
- Sales and security
- Working in the industry.

The Retail Services Curriculum Framework stream focus areas are:
- Retail general selling
- Food selling
- Community pharmacy.

The HSC examination in Retail Services is based on the HSC Content and employability skills for the Certificate II qualifications in this Framework (refer to Section 4 of this Syllabus).

Details of the employability skills for the AQF VET qualification pathways in this Framework are contained in the Retail Services Training Package (SIR07). They are also available in the Employability Skills in Retail Services document.

The following table outlines the associated units of competency for each focus area.
## Table 8  Focus areas and associated units of competency

### Mandatory

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer service</td>
<td>SIRXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td></td>
<td>SIRXCOM101</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>Safety</td>
<td>SIRXWHS101</td>
<td>Apply safe work practices</td>
</tr>
<tr>
<td>Sales and security</td>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td></td>
<td>SIRXRSK201</td>
<td>Minimise loss</td>
</tr>
<tr>
<td></td>
<td>SIRXSLS201</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>Working in the</td>
<td>SIRXCOM101</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>industry</td>
<td>SIRXIND101</td>
<td>Work effectively in a customer service environment</td>
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</tbody>
</table>

### Stream

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Unit code</th>
<th>Unit title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail general</td>
<td>SIRXMER201</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>selling</td>
<td>SIRXSLS002A</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>Food selling</td>
<td>SIRRFSA001A</td>
<td>Apply retail food safety practices</td>
</tr>
<tr>
<td></td>
<td>SIRRRMER001A</td>
<td>Merchandise food products</td>
</tr>
<tr>
<td></td>
<td>SIRRRPK001A</td>
<td>Advise on food products and services</td>
</tr>
<tr>
<td>Community pharmacy</td>
<td>HLTIN301C</td>
<td>Comply with infection control policies and procedures</td>
</tr>
<tr>
<td></td>
<td>SIRCHCS201</td>
<td>Support the supply of Pharmacy Medicines and Pharmacy Only Medicines</td>
</tr>
<tr>
<td></td>
<td>SIRCIND201</td>
<td>Operate in a community pharmacy framework</td>
</tr>
</tbody>
</table>

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† For HSC course purposes only, the following units of competency have been deemed equivalent to SIRRRMER001A Merchandise food products:
- SFIDIST202C  Retail fresh, frozen and live seafood
- SIRRMR002A  Pack and display meat products
- SIRRMR003A  Prepare and display fast food items
- SIRRMR004A  Prepare and display bakery products

‡ For HSC course purposes only, the following units of competency have been deemed equivalent to SIRRRPK001A Advise on food products and services:
- SIRRRPK002A  Advise on meat products
- SIRRRPK003A  Advise on fast food products
- SIRRRPK004A  Advise on bakery products
- SIRRRPK005A  Advise on seafood products

For HSC course purposes only, the RTO may substitute the equivalent unit of competency, provided all examinable aspects of the HSC focus area are covered, as outlined in Section 3 of this Syllabus.
3.1 Customer service – mandatory focus area

3.1.1 Outcomes

The student:

- explains the fundamental principles of quality customer service
- proposes appropriate responses to customer inquiries, dissatisfaction and complaints
- applies knowledge of workplace policy and procedures and industry standards to ensure quality customer service.

3.1.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- SIRXCCS202 Interact with customers
- SIRXCOM101 Communicate in the workplace to support team and customer outcomes.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SIRXCCS202 Interact with customers

Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver services to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.

The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.

Elements

1. Deliver service to customers
2. Respond to customer complaints
3. Receive and process sales orders
4. Identify special customer requirements.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- accesses, records and processes sales orders accurately and responsibly, according to store policy and procedures
- identifies the nature of customer complaints, resolves complaints and provides services to customers according to store policies
- collaboratively works within a team to meet customers’ needs
- applies store policy and procedures and industry codes of practice in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure
- uses effective questioning, active listening and observation skills to identify special customer requirements.
SIRXCOM101  Communicate in the workplace to support team and customer outcomes

Descriptor This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

The unit covers the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

Elements
1. Communicate face-to-face with customers
2. Use technology to communicate with customers
3. Communicate with customers and colleagues from diverse backgrounds
4. Work in a team
5. Read and interpret retail documents.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
- provides a welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information according to store policy and procedures
- follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

3.1.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- problem-solving
- planning and organising
- learning
- teamwork.
3.1.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>customers</th>
</tr>
</thead>
</table>
| • types of customers:  
  – internal  
  – external  
  – new  
  – repeat  
| • a range of customers with different service requirements  
| • difference between customer needs, preferences and expectations  
| • the differing needs, preferences and expectations of internal and external customers and new and repeat customers  
| • establishing customer needs, preferences and expectations through:  
  – active listening  
  – open, closed and reflective questions  
  – observation and recognition of non-verbal signs  

<table>
<thead>
<tr>
<th>quality service</th>
</tr>
</thead>
</table>
| • characteristics and benefits of quality customer service  
| • the relationship between customer service and business success  
| • concept of a ‘customer focused’ workplace  
| • role of communication in the provision of quality service  
| • strategies for establishing quality customer service  
| • detailed knowledge of a range of products and services offered at a retail services workplace  
| • importance of developing collegial working relationships with others involved in the provision of customer service  
| • how optimal customer service can be delivered through the implementation of teamwork  
| • importance of seeking assistance to improve customer service  

<table>
<thead>
<tr>
<th>workplace policy and procedures for customer interaction</th>
</tr>
</thead>
</table>
| • workplace policy and procedures for customer interaction:  
  – establishing contact with customers  
  – meeting customer needs and requests  
  – dealing with customers from diverse backgrounds  
  – handling difficult or abusive customers  
  – through all stages of service and sale  
  – directing customers to more experienced staff |
### Customer Inquiries

- A range of common customer inquiries
- Establishing the details of the inquiry by questioning, summarising and reiterating
- Methods for recording customer inquiries:
  - Paper-based
  - Electronic
- Sources of information that can be used when handling customer inquiries
- Effective responses to a range of customer inquiries common to retail services

### Communication Technology

- Features, purpose and limitations of a range of communication technologies common to retail services industries including:
  - Telephone system
  - Email
  - Social networking
  - Other
- Selection of communication technologies appropriate to work tasks
- Working knowledge of a range of communication technologies
- ‘Good’ telephone etiquette
- Workplace procedures for message taking

### Customer Dissatisfaction and Complaints

- Causes of customer dissatisfaction and complaints
- Examples of customer dissatisfaction and complaints common to retail services
- Complaints handling policy and procedures
- Skills required for handling complaints including problem-solving, decision-making and negotiating
- Using conflict resolution techniques when handling customer dissatisfaction and complaints
- Effective responses to a range of instances of customer dissatisfaction and complaints
- Importance of:
  - Retail services staff and the customer agreeing on what is to be done in regard to the complaint
  - Implementing solutions within acceptable time frames
### Customer Dissatisfaction and Complaints Cont'd

- The importance of acting within level of authority and scope of responsibility when handling customer dissatisfaction and complaints.

