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1 Retail Curriculum Framework

1.1 Introduction

The Retail Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in Retail under the Australian Qualifications Framework. This framework is based on the national Retail Training Package (WRR02).

This industry curriculum framework incorporates all Higher School Certificate (HSC) Retail VET courses whether:
- delivered by schools
- delivered by TAFE colleges or
- delivered by other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges.

This document, the *Retail Curriculum Framework Stage 6 Support Document*, contains material and advice which are intended to assist teachers and trainers in the initial implementation of courses within the framework and in the assessment of student competency. It must be read in conjunction with Part A and Part B of the syllabus.

Part A of the syllabus contains general advice about the Retail Curriculum Framework and describes course structures and requirements, including work placement. For HSC accreditation the delivery of all courses in the Retail Curriculum Framework must comply with the structures and requirements described in Part A of the syllabus.

Part B of the syllabus contains the text of the units of competency from the Retail Training Package that have been included in the framework. Part B must be used in the delivery of the 120 and 240 indicative hour HSC courses in Retail.

The framework documentation for the Retail Curriculum Framework also includes a Retail Competency Record for recording assessment activities and student achievement of competency. The use of the Competency Record is recommended but is not mandatory. RTOs may choose to design an alternative form of competency record or use versions produced by industry bodies.

**Industry Curriculum Framework Documentation**

- Syllabus Part A Course Structures and Requirements
- Syllabus Part B Units of Competency and HSC Requirements
- Competency Record Book
- Support Document
- Resource List
- Specimen HSC Examination Paper
- Sample Marking Guidelines
- Draft Performance Bands
Support materials for this curriculum framework include this support document and a resource list. The Board has also developed the *Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs*.

Parts A and B of the syllabus are available in hard copy from the Board of Studies and may also be accessed on the Board’s website (http://www.boardofstudies.nsw.edu.au). The competency record, the support documents and the resource list may be accessed through the website.

## 2 Teaching Programs

### 2.1 General information

Teaching programs for courses in the Retail Curriculum Framework can be developed using a number of different approaches. These include:

- programming individual units of competency sequentially
- identifying a theme which is common to several units of competency and programming teaching and learning activities which address this theme
- devising a project, experience or event which requires students to learn and use a number of competencies
- a combination of any of the above.

Each approach has merit depending on the nature of particular competencies selected, access to facilities, equipment, resources and work places, and the needs and experiences of students.

When considering these approaches, teachers and trainers should keep in mind the following general principles:

- VET courses focus on the achievement of workplace competence. They are intended to equip students with the skills and knowledge required to perform workplace roles to the standard expected in industry. Competence incorporates all aspects of work performance including communication, problem-solving and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry-specific skills.
- Students must be given the opportunity to develop skills over time and have multiple opportunities to demonstrate that they possess the necessary combination of skills and knowledge.
- Students must have the opportunity to develop and practise skills in a workplace setting.
- Assessment of competence involves the assessment of skills and knowledge combined. An *integrated* or *holistic* approach to assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes. An integrated approach to course delivery will facilitate integrated competency assessment.

On the basis of these principles, it is recommended that teachers and trainers develop teaching and learning programs that allow for the integrated development of several elements and/or units of competency simultaneously. Where this is not possible, learning activities developed for individual units of competency should seek to integrate elements within the unit and to address the linkages to other units identified in the Training Package and in the syllabus.
In particular students should be given frequent opportunities to develop and update retail industry knowledge and to consolidate skills and knowledge with respect to safety, hygiene and teamwork.

Where possible, assessment tasks and events should be included as an integral part of training.

### 2.2 Sequence of delivery

Neither the Retail Curriculum Framework nor the Retail Training Package prescribes a particular delivery sequence for individual units of competency or for related groups of units of competency. (Refer to the Retail Curriculum Framework Part A for information on course structures.)

The sequencing of a teaching program for a particular course is a matter for the teacher’s professional judgement, based on the existing skills and experience of students, student interest, access to facilities including workplaces and the timing of work placement. The following points should be kept in mind:

- Students exiting Retail Operations (240 hours) after 120 hours, will only be eligible for the AQF Certificate I if they have undertaken all the units prescribed in the 120 hour course.
- Competencies within each of the courses (120 hour and 240 hour) relate to a unifying theme and facilitate a thematic, integrated approach to delivery as well as assessment.