- Identify when it is appropriate to seek assistance and refer customer to other appropriate personnel for issues that cannot be resolved effectively.

- Awareness of the importance of recording and/or reporting instances of customer dissatisfaction and complaints.

- Workplace practices for recording and reporting:
  - Formal and informal
  - Verbal and written

- Recognition of the value of customer feedback and complaints.
3.2 **Safety – mandatory focus area**

3.2.1 **Outcomes**

The student:

- explains safe work practices and procedures for retail services industries
- demonstrates an understanding of WHS compliance in retail services industries
- applies risk management in a retail services workplace
- proposes appropriate responses to emergency situations
- describes workplace policy and procedures that ensure the safety of the customer and retail services worker.

3.2.2 **Associated units of competency**

The scope of learning for the HSC must be read and delivered in conjunction with the following associated unit of competency:

- **SIRXWHS101 Apply safe work practices**.

The unit descriptor, elements and critical aspects for assessment for this unit of competency are provided below.

**SIRXWHS101 Apply safe work practices**

*Descriptor*  
This unit describes the performance outcomes, skills and knowledge required to apply safe work practices, including identifying and reporting faults and problems, according to work health and safety (WHS) legislation and store policies. It also covers procedures for emergency situations, evacuation, accident and illness. It encompasses the National Occupational Health and Safety Commission (NOHSC) guidelines for WHS.

*Elements*  
1. Apply basic safety procedures  
2. Apply basic emergency procedures.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*  
Evidence of the following is essential:

- applies safe work practices, in all areas of the store, according to WHS and codes of practice  
- applies appropriate store policies and procedures and legislative requirements in regard to following basic safety procedures and reports faults and problems to relevant person, department or committee  
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures  
- reads, interprets and applies manufacturer instructions for using and storing hazardous goods  
- applies stores policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.
3.2.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- problem-solving
- planning and organising
- learning.

3.2.4 Scope of learning for the HSC

<table>
<thead>
<tr>
<th>work health and safety (WHS)</th>
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</thead>
<tbody>
<tr>
<td>• meaning of health and safety</td>
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<tr>
<td>• implications of the cost of workplace injury:</td>
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<tr>
<td>- human</td>
</tr>
<tr>
<td>- social</td>
</tr>
<tr>
<td>- economic</td>
</tr>
<tr>
<td>- organisational</td>
</tr>
<tr>
<td>• acknowledge that WHS is everyone’s responsibility in the workplace and the implications of this responsibility</td>
</tr>
<tr>
<td>• concept of ‘participation’ and ‘consultation’ in relation to WHS</td>
</tr>
<tr>
<td>• primary role/function of key bodies involved in WHS</td>
</tr>
<tr>
<td>• identify internal and external sources of workplace WHS information</td>
</tr>
<tr>
<td>• importance of acting within level of authority in relation to WHS in the workplace:</td>
</tr>
<tr>
<td>- taking initiative</td>
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<tr>
<td>- problem-solving</td>
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<td>- decision-making</td>
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</table>

<table>
<thead>
<tr>
<th>WHS compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• difference between an act, regulation, code of practice and industry/workplace standard</td>
</tr>
<tr>
<td>• WHS legislation and codes of practice and their application to the retail services industries/workplace and a specific job role:</td>
</tr>
<tr>
<td>- WHS legislation:</td>
</tr>
<tr>
<td>● Work Health and Safety Act 2011 (NSW) (as amended)</td>
</tr>
<tr>
<td>● Work Health and Safety Regulation 2011 (NSW) (as amended)</td>
</tr>
<tr>
<td>- codes of practice related to:</td>
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<tr>
<td>● dangerous goods and substances</td>
</tr>
<tr>
<td>● first aid</td>
</tr>
<tr>
<td>● manual handling</td>
</tr>
<tr>
<td>● risk management</td>
</tr>
<tr>
<td>● WHS consultation</td>
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</tbody>
</table>
## WHS compliance cont/d

- WHS rights and responsibilities of the person conducting a business or undertaking (PCBU), officer and worker
- consequences of failure to observe WHS workplace policy and procedures and legislative requirements
- safety signs, symbols and barricades used in retail services industries and their use in the workplace:
  - legislative requirements
  - meaning of colour and shape
  - appropriate placement and positioning
- requirements (including election/formation) of a health and safety committee or health and safety representative (HSR) and their role and responsibilities in the workplace
- retail services industries and workplace requirements for monitoring and reporting in relation to workplace safety
- describe how, when and to whom to report:
  - types:
    - formal/informal
    - written
    - verbal
  - reporting to appropriate persons
- purpose and importance of monitoring and reporting
- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to WHS

## safe work practices and procedures

- safe work practices and procedures and their purposes, including:
  - selection, use and maintenance of personal protective equipment (PPE)
  - manual handling techniques:
    - when working individually, in pairs and with a team:
      - moving
      - lifting, carrying and placing items down
      - working with tools and equipment
      - loading and unloading into general storage, in/out of transport and to/from raised work area
      - bending and twisting
      - mechanical aids/lifting equipment
      - undertaking repetitious tasks
    - legal weight limits
  - hazardous substances:
    - correct handling, application, labelling, transport and storage
    - safety data sheet (SDS)
  - tools and equipment:
    - appropriate selection
    - correct use
    - maintenance
### Safe Work Practices and Procedures Cont’d

- **Housekeeping:**
  - clean up procedures
  - waste disposal
  - consideration of WHS and the environment
- **Standard operating procedures (SOP)**

- Importance of safe work practices and procedures
- Propose safe work practices and procedures for a retail services workplace

### Risk Management

- Difference between a hazard and a risk
- Risk management and its application in the workplace:
  - Hazard identification:
    - potential hazards to self, colleagues, customers and visitors
    - Range of hazards:
      - tools and equipment
      - manual handling
      - materials
      - work processes and practices
      - work environment
      - human factors (self, customer and others)
  - Risk assessment
  - Risk control:
    - eliminate the risk
    - minimise the risk:
      - substitution
      - modification
      - isolation
      - engineering control
    - other controls:
      - administrative
      - safe work practices
      - PPE
  - Monitor and review

### Incidents, Accidents and Emergencies

- Difference between an incident, accident and emergency
- A range of incidents, accidents, illnesses and emergencies common to retail services industries
- Distinguish between a manageable first aid situation and an emergency situation
- A range of potential injuries and their cause(s)
incidents, accidents and emergencies cont/d

- strategies to reduce workplace accidents, injury or impairment

- procedures for responding to incidents, accidents and emergencies:
  - emergency situations
  - seeking assistance
  - emergency contact numbers
  - emergency signals, alarms and exits:
    - location
    - use of
  - correct use of firefighting equipment:
    - fire blanket
    - fire extinguisher(s)
  - procedures to follow:
    - notification
    - workplace policy and procedures
      - evacuation
      - securing workplace/store/building
    - reporting
  - role of personnel in an emergency

- principles of first aid:
  - DRSABCD:
    - danger
    - response
    - send for help
    - airway
    - breathing
    - CPR
    - defibrillator (if available)
  - general:
    - assessment
    - management
    - seek assistance
    - access equipment/resources
    - monitor
    - reassure

- personnel responsible for first aid

- apply the principles of first aid in response to first aid scenarios

- apply workplace policy and protocols and regulatory requirements when recording and reporting in relation to first aid
3.3 Sales and security – mandatory focus area

3.3.1 Outcomes

The student:

- understands the techniques and workplace procedures for selling products and services
- explains point-of-sale handling procedures
- explains strategies for theft prevention and minimising loss of stock in a retail work environment
- understands the importance and application of legislative requirements, industry standards and workplace policy and procedures for sales and security in a retail work environment.

3.3.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- SIRXCCS201 Apply point-of-sale handling procedures
- SIRXRSK201 Minimise loss
- SIRXSLS201 Sell products and services.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SIRXCCCS201 Apply point-of-sale handling procedures

Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation. It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions and process a number of methods of payment, according to store policies.

Elements

1. Operate point-of-sale equipment
2. Ensure accuracy of transactions
3. Perform point-of-sale transactions
4. Complete sales
5. Wrap and pack goods.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates point-of-sale equipment according to manufacturer instructions and store policy and procedures
- applies store policy and procedures in regard to cash handling and point-of-sale transactions
- interprets, calculates and records numerical information accurately
- processes sales transaction information responsibly and accurately to store policy and procedure
- applies store policy and procedures in regard to handling, packing, wrapping and delivery of goods or merchandise.
SIRXRSK201 Minimise loss

Descriptor This unit describes the performance outcomes, skills and knowledge required to minimise theft and loss of stock in a retail environment.

It involves applying store policy and procedures and industry codes of practice in regard to store security, theft prevention and correct stock usage; reporting theft or suspicious behaviour to relevant personnel; and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Elements
1. Apply routine store security
2. Minimise theft
3. Use stock efficiently.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
- applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- applies store policy and procedures in regard to following security procedures and reporting theft or suspicious behaviour to relevant personnel
- monitors stock, work area, customers and staff to minimise opportunities for theft.

SIRXSL201 Sell products and services

Descriptor This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Elements
1. Develop and apply product knowledge
2. Approach customer
3. Gather and respond to information
4. Sell benefits
5. Overcome objections
6. Close sale
7. Maximise sales opportunities.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
• maximises sales opportunities according to store policies and procedures
• applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
• evaluates personal sales performance to maximise future sales.

3.3.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• problem-solving
• planning and organising
• learning
• technology
• teamwork
• initiative and enterprise.

3.3.4 Scope of learning for the HSC

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<td>• legislative requirements that are applicable to particular product(s) and/or service(s)</td>
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</table>
sell products and services

- selling products and services in accordance with:
  - legislative requirements, including Australian Consumer Law
  - industry codes of practice
  - workplace policy and procedures

- approaching a customer:
  - methods, including:
    - greeting
    - merchandise
    - service
  - timing of approaches
  - opening techniques

- an awareness of customer buying behaviour, including emotional and rational motives

- determining customer buying behaviour through questioning, listening and observation

- sales approaches appropriate when making a sale:
  - face-to-face
  - over the telephone

- matching customer preferences, needs and expectations to appropriate product(s) and service(s)

- answering routine customer questions when making a sale

- selling techniques including:
  - up-selling
  - top down
  - offering alternatives
  - suggestive selling
  - selling benefits to customer

- a range of strategies to overcome customer objections, including those related to:
  - price
  - time
  - product/service characteristics
  - dissatisfaction with product/service

- solution(s) to customer objections within level of authority

- customer buying signals or cues leading to sale

- techniques to close a sale, including:
  - direct order (using a closed question)
  - active (helping the customer decide)
  - steps (allowing the customer to decide one step at a time)
  - alternative (offer a choice)
  - difficulty (apply deadlines)
  - assumptive (assume customer is making a purchase)
**sell products and services cont'd**

- importance of feedback and evaluation to maximise future sales opportunities
- review of personal sales outcomes, including utilising customer and supervisor feedback and personal evaluation
- strategies to improve and maximise future sales
- importance of sales performance appreciation to employer and employee

**minimise theft**

- categories or types of theft that are common to the retail services industries:
  - internal and external
  - professional
  - amateur
  - opportunist
  - medical (e.g., kleptomania)

- awareness of how, when and where workplace theft occurs, including that related to:
  - stock
  - work areas (such as selling floor, back dock and storeroom)
  - customers
  - employees
  - visitors, sales representatives, contractors and vendors

- strategies to minimise and prevent theft:
  - prevention
  - detection
  - apprehension

- workplace policy and procedures applying to theft prevention, including:
  - bag checks
  - dealing with suspicious behaviour and actual theft
  - reporting theft
  - recording of stolen items

- key principles and intent of legislation and industry codes of practice and guidelines in relation to theft prevention and minimisation

**minimise loss of stock**

- meaning of shrinkage

- types of shrinkage:
  - known
  - unknown

- causes of shrinkage, including:
  - error
  - waste
  - theft
minimise loss of stock cont/d

- workplace policy and procedures to minimise loss of stock, including those related to:
  - counting, measuring and weighing stock
  - handling and storage of stock
  - stock rotation

security

- overt and covert security measures common to the retail services industries:
  - alarm system
  - electronic article surveillance (EAS), security tags, pedestals and labels
  - mirrors
  - security person
  - surveillance device
  - secure areas

- for a range of security measures:
  - features, benefits and limitations
  - location
  - operation

- workplace security procedures in relation to:
  - people
    - staff
    - customers
    - visitors, sales representatives, contractors and vendors
  - cash and non-cash transactions
  - keys
  - point-of-sale equipment
  - premises:
    - secure areas
    - general access areas
  - records
  - stock

- security and loss prevention measures for online retailing:
  - transactions
  - packaging and delivery
  - personal information protection

- key principles and intent of:
  - workplace security policy and procedures
  - legislative requirements applying to security in a retail services workplace
  - retail services industries codes of practice and guidelines applicable to security

- strategies to deal with breaches in security

- reporting breaches in security to appropriate personnel
## point-of-sale

- point-of-sale operations in accordance with:
  - legislative requirements, including Australian Consumer Law
  - industry codes of practice
  - workplace policy and procedures

- point-of-sale documentation commonly used in retail services industries, including:
  - transaction docket
  - gift voucher/card
  - invoice
  - order form
  - return/exchange slip
  - credit note
  - promotional material
  - stock/inventory/price list

- functions, operational features and working knowledge of equipment used during point-of-sale including:
  - calculator
  - cash drawer
  - cash register
  - EFTPOS terminal
  - electronic scales
  - numerical display board
  - point-of-sale terminal
  - scanner
  - security detacher

- importance of accuracy in relation to point-of-sale equipment and handling procedures

- workplace policy and procedures in relation to the following:
  - attendance at point-of-sale
  - opening, closing and clearing register/terminal
  - transference of tender
  - maintenance of cash float
  - cash and non-cash transactions
  - transaction errors
  - counting cash
  - calculating non-cash documents
  - ordering and tendering change
  - recording takings
  - balancing point-of-sale terminal
  - exchange and return of goods and/or services

- numerical calculations common to a retail services workplace:
  - addition
  - subtraction
  - multiplication
  - division
  - percentages
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</table>
3.4 Working in the industry – mandatory focus area

3.4.1 Outcomes

The student:
- examines the nature of working in the retail services industries
- explains how to communicate and work effectively in a customer service work environment
- applies culturally respectful communication and work practices
- explores how conflict may be avoided or effectively managed by individuals and management in a range of situations common to retail services work environments.