In addition

- Competencies within a particular stream often build upon each other eg WRRCS3B *Interact with Customers* builds on competencies developed in WRRCS1B *Communicate in the Workplace*. These links are identified in the Retail Training Package and Part B of the syllabus.
- Some units are introductory whereas others clearly depend on existing skills.
- Aspects of some units eg WRRLP1B *Apply Safe Working Practices* are best addressed before students undertake work placement.
- Other units will only be meaningful once a student has experienced a real workplace environment.

#### 2.2.1 Relationships between units of competency

Relationships exist between units of competency and this should inform programming and assessment activities.

Units of competency generally need to be linked to reflect the skills required for a job role. Relevant linkages are highlighted in the Evidence Guide of each unit under the heading *Integrated Competency Assessment*. This provides guidance for trainers and assessors but is not prescriptive or exhaustive.

While holistic assessment is recommended, most units of competency in the Training Package can be assessed independently.
2.2.2 The timing of work placement

The scheduling of work placement should reflect student readiness and complement off-the-job learning programs. It is recommended the following units of competency be addressed prior to students undertaking work placement:

RET 001 Introduction to Retailing
WRRER1B Work Effectively in a Retail Environment
WRRLP1B Apply Safe Working Practices (highly recommended)

Work placement also provides an opportunity to commence study in the following units of competency:

WRRCA1B Operate Retail Equipment
WRRCS3B Interact With Customers
WRRI1B Perform Stock Control Procedures

2.2.3 Traineeships and Vocational Training Orders

Part-time school-based traineeships provide students with the opportunity to include a recognised VET qualification within their HSC and to combine this with paid work. Students generally undertake a Certificate II traineeship during Years 11 and 12 over a period of between 24 and 36 months. The formal or off-the-job training component contributes directly to their HSC and can be delivered by the school, TAFE NSW or other approved registered training organisation.

In NSW, the requirements for each recognised traineeship are set out in a Vocational Training Order (VTO). This includes:
• paid work under an appropriate industrial arrangement
• a training contract that is signed by the employer and the trainee and approved by the NSW Department of Education and Training
• a training program, delivered by an approved registered training organisation, which leads to the nationally recognised qualification specified in the VTO.

Training plans developed to support school-based traineeships must meet the requirements of the VTO and the relevant HSC course from the Retail Curriculum Framework.

2.3 Approaches to programming

The following examples provide some approaches to programming teaching and learning activities for Retail courses or groups of units of competency within these courses.

2.3.1 An integrated approach to programming – using a theme

An integrated approach to programming using a theme or other focus can provide a holistic approach to teaching and assessing a number of units of competency.

Units may be grouped which relate to a particular aspect of retail, for example:
• health, safety and hygiene
• customer service
• minimising theft
Programs can be developed using a theme related to the Retail industry, such as:

- providing quality service
- what every retail professional needs to know about the industry
- keep it safe – health, safety and hygiene
- minimising theft in all areas of a retail outlet.
Sample program: Providing quality customer service

Rationale: This theme is intended to provide students with the opportunity to develop the skills required to deliver quality customer service. This includes interpersonal, communication with colleagues and customers, customer service and sales skills, as well as teamwork, complaints handling skills, knowledge in the use of retail documentation and product knowledge.

Units of competency:
- WRRCS1B Communicate in the workplace
- WRRCS3B Interact With Customers
- WRRS1B Sell Products and Services

There are some elements of this program that may also be linked to WRRER1B Work Effectively in a Retail Environment.

Suggested time frame: Minimum 20 weeks

Key terms and concepts:

<table>
<thead>
<tr>
<th>Communicate in the workplace</th>
<th>Interact with Customers</th>
<th>Sell Products and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication</td>
<td>features</td>
<td>product knowledge</td>
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<tr>
<td>internal and external customers</td>
<td>benefits</td>
<td>greeting approach</td>
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<td>collaboration, negotiation, feedback, conflict resolution, problem-solving</td>
<td>add-on sales</td>
<td>merchandise approach</td>
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<td>documentation including time sheets, rosters, invoices, receipts, lay-by slips, return slips, credit notes, stock sheets</td>
<td>selling up</td>
<td>service approach</td>
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<td>cost price, retail price, mark-up, discount, turnover, gross and net profit</td>
<td>gift voucher</td>
<td>active listening</td>
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<td>lay-by</td>
<td>questioning – open, closed, reflective techniques</td>
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<td>rainchecks</td>
<td>features and benefits</td>
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<td>refunds</td>
<td>customer objections – price, time, merchandise</td>
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<td>empathy</td>
<td>buying signals (verbal and non-verbal)</td>
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<td></td>
<td>active listening</td>
<td>closing techniques – assumptive, final chance, special offer, alternative, active, narrow down items</td>
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<td></td>
<td>AQUA – Acknowledge, Question, Understanding, Answer</td>
<td>add-on sales (complementary products)</td>
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<td></td>
<td>approaches – greeting, merchandise, service</td>
<td>selling up</td>
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<td></td>
<td>questioning – open, closed, reflective</td>
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<td>legislative requirements including:</td>
<td>legislative requirements including:</td>
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<td>- Trade Practices Act</td>
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<td>- Fair Trading Act</td>
<td>- Fair Trading Act</td>
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<td>- tobacco laws</td>
<td>- tobacco laws</td>
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<td>- lottery acts</td>
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<td>- liquor licensing regulations</td>
<td>- liquor licensing regulations</td>
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<td>- sale of second hand goods</td>
<td>- sale of second hand goods</td>
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<tr>
<td>- trading hours</td>
<td>- trading hours</td>
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### Assessment:

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<tr>
<th>Unit / Element of competency</th>
<th>Possible assessment strategy</th>
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| WRRCS1B Communicate in the Workplace* | **Task One**  
In *pairs or small groups* students are to demonstrate their skills and knowledge of establishing customer contact, gathering information and responding to customer complaints via role plays.  
**Role plays may include:**  
- correctly greeting customers demonstrating appropriate manner, across a range of contexts  
- demonstrating the use of a variety of questioning techniques in order to gather information  
- appropriately use and interpret non-verbal communication  
- demonstrate complaint handling and conflict resolution  
- establish and confirm the nature of a customer complaint  
- outline the action to be taken to resolve the complaint or refer to the appropriate personnel. |
| 1. Establish contact with customers  
2. Process information  
3. Work in a team  
4. Maintain personal presentation  
5. Follow routine instructions  
6. Read and interpret retail documents  
7. Use numbers in the workplace |  
**Task Two**  
Case studies/scenario analysis:  
Through various case studies and scenario analysis, students will demonstrate their knowledge in regards to approaching a customer and identifying a customer’s special needs including the following aspects:  
- understanding of appropriate timing and the use of the most relevant approach method  
- how to convey a positive impression to arouse customer interest  
- identification of any special need requirements  
- outline appropriate questioning techniques  
- recognition of verbal and non-verbal communication cues. |
| WRRCS3B Interact with Customers * |  
1. Deliver service to customers  
2. Respond to customer complaints  
3. Receive and process sales orders  
4. Identify customers’ special requirements |  
**Task Three**  
Direct observation of students making and receiving a variety of messages in different contexts and review of messages taken.  
**Messages taken may be in relation to:**  
- contacting work placement employer, on work placement, inquiring about a particular product or service, messages taken in class.  
- receiving calls may occur in the school office or as part of work placement.  
**Messages may be in the form of:**  
- telephone messages, faxes, emails written or verbal messages.  
**Students must demonstrate correct use of technology, courteous and friendly service, and clear and concise verbal and written communication. They must also ensure that the information received gets to the right person.** |
| WRRS1B Sell Products and Services |  
1. Apply product knowledge  
2. Approach customer  
3. Gather information  
4. Sell benefits  
5. Overcome objections  
6. Close sale  
7. Maximise sales opportunities |  
*These units of competency should be assessed on an ongoing basis throughout the course.* |
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<tr>
<th>Unit / Element of competency / Performance criteria</th>
<th>Content</th>
<th>Possible learning experiences / activities</th>
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<tbody>
<tr>
<td>WRRCS3B Interact with Customers</td>
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<tr>
<td><strong>1. Deliver service to customers</strong></td>
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<tr>
<td>1.1 Communication with customers conducted in a</td>
<td><strong>Customer Service</strong></td>
<td>Define customer service.</td>
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<tr>
<td>professional, courteous manner, according to store</td>
<td></td>
<td>Brainstorm – What do we expect from ‘good customer service’?</td>
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<tr>
<td>policy.</td>
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<td>Discuss personal experiences.</td>
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<td>1.2 Customer needs and reasonable requests met or</td>
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<td>Case study – comparison between a ‘good’ store and a ‘bad’ store. Students identify the differences and outline the problems associated with poor customer service.</td>
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<td>referred to supervisor according to store policy</td>
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<td>Examine a number of individual store policies to identify similarities and differences, then in groups write a store policy which sets the best experience for customers.</td>
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<td>or legislative requirements.</td>
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<td>Brainstorm ideas to improve areas of customer service in a variety of stores. Evaluate the implications of these ideas on the staff and customers</td>
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<td>1.6 Contact with customer maintained until sale is</td>
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<td>completed according to store policy.</td>
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<td>1.7 Customer farewelled appropriately and courteously</td>
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<td>according to store policy.</td>
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<td>1.10 Customer returns or refunds processed according to</td>
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<tr>
<td>store policy and procedures.</td>
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<td><strong>3. Receive and process sales orders</strong></td>
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<td>3.4 Sales orders processed, recorded and acted upon</td>
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<td>according to store policy.</td>
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<tr>
<td>WRRCS1B Communicate in the workplace</td>
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<td><strong>3. Work in a team</strong></td>
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<td>3.2 Allocated tasks completed willingly without undue</td>
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<td>delay.</td>
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<td>5. Follow routine instructions</td>
<td><strong>Daily Work Routines</strong></td>
<td>Examine a number of individual store policies that affect the daily routine of retail workers and discuss their influence on daily routine/work habits.</td>
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<tr>
<td>5.1 Instructions received and acted upon.</td>
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<td>Class discussion of the purpose of following instructions and the consequences of not following instructions.</td>
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<tr>
<td>5.4 Daily work routine planned and organised.</td>
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<td>Identify circumstances where it is necessary to seek the advice/assistance of colleagues and supervisors.</td>
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<td>5.5 Tasks prioritised and completed without undue delay.</td>
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<td>Brainstorm a number of different ways to manage time and daily work routines.</td>
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<td><strong>3. Establish contact with customers</strong></td>
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<tr>
<td>1.1 Welcoming customer environment maintained.</td>
<td><strong>Communication with Customers and Colleagues</strong></td>
<td>Brief overview of the communication process</td>
</tr>
<tr>
<td>1.2 Customer greeted warmly according to store procedures.</td>
<td></td>
<td>Identify the channels of communication and discuss how people get their message across to others</td>
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<tr>
<td>Unit / Element of competency / Performance criteria</td>
<td>Content</td>
<td>Possible learning experiences / activities</td>
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| 1.3 Effective service environment created through verbal and non-verbal presentation according to store policy. | Workplace communication:  
- verbal communication including  
  - questioning (open and closed questions)  
  - active listening  
- non-verbal communication including  
  - presentation  
  - body language  
- appropriate presentation, manner, tone and forms of address. | Communication web – class discussion with strings of wool to connect each passage of communication. |