3.4.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:

- SIRXCOM101 Communicate in the workplace to support team and customer outcomes
- SIRXIND101 Work effectively in a customer service environment.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**SIRXCOM101 Communicate in the workplace to support team and customer outcomes**

*Descriptor*  
This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

The unit covers the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

*Elements*

1. Communicate face-to-face with customers  
2. Use technology to communicate with customers  
3. Communicate with customers and colleagues from diverse backgrounds  
4. Work in a team  
5. Read and interpret retail documents.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the following is essential:
- provides a welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
• accesses, comprehends and processes information according to store policy and procedures
• follows routine instructions and seeks advice and assistance if required
• participates actively and positively within a workplace team.

SIRXIND101 Work effectively in a customer service environment

Descriptor This unit describes the performance outcomes, skills and knowledge required to work effectively in a customer service business environment.

Elements
1. Work within organisational requirements
2. Support the work team
3. Maintain personal presentation
4. Develop effective work habits.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
• identifies, locates and articulates the organisation’s requirements, including goals and values
• demonstrates work practices that reflect the relationship between own role and organisational requirements
• demonstrates knowledge of workplace procedures for upholding employee and employer rights and responsibilities
• applies workplace dress, hygiene and personal presentation requirements.

3.4.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• teamwork
• problem-solving
• initiative and enterprise
• planning and reporting
• self-management
• learning
• technology.
### 3.4.4 Scope of learning for the HSC

**nature of the industry**

- features of the retail services industries
- sectors and/or departments within a retail services industry:
  - primary role
  - product(s) and/or service(s) provided
  - occupational areas
  - examples of types of retail businesses, including:
    - chain
    - co-operative
    - department store
    - e-commerce
    - franchise
    - specialty store
    - owner-operated
- interrelationships between sectors/departments and effects on an individual’s work and customer outcomes
- meaning of organisational culture
- for a retail services workplace, knowledge of the:
  - mission statement
  - organisational structure
  - chain of command
  - goals, values and standards
- primary role(s) and duties performed by a range of retail services personnel
- opportunities for multiskilling/job rotation in the retail services industry
- current issues affecting retail services industries and implications for delivery of service, including:
  - e-commerce
  - e-retailing
  - social media
  - environmental sustainability
  - technological advancements
- customer service:
  - characteristics
  - industry approaches to service delivery:
    - underpinning principles
    - how work is organised and undertaken
    - strategies for establishing quality service
employment

- career pathways across a retail services industry and the knowledge and skills required for different job roles

- preparation to enter a career path in a retail services industry, including:
  - letter
  - curriculum vitae
  - interview preparation and performance

- types of employment in retail services industries:
  - full-time
  - part-time
  - casual
  - contract

- the differences between an award, agreement and contract and how they apply to workers in retail services industries

- investigate the employment terms and conditions for a specific job role

- working knowledge of employer and employee rights and responsibilities in relation to employment, work and traineeships

- equal employment opportunity (EEO):
  - principles
  - intent of EEO legislation
  - reciprocal rights and responsibilities of employers and employees
  - workplace policy and procedures relating to EEO

- primary role of a range of key industry bodies for both employers and employees:
  - employer and employee groups
  - professional associations
  - unions
  - training

- purpose and value of codes of conduct for the retail services worker and industries

retail services worker

- retail services worker:
  - personal attributes and work ethic valued by retail services industries
  - interpersonal skills beneficial to an individual working in a retail services workplace
  - importance of personal presentation and standards of personal hygiene
  - presentation standards for a specific retail services workplace and job role
  - behaviour to support a safe and sustainable retail services work environment

- roles and responsibilities:
  - duties and responsibilities for a specific job role within retail services industries
  - relationship between individual roles and the role of the team or work group
  - difference between individual and workplace goals and plans
### retail services worker cont/d

- tasks typical to a retail services workplace:
  - routine
  - rostered
  - non-routine

- access and use a range of sources containing information relating to work responsibilities:
  - job description
  - role/duty statement
  - roster
  - workplace manual

- strategies for understanding and clarifying work instructions

- an awareness that work practices and experiences differ between workplaces

- how work practices are implemented and maintained in accordance with industry standards and workplace policy and procedures

- effect of poor work practices on colleagues, the workplace, the industry and customers

- awareness of emerging technologies affecting work practices and service delivery in retail services industries

- concept of sustainability in the workplace and environmentally sustainable work practices

- time and task management:
  - principles
  - techniques
  - prioritisation

- planning and preparation for a range of tasks/activities applicable to daily work routines in a retail services workplace

- application of time management techniques to work tasks/activities in a retail services context

- quality assurance in retail services:
  - definition
  - role of employees
  - implications of non-adherence

- recording and reporting in a retail services industry:
  - purpose of a range of documents commonly used in a retail services workplace
  - workplace policy and procedures applying to record-keeping and reporting
  - legislative and regulatory requirements applying to record-keeping:
    - confidentiality
    - privacy
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</table>
### anti-discrimination

- bullying and harassment in the workplace:
  - indirect
  - direct
  - types:
    - verbal
    - physical
    - psychological
    - sexual
- anti-discrimination:
  - principles
  - intent of anti-discrimination legislation
  - reciprocal rights and responsibilities of employers and employees
  - workplace policy and procedures relating to anti-discrimination
- strategies to eliminate bias and harassment in the workplace
- consequences, including legal ramifications, of inappropriate workplace behaviour
- recourse available to individuals in the event of inappropriate workplace behaviour

### misunderstandings and conflict

- the difference between being passive, aggressive and assertive
- causes of misunderstandings and conflict when working with others and in the delivery of service
- the extent to which conflict can be a positive or negative experience
- conflict management:
  - conflict resolution techniques
  - different approaches to conflict management, including problem-solving, negotiation and mediation
  - workplace policy and procedures regarding management of conflict
- identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict
- identify when it is appropriate to seek assistance when misunderstandings or conflict arise and whose assistance should be sought when conflict escalates
3.5 Retail general selling – stream focus area

3.5.1 Outcomes

The student:
- understands the techniques and workplace procedures for merchandising products
- develops knowledge required to advise on products and services
- understands the importance and application of legislative requirements, industry standards and workplace policy and procedures for merchandising and advising in a retail work environment.

3.5.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- SIRXMER201 Merchandise products
- SIRXSLS002A Advise on products and services.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

SIRXMER201 Merchandise products

**Descriptor**  This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and displaying techniques according to stock characteristics, industry codes of practice, and relevant legislation.

**Elements**  1. Place and arrange merchandise
              2. Prepare and apply labels and tickets
              3. Maintain displays
              4. Protect merchandise.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:
- applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storing stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- operates, maintains and stores a range of ticketing equipment according to:
  1. store policy and procedures
  2. industry codes of practice
  3. manufacturer instructions and design specifications
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
• maintains display areas and replenishes stock as required according to store procedures and legislative requirements
• performs correct manual handling, storage and display techniques.

SIRXSL002A Advise on products and services

_Descriptor_ This unit describes the performance outcomes, skills and knowledge required to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

_Elements_ 1. Develop product and service knowledge  
2. Recommend specialised products or services.

_Critical aspects for assessment and evidence required to demonstrate competency in this unit_

Evidence of the following is essential:
• consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services  
• develops, maintains and conveys product knowledge to customers and other staff  
• applies detailed and specialised product knowledge to provide accurate advice, according to the needs of the customer.

3.5.3 _Employability skills_

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication  
• problem-solving  
• planning and organising  
• learning  
• technology  
• teamwork  
• initiative and enterprise.
### 3.5.4 Scope of learning for the HSC

#### merchandise

- meaning of:
  - merchandise
  - merchandise range
  - merchandising

- merchandise characteristics which may affect handling, storage and display

- correct handling, security and storage of a range of merchandise in a retail workplace, including those categorised as:
  - general items
  - specialist items
  - restricted items
  - high-risk merchandise

- placement, arrangement and presentation of merchandise in the following areas:
  - floor
  - fixtures
  - shelves
  - display area

#### display merchandise

- display merchandise according to workplace policy and procedures, legislative requirements and industry codes of practice

- principles of display:
  - balance
    - symmetric
    - asymmetric
    - combination
  - focus
  - lighting

- retail design in relation to:
  - elements and principles
  - trends
  - seasonality

- workplace scheduling for building and setting up displays

- use of themes to display and/or promote merchandise

- merchandising products in a range of display and/or promotional areas including:
  - interior or exterior
  - publicly accessible
  - windows
  - shelves
  - wall fixtures
  - floor
### display merchandise cont/d

- consider duration (permanent or temporary) when building and setting up displays
- a range of merchandise materials and props used to display
- techniques for building and setting up displays

- maintenance of merchandise displays:
  - selection of merchandise
  - monitoring stock:
    - replenishing stock
    - stock rotation, including FIFO (first in, first out)
    - slow-moving items
  - workplace scheduling for rotating displays
  - re-setting or dismantling
  - housekeeping practices with proper consideration of the environment and work health and safety (WHS)

- workplace pricing structures common to the retail industry:
  - pricing procedures, including inclusion and exclusion of Goods and Services Tax (GST)
  - sales reductions
  - discounted items/markdowns
  - placement of pricing information

- planning and preparation for merchandising products in a retail workplace

### label and ticket merchandise

- types of labels and tickets used in a retail workplace, their use and information provided:
  - shelf ticket
  - shelf talker
  - written label
  - swing ticket
  - barcode
  - price board
  - header board
  - electronic

- operation, maintenance and storage of manual and electronic labelling and ticketing equipment

- label and ticketing of merchandise according to:
  - workplace policy and procedures
  - legislative requirements
  - industry codes of practice
  - manufacturer instructions and design specifications
### Label and Ticket Merchandise Cont'd

- preparation of labels and tickets for merchandise
- correct placement of pricing and information on merchandise

### Advise on Products and Services

- detailed knowledge of a range of products and services offered at a retail workplace
- importance of the following when advising on products and services:
  - effective, positive and efficient customer service
  - providing accurate advice to customers
- product, service and workplace knowledge required by employees in a retail environment:
  - product/service:
    - brand options
    - features, benefits and limitations
    - use/application
    - care, handling and storage
    - warranty
    - price
  - workplace:
    - complementary product(s) and/or service(s)
    - special offers
    - loyalty schemes
    - stock availability
    - procedures for taking orders
    - payment methods
    - return/refunds
    - after sales service
    - trading hours
- legislation applicable to particular product(s) and/or service(s)
- importance of developing and maintaining product knowledge
- individual and workplace strategies to develop and maintain product knowledge
- sources of information on the workplace, products and services to enable a worker to advise on products and services
- basic research skills to source information on products and services:
  - identification of relevant information
  - questioning techniques to obtain information
  - sorting, summarising and presenting information
- product and service comparisons within a retail workplace:
  - brand
  - range
Advise on products and services cont'd

- pricing
- features
- benefits
- limitations
- composition

- reviewing competitors’ products/services and pricing procedures
- matching customer preferences, needs and expectations to appropriate product(s) and service(s)
- advising on products and services according to workplace policy and procedures
3.6 **Food selling – stream focus area**

### 3.6.1 Outcomes

The student:
- understands the techniques and workplace procedures for merchandising food products
- develops knowledge required to advise on food products and services
- considers the importance of safe food-handling processes in a retail food environment
- understands the importance and application of legislative requirements, industry standards and workplace policy and procedures for merchandising food and advising in a retail food environment.

### 3.6.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- **SIRRFSA001A** Apply retail food safety practices
- **SIRRMER001A** Merchandise food products
- **SIRRREP001A** Advise on food products and services.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**SIRRFSA001A Apply retail food safety practices**

*Descriptor*

This unit describes the performance outcomes, skills and knowledge required to implement safe food storage handling processes in a retail food environment, according to a food safety program.

*Elements*

1. Apply personal hygiene and sanitation
2. Identify food safety program
3. Store and handle food products hygienically
4. Clean work area and equipment
5. Monitor food safely
6. Contribute to continuous improvement.

*Critical aspects for assessment and evidence required to demonstrate competency in this unit*

Evidence of the following is essential:
- consistently applies store policy and procedures, which comply with food safety regulations and relevant legislation
- consistently identifies, interprets, applies and implements the store food safety program, according to health and hygiene requirements and store procedures
- consistently follows and applies store policy and procedures with regard to cleaning and maintaining equipment and safe handling and disposal of waste
- consistently follows store policy and procedures with regard to personal hygiene practices, including:
  - personal cleanliness, reporting of personal illness and infections
  - store personal presentation requirements for hair, clothes, footwear and jewellery
  - hand washing procedures
- use and maintenance of clothing, footwear and related apparatus to meet hygiene requirements
- inspects own work area and identifies common food safety hazards and possible hazards
- consistently seeks instruction and applies store policy and procedures with regard to removal and isolation of suspect product or taking other corrective action
- consistently maintains personal conduct to minimise risk to food safety
- consistently monitors critical control points to identify food safety risks in own work area, according to store procedures; this may include carrying out checks, inspections and tests
- investigates contamination and cross-contamination events and takes action to prevent contamination from occurring or recurring
- consistently records food safety information, according to store policy and procedures
- consistently contributes to continuous improvement in own work area.