| 1.4 Questioning and active listening used to determine customer needs. | Strategies for communication with customers and colleagues of different  
- age groups  
- gender  
- cultural backgrounds  
- disabilities. | Brainstorm who you may be required to communicate with while working in the retail industry. Discuss how communication may vary depending on who you are communicating with. |
| 1.5 Confidentiality and tact demonstrated. | An understanding of how to use communication methods used to develop rapport with customers. | As a group examine verbal communication  
- types of verbal communication  
- positive and negative verbal communication. |
| 2. Process information | Skills necessary for working in teams  
- assertiveness  
- listening  
- speaking  
- conflict resolution  
- negotiation. | Simulation: How do customer service assistants ‘smile over the phone’? |
| 2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements. | Teams may include:  
- small work teams  
- store team  
- corporate team. | Discuss non-verbal communication  
- identify types of non-verbal communication  
- what circumstances is non-verbal communication useful in? |
| 2.4 Messages or information recorded and passed on promptly. | Team Members may include:  
- management  
- other staff members  
- full-time staff  
- part-time staff  
- casual staff. | Role play a variety of different messages using body-language and discuss the range of meanings that may be interpreted and misinterpreted through the use of body language. |
<p>| 3. Work in a team | An understanding of the relationship between workplace communication skills and working in teams. | Handout/pictures on body language (including different facial expressions and stances). Students discuss their interpretation of what message the sender is trying to convey. |
| 3.1 Courteous and helpful manner demonstrated at all times. | | Discuss the differences between open and closed questions. Students identify the type of questions used in a variety of examples of questions. |
| 3.3 Assistance actively sought or provided by approaching other team members when difficulties arise. | | Identify the sort of information that can be gathered from using different types of questions. |
| 3.4 Lines of communication with supervisors and peers identified according to store policy. | | Play the game ‘20 questions’. |
| 3.5 Constructive feedback provided by other team members encouraged, acknowledged and acted upon. | | Discuss the benefits of using different types of questions to provide optimum customer service. |
| 3.6 Questioning used to minimise misunderstandings. | | Discuss the characteristics of active listening. |
| 3.7 Signs of potential workplace conflict identified and conflict avoided wherever possible. | | Play a listening game – ‘Chinese Whispers’. |
| 3.8 Participation in team problem-solving demonstrated. | | |
| 4. Maintain personal presentation | | |
| 4.1 Personal dress and presentation maintained in a neat and tidy manner. | | |
| 4.2 Personal hygiene maintained according to store policy and government legislation. | | |
| 5. Follow routine instructions | | |
| 5.2 Effective questioning used to elicit information. | | |
| 5.3 Store information relevant to the particular task assessed, comprehended and acted upon. | | |
| WRRC3SB Interact with Customers | | |
| 1. Deliver service to customers | | |
| 1.1 Communication with customers conducted in a professional, courteous manner, according to store policy. | | |</p>
<table>
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<tr>
<th>Unit / Element of competency / Performance criteria</th>
<th>Content</th>
<th>Possible learning experiences / activities</th>
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</thead>
<tbody>
<tr>
<td><strong>1.7 Customer farewelled appropriately and courteously according to store policy.</strong></td>
<td>Brainstorm appropriate and inappropriate personal presentation standards in the retail industry and discuss their purpose and importance in the workplace.</td>
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<tr>
<td><strong>1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery.</strong></td>
<td>Create a brochure for staff outlining guidelines for personal presentation in a retail outlet.</td>
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<tr>
<td><strong>1.9 Repeat customer encouraged by promotion of appropriate services or products according to store policy.</strong></td>
<td>Demonstrate appropriate communication skills for customer service staff in a retail outlet. For example: - greeting customers - communicating with customers from non-English speaking backgrounds - providing instructions to others - listening to others/taking a message - handling a customer complaint - serving children (link to assessment task).</td>
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<tr>
<td><strong>2. Respond to customer complaints</strong></td>
<td>Class discussion – personal reflection on students own involvement in teams (eg sporting teams, community/cultural groups, work groups).</td>
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<tr>
<td><strong>2.1 Positive helpful attitude conveyed to customers when handling complaints.</strong></td>
<td>Brainstorm what elements make up a good team.</td>
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<tr>
<td><strong>2.6 Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.</strong></td>
<td>Discuss the types of teams that may occur in the retail industry and who may be members of these teams.</td>
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<tr>
<td><strong>3. Receive and process sales orders</strong></td>
<td>Class debate – “Communication skills are necessary for working in teams”</td>
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<td><strong>3.3 Customers provided with information in clear, concise manner.</strong></td>
<td>Brainstorm practical approaches to improving team performance and ways in which to encourage teamwork.</td>
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<tr>
<td><strong>4. Identify customers special requirements</strong></td>
<td>Outdoor teamwork activities eg. ‘Billy-Can on the rock’, ‘Crossing the crocodile river’.</td>
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<td><strong>4.1 Customers with special needs or requirements identified promptly by observation and questioning.</strong></td>
<td><em>Teamwork is integral to any successful retailing business. Throughout all Units of Competency in this course, the principles of teamwork should be applied to build on the theory taught in this element of competency.</em></td>
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<td><strong>4.2 A willingness to assist conveyed verbally and non-verbally.</strong></td>
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<td>Unit / Element of competency / Performance criteria</td>
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<td>Possible learning experiences / activities</td>
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<tr>
<td>4.3 Product use and safety requirements described to customers.</td>
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<td>4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.</td>
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<tr>
<td>6. Close sale</td>
<td>Approaching a Customer</td>
<td>Discuss the store policies and procedures for approaching a customer for a range of stores.</td>
</tr>
<tr>
<td>6.1 Customer buying signals monitored, identified and responded to appropriately.</td>
<td>Methods for approaching a customer • store policies and procedures • greeting approach • merchandise approach • service approach.</td>
<td>Outline the various methods of approaching a customer.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate • the different methods of approaching a customer (greeting, merchandise and service approaches) • the appropriate timing of these approaches to make a good first impression.</td>
<td>Role play – approaching a variety of different customers including the elderly, children, dissatisfied customers and customers with special needs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss the reasons for using different types of customer approaches (identify specific examples). Evaluate the strengths and weaknesses of each approach.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case study evaluating the suitability of approaches in different settings.</td>
</tr>
</tbody>
</table>