SIRRMER001A Merchandise food products

Descriptor This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present food products, including convenience foods within the store. It includes the setting up and maintenance of displays and labelling or pricing of stock. It also includes the handling, protection and storage of food products for display or sale.

Elements 1. Prepare food stock  
2. Place and arrange food stock  
3. Prepare and display labels and tickets  
4. Maintain food displays  
5. Protect food stock.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
- consistently applies store policy and procedures and legislative requirements in regard to hygiene and sanitation practices
- consistently applies store policy and procedures and legislative requirements for preparation, arrangement, presentation, handling and storage of food products
- consistently applies store policy and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- displays merchandise on fixtures, shelves and display areas in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise, according to store policy and other safety requirements
- operates, maintains and stores a range of electronic ticketing equipment, according to:
  - store policy and procedures
  - industry codes of practice
  - manufacturer instructions and design specifications
- arranges correct pricing and information on merchandise, according to store procedures, industry codes of practice and legislative requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures
- maintains display areas and replenishes stock as required, according to store procedures
- performs correct manual handling, storage and display techniques, according to:
stock characteristics
industry codes of practice
WHS regulations
food safety practices.

SIRRRPK001A Advise on food products and services

Descriptor  This unit describes the performance outcomes, skills and knowledge required to develop product knowledge and provide advice to customers with regard to fresh food and food products, including convenience foods.

Elements  1. Identify product range and develop product knowledge
2. Advise on food products
3. Advise on food services.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:
• consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of food items
• consistently applies product information contained in store manuals and manufacturer product labels when providing advice to customers
• consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services
• develops, maintains and conveys product knowledge to other staff when required
• applies detailed and specialised product knowledge to provide accurate advice according to customer requirements.

3.6.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
• communication
• problem-solving
• planning and organising
• learning
• technology
• teamwork
• initiative and enterprise.
### 3.6.4 Scope of learning for the HSC

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<td>• meaning of:</td>
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<td>• signs of damaged, deteriorated, spoiled or out-of-date stock</td>
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<td>• common types of food contaminants:</td>
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<td>• the relationship between personal movement within and outside the workplace and food safety</td>
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<td>• hygiene work practices according to legislative requirements and workplace policy and procedures</td>
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<td>• importance of food safety procedures for production and handling of food from raw material to finished product</td>
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<td>• implications of failure to observe food safety regulations</td>
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<td>• roles and responsibilities of employees and food safety personnel during food production and handling</td>
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<td>• correct handling, preparation and transportation of food</td>
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<td>• correct use, cleaning, maintenance and storage of food-handling tools and equipment</td>
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<td>• principles of food storage, including those related to:</td>
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<td>– temperature danger zone</td>
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<td>• food storage requirements for hot, cold, raw, cooked and frozen foods</td>
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<td>• load limits for storage area in order to maintain correct temperature and the effect of breaking the temperature curtain, blocking coils or air vents and overloading the area</td>
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<td>• purpose and importance of cleaning and sanitising</td>
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<td>• safe handling, use and storage of a range of cleaning and sanitising tools, equipment and consumables</td>
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<td>• cleaning and sanitising work areas and equipment according to:</td>
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<td>▪ non-hazardous</td>
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<td>– recycling</td>
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<td>• cleaning and sanitising with due consideration to work health and safety (WHS) and the environment</td>
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<td>• food safety compliance with:</td>
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<td>– workplace policy procedures and plans</td>
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<td>– legislative requirements</td>
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<td>– industry codes of practice</td>
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<td>• purpose of a food safety program and the implications for the work of the employee</td>
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<td>• Hazard Analysis Critical Control Points (HACCP):</td>
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<tr>
<td>– definition</td>
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<tr>
<td>– principles</td>
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</tbody>
</table>
### Food Safety Cont'd

- Identification of critical control points
- Workplace policy and procedures

- Recording and reporting in relation to the food safety program:
  - Formal and informal
  - Verbal and written
  - Appropriate personnel

- Relationship between the workplace food safety program, quality system and audit requirements

- Importance of identifying and reporting potential or actual sources of food spoilage and contamination and unsafe food safety processes or situations

- Strategies for monitoring food hazards and critical control points

- Corrective action for a range of potentially unsafe food safety situations:
  - Report
  - Rectify (within level of authority)
  - Continuous improvement

- Awareness of the circumstances leading to the recall of food products and the effect on the workplace

### Display Food Merchandise

- Display food merchandise according to workplace policy and procedures, legislative requirements and industry codes of practice

- Principles of display:
  - Balance
    - Symmetric
    - Asymmetric
    - Combination
  - Focus
  - Lighting

- Retail design in relation to:
  - Elements and principles
  - Trends
  - Seasonality

- Workplace scheduling for building displays and setting up displays

- Use of themes to display and/or promote food merchandise

- Merchandising food products in a range of display and/or promotional areas including:
  - Interior or exterior
  - Self-serve
  - Windows
### display food merchandise cont/d

- shelves
- wall fixtures
- floor

- consider duration (permanent or temporary) when building and setting up displays
- a range of merchandise materials and props used to display
- techniques for building and setting up displays

- maintenance of food merchandise displays:
  - selection of merchandise
  - monitoring stock:
    - replenishing stock
    - stock rotation, including FIFO (first in, first out)
    - slow-moving items
  - workplace scheduling for rotating displays
  - re-setting or dismantling
  - housekeeping practices with proper consideration of the environment and WHS

- workplace pricing structures common to the retail industry:
  - pricing procedures, including inclusion and exclusion of Goods and Services Tax (GST)
  - sales reductions
  - discounted items/markdowns
  - placement of pricing information

- planning and preparation for merchandising food products in a retail workplace

### label and ticket food products

- types of labels and tickets used in a retail workplace, their use and information provided:
  - shelf ticket
  - shelf talker
  - written label
  - swing ticket
  - barcode
  - price board
  - header board
  - electronic

- operation, maintenance and storage of manual and electronic labelling and ticketing equipment

- preparation of labels and tickets for merchandise

- correct placement and replacement of pricing and information on merchandise
### label and ticket food products cont/d

- labelling and ticketing of merchandise according to:
  - workplace policy and procedures
  - legislative requirements
  - industry codes of practice
  - manufacturer instructions and design specifications

### advise on products and services

- detailed knowledge of a range of food products and services offered at a retail workplace

- importance of the following when advising on products and services:
  - effective, positive and efficient customer service
  - providing accurate advice to customers

- product, service and workplace knowledge required by employees in a retail environment:
  - product:
    - brand options and varieties
    - benefits and limitations
    - use and application
    - shelf life/use-by dates
    - care, handling and storage
    - product/ingredient origins
    - production/cookery methods
    - dietary/nutritional aspects
    - price
    - seasonal availability
  - food service:
    - catering
    - delivery
    - cook to order
    - seasonal promotions
  - workplace:
    - complementary product(s) and/or services(s)
    - special offers
    - stock availability
    - procedures for taking orders
    - payment methods
    - return/refunds
    - trading hours

- legislation applicable to particular product(s) and/or services(s)

- importance of developing and maintaining food product knowledge

- individual and workplace strategies to develop and maintain food product knowledge
<table>
<thead>
<tr>
<th>advise on products and services cont/d</th>
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<tbody>
<tr>
<td>• sources of information on the workplace, products and services to enable a worker to advise on products and services</td>
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<tr>
<td>• matching customer preferences, needs and expectations to appropriate product(s) and services(s)</td>
</tr>
<tr>
<td>• advising on food products and services according to workplace policy and procedures</td>
</tr>
</tbody>
</table>
3.7 Community pharmacy – stream focus area

3.7.1 Outcomes

The student:
- describes the role, responsibilities and boundaries of community pharmacy workers
- applies product knowledge to recommend and supply a range of pharmacy products and services to customers
- compares the promotion and supply of Pharmacy Medicines with Pharmacist Only Medicines
- analyses the legislative framework, industry regulations and protocols and quality assurance standards relevant to a community pharmacy workplace
- explains infection control strategies that limit contamination and prevent transmission of infection.

3.7.2 Associated units of competency

The scope of learning for the HSC must be read and delivered in conjunction with the following associated units of competency:
- **HLTIN301C Comply with infection control policies and procedures**
- **SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines**
- **SIRCIND201 Operate in a community pharmacy framework**.

The unit descriptor, elements and critical aspects for assessment for each of these units of competency are provided below.

**HLTIN301C Comply with infection control policies and procedures**

*Descriptor*
This unit describes the skills and knowledge required for workers to comply with infection control policies and procedures. All procedures must be carried out in accordance with current infection control guidelines, Australian and New Zealand Standards for maintaining infection control and the policies and procedures of the organisation.

This unit acknowledges the importance of complying with an effective infection control strategy that ensures the safety of the client (or end-user of health-related products/services), maintains personal protection and prevents the transmission of infections from person to person.

All tasks must be carried out in accordance with State or Territory legislative requirements that affect work practices of the organisation and/or worker.

*Elements*
1. Follow infection control guidelines
2. Identify and respond to infection risks
3. Maintain personal hygiene
4. Use personal protective equipment
5. Limit contamination
6. Handle, package, label, store, transport and dispose of clinical and other waste
7. Clean environmental surfaces.
Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Observation of workplace performance is preferred for assessment of this unit
- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- The assessee must demonstrate compliance with the organisation’s infection control policy as it relates to specific job role
- Consistency of performance should be demonstrated over the required range of workplace situations.

SIRCHCS201 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Descriptor This unit describes the performance outcomes, skills and knowledge required to support the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3).

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met relating to the promotion and supply of Pharmacy Medicines and Pharmacist Only Medicines.

Elements 1. Identify and locate scheduled medicines in the pharmacy
2. Assess customer needs

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- apply knowledge of commonly requested medicines scheduled as Pharmacy Medicines and Pharmacist Only Medicines
- follow pharmacy protocols and procedures to identify customer supply needs
- operate within the role boundaries that apply to a pharmacy assistant and follow pharmacy protocols and procedures when supplying Pharmacy Medicines and Pharmacist Only Medicines
- refer all requests for Pharmacist Only Medicines to a pharmacist, and recognise and act on other triggers for referral.

SIRCIND201 Operate in a community pharmacy framework

Descriptor This unit describes the performance outcomes, skills and knowledge required to provide service to customers in the context of a community pharmacy environment.

All relevant federal, state or territory legislation, Pharmacy Board of Australia Guidelines, and established practice and quality assurance standards are to be met.

Elements 1. Locate pharmacy product and service areas
2. Follow pharmacy customer service procedures
3. Accept prescriptions
4. Work within pharmacy requirements
5. Develop effective work habits.
Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:
- accept and lodge prescriptions for dispensing
- apply knowledge of employee and employer rights and responsibilities to own work
- follow pharmacy personal presentation and dress code
- direct customers to product and service locations in the pharmacy
- identify and follow relevant pharmacy service protocols and procedures
- recognise personal role boundaries and refer customers to a pharmacist or a more experienced staff member where relevant.

3.7.3 Employability skills

The following employability skills have been considered in the development of the scope of learning for the HSC:
- communication
- learning
- problem-solving
- teamwork
- technology.

3.7.4 Scope of learning for the HSC

<table>
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<td>- roles, responsibilities and boundaries of personnel within a community pharmacy team:</td>
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<td>- retail pharmacy supervisor</td>
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<td>- dispensary assistant</td>
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<td>- pharmacy assistant</td>
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<td>- point-of-sale personnel</td>
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<td>- safe and sustainable work practices for a community pharmacy work environment</td>
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<td>- legal and ethical issues affecting the community pharmacy worker and industry:</td>
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<td>- issues including:</td>
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<td>- confidentiality</td>
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<td>- legal responsibilities</td>
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<td>- interrelationship of the legal and ethical aspects of these issues</td>
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<td>- effect of these legal and ethical issues and resulting obligations for the customer, the worker and the industry</td>
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<td>- workplace policy and procedures related to these legal and ethical issues</td>
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<th>customer service within a pharmacy</th>
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<td>- industry approaches to service delivery:</td>
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<td>- how work is organised and undertaken</td>
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<td>- strategies for establishing quality service</td>
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</table>
customer service within a pharmacy cont/d

- workplace policy and procedures for customer interaction
- importance of the following in the provision of customer service:
  - tact and discretion
  - accuracy
  - protecting customer privacy
  - maintaining confidentiality of customer information
  - quality system protocols and procedures
- the importance of acting within level of authority and scope of responsibility during the service of customers
- meeting customer needs and requests:
  - difference between direct product and symptom-based requests
  - determining customer needs and requests through effective questioning, active listening and observation of non-verbal cues
  - selection of appropriate product(s) and/or service(s) for a range of customers with different requirements
- recognising when it is appropriate to seek assistance and refer customer to other community pharmacy personnel:
  - triggers
  - appropriate personnel:
    - experienced staff member
    - pharmacist
- workplace practices for record keeping and maintenance of customer information

key product and service areas within a pharmacy

- typical groupings of non-scheduled products in a community pharmacy:
  - analgesics and anti-inflammatories
  - baby and infant care
  - coughs and colds
  - continence management
  - eye and ear
  - first aid and wound care
  - oral care
  - sexual health
  - skin and fungal
  - vitamins, minerals and other supplements
  - complementary medicines and natural therapies
- services provided by a community pharmacy, including:
  - professional service areas
  - health-care support area for medical conditions
  - supply and hire of home health care aids and equipment
- general knowledge of a range of products and services typical to a community pharmacy
## medicines

- **reasons why:**
  - medicines are not normal items of sale
  - buying medicines in bulk is discouraged

- **scheduling of medicines:**
  - broad factors taken into account to determine scheduling medicines
  - system for scheduling medicines
  - role of:
    - Advisory Committee in Chemicals Scheduling
    - Advisory Committee on Medicines Scheduling
    - Therapeutic Goods Administration (TGA) in approving registration of new medicines

- **types of medicines as defined by Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP):**
  - scheduled
    - Pharmacy Medicine (S2)
    - Pharmacist Only Medicine (S3)
    - Prescription Only Medicine (S4)
    - Caution (S5)
    - Poison (S6)
    - Dangerous Poison (S7)
    - Controlled Drug (S8)
    - Prohibited Substance (S9)
  - unscheduled (general sales medicines)

- **storage and location of scheduled and unscheduled medicines**

- **promotion and supply of Pharmacy Medicines and Pharmacist Only Medicines according to:**
  - legislative requirements
  - Pharmacy Board of Australia guidelines and directives
  - established industry practice and quality assurance standards
  - workplace protocols and procedures

- **common problems or health conditions for which Pharmacy Medicines and Pharmacist Only Medicines are used**

- **general knowledge of common Pharmacy Medicines and Pharmacist Only Medicines including:**
  - what is it for?
  - how does it work?
  - how do you use it?
  - when not to use it?
  - possible side effects
  - drug interactions
  - specific issues across the lifespan
sources of information

- sources of information in the community pharmacy industry that can be used when gathering current industry information:
  - on scheduled medicines
  - for product, lifestyle and self-care advice
- access and use of a range of sources of information, including information systems

prescriptions

- pharmacy service protocols for accepting prescriptions from customers
- customer and dispensing information that may be included on prescription intake forms:
  - date
  - name of person accepting the prescription, and the time
  - indication that the customer is waiting for the medicine, collecting later or delivery is required
  - customer details such as name, address, Medicare number and entitlement care
  - medicine allergies
  - indication that medicine is new to the customer
  - items on the prescription to be dispensed
  - customer consent to brand substitution (if available)
  - indication that the customer has requested/requires Consumer Medicine Information (CMI), pharmacist consultation or receipt
    - additional notes
- awareness of transaction types detailed on prescriptions:
  - Gen (general – full price)
  - Con (concession – pensioner or health care card holders)
  - Ent (entitlement – special entitlements)
  - RPBS (repatriation – special beneficiaries)
- know when, where and how a customer should be referred to the pharmacist
- workplace procedures for how to lodge prescriptions for dispensing
- pharmacy service protocols for finalising the supply of medicine(s) to customers

infection control

- concept of infection control and its importance
- describe:
  - basic microbiology:
    - bacteria and bacterial spores
    - fungi
    - viruses
  - infectious diseases:
    - types:
      - pathogens
infection control cont/d

- opportunistic organisms
  - disease transmission:
    - sources
    - paths of transmission
    - risk of acquisition
  - susceptible hosts
  - contamination

- principles underlying infection control

- infection control strategies and their application in the community pharmacy workplace

- demonstrate an understanding of industry and workplace policy and procedures in relation to infection control:
  - risk management
  - minimise/limit contamination:
    - cleaning and sterilisation
    - clean and contaminated zones
  - work practices
  - waste management and disposal:
    - types (clinical, related and general)
    - regulatory requirements
  - precautions:
    - standard
    - additional
  - monitoring and reporting
  - requirements for immunisation:
    - regulatory and industry
    - workplace

- regulatory requirements and their application to a community pharmacy workplace and a specific job role:
  - standards
  - guidelines
4 HSC examination

The Retail Services Curriculum Framework includes an HSC examination which provides the opportunity for students to have this HSC examination mark contribute to the calculation of their Australian Tertiary Admission Rank (ATAR).

The Retail Services HSC examination can contribute up to two units towards the calculation of a student’s ATAR.

Students who have completed the Retail Services (240 indicative hours) course are eligible to sit for the Retail Services HSC examination.

Students who want to sit for the Retail Services HSC examination must be entered for both the Retail Services (240 indicative hours) course and the Retail Services examination on Schools Online (Administration).

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the Assessment and Reporting in Retail Services Stage 6 document.

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

4.1 Examinable outcomes and content

The HSC examination in Retail Services is based on the HSC Content and employability skills for the Certificate II qualifications in this Framework (refer to the Employability Skills in Retail Services document).

The HSC Content is detailed in Section 3 of this Syllabus.

4.2 Relationship of the Retail Services (240 indicative hours) course structure to the HSC examination

The relationship between the Retail Services (240 indicative hours) course structure, the HSC Content and the HSC examination is described in the Assessment and Reporting in Retail Services Stage 6 document.
5 Other important information

5.1 Exclusions

Where there is significant overlap between an HSC VET course and other HSC VET or general education courses, the Board has an exclusion between the courses. Exclusions are applied at a course level rather than at the unit of competency level.

In this Framework, students can only undertake the Retail Services (120 indicative hours) course or the Retail Services (240 indicative hours) course.

Schools should check all course exclusions when determining an appropriate pattern of study for their students. For example, course exclusions apply to students undertaking Beauty, Hairdressing and Retail Services courses.

VET course exclusions can be checked on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

5.2 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students who have current knowledge, skills or experience relevant to a VET course may be granted credit towards the course requirements.

Arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, are detailed on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html.

5.3 School-based trainees

Information regarding provision for school-based trainees within the HSC is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/apprenticeships-traineeships.html.


5.4 Students with special education needs

Students with special education needs may access a VET course in one of two ways:
- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information, see the VET Courses and Students with Special Education Needs fact sheet on the Board’s website.
5.5 Access by students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available on the Board’s website at www.boardofstudies.nsw.edu.au/voc_ed/stage-5.html.
6 Glossary

**AQF**

**Australian Qualifications Framework**

The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.

**Australian Apprenticeships**

Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based ([www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)).

**competency**

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

**core units of competency**

Units of competency required by the Training Package to be eligible for an AQF VET qualification.

**elements of competency**

The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

**focus areas**

HSC Content is organised into focus areas. HSC Content prescribes the scope of learning for the HSC.

**mandatory units of competency**

Units of competency that must be studied for an HSC VET course.

**recognition of prior learning (RPL)**

The result of an assessment of an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

**RTO**

**Registered Training Organisation**

A training organisation registered by a registering body in accordance with the VET Quality Framework, within a defined scope of registration (include TAFE NSW institutes, private providers and school system RTOs).

**scope of registration**

The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:

- both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or
- only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment.
| Stage 5 | In NSW, Stage 5 relates to Years 9 and 10 of schooling. |
| Stage 6 | In NSW, Stage 6 relates to Years 11 and 12 of schooling. |
| Statement of Attainment | May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). |
| Training Package | A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET qualifications for a specific industry, industry sector or enterprise. |
| training plan | A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship. |
| unit of competency | Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. |
| VET | **Vocational Education and Training** |
| VET qualification | Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by: |
| | • a nationally endorsed Training Package, or |
| | • an accredited course that provides training for the qualification. |
| VET Quality Framework | **VET Quality Framework** The VET Quality Framework comprises: |
| | • the Standards for NVR Registered Training Organisations |
| | • the Fit and Proper Person Requirements |
| | • the Financial Viability Risk Assessment Requirements |
| | • the Data Provision Requirements, and |
| | • the Australian Qualifications Framework. |