**WRRS1B Sell Products and Services**

<table>
<thead>
<tr>
<th>2. Approach customer</th>
<th>Customer Needs</th>
<th>Discuss the benefits of meeting customer needs and requests and the consequences of not meeting them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Timing of customer approach determined and applied.</td>
<td>Ascertaining and meeting customer needs and requests through: • consultative selling • needs identification • needs satisfaction • building a relationship with a customer • explain features and benefits • add-on sales</td>
<td>Identify methods of ascertaining customers’ needs.</td>
</tr>
<tr>
<td>2.2 Effective sales approach identified and applied.</td>
<td></td>
<td>Brainstorm ways to successfully meet customer needs and fulfill their requests.</td>
</tr>
<tr>
<td>2.3 Positive impression conveyed to arouse customer interest.</td>
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<tr>
<td>2.4 Knowledge of customer buying behaviour demonstrated.</td>
<td></td>
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<tr>
<td>Unit / Element of competency / Performance criteria</td>
<td>Content</td>
<td>Possible learning experiences / activities</td>
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<td>--------------------------------------------------</td>
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<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| 1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction. | • selling-up  
• offer alternatives. | Discuss practical examples of situations in which the various methods for meeting and surpassing customer needs would be appropriate. |
| 1.5 Opportunities to deliver additional levels of service beyond the customer’s immediate request recognised and acted upon. | Identify customers buying needs:  
• functional  
• psychological. | Outline the difference between a feature and a benefit of a product.  
Create a table for various items eg a car. List all the features and the associated benefits of the good. |
| 1.6 Contact with customer maintained until sale is completed according to store policy. | Understanding of how to convert features to benefits for the customer. |
| 1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery. | |
| 1.9 Repeat customer encouraged by promotion of appropriate services or products according to store policy. | |
| 3. Receive and process sales orders | 3.2 Customers promptly referred to appropriate area as required.  
3.3 Customers provided with information in clear, concise manner.  
3.4 Sales orders processed, recorded and acted upon according to store policy. |  
| 4. Identify customers special requirements | 4.1 Customers with special needs or requirements identified promptly by observation and questioning.  
4.2 A willingness to assist conveyed verbally and non-verbally.  
4.3 Customers’ needs promptly serviced, referred or redirected as required. | |
| WRRS1B Sell Products and Services | 3. Gather information |  
3.1 Questioning techniques applied to determine customer buying motives.  
3.2 Listening skills used to determine customer requirements.  
3.3 Non-verbal communication cues interpreted and clarified  
3.4 Customers identified by name where possible.  
3.5 Customer directed to specific merchandise. | |
| 4. Sell benefits | 4.1 Customer needs matched to appropriate products and services.  
4.2 Knowledge of products features and benefits communicated clearly to customers. | |
<table>
<thead>
<tr>
<th>Unit / Element of competency / Performance criteria</th>
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<th>Possible learning experiences / activities</th>
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<tbody>
<tr>
<td>4.4 Customers referred to appropriate product specialist as required.</td>
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<tr>
<td>4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.</td>
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</tr>
<tr>
<td><strong>7. Maximise sales opportunities</strong></td>
<td></td>
<td>Brainstorm various buying signals.</td>
</tr>
<tr>
<td>7.1 Opportunities for making additional sales recognised and applied.</td>
<td>Buying Signals</td>
<td>Explain how each buying signal requires a different action.</td>
</tr>
<tr>
<td>7.2 Customer advised of complementary products or services according to customer’s identified need.</td>
<td>Identifying and responding appropriately to customer buying signals</td>
<td>Role plays/ scenarios regarding buying signals. Students decipher which action would be the most appropriate in order to best close the sale.</td>
</tr>
<tr>
<td></td>
<td>- customer behaviour</td>
<td>- direction to P.O.S.T/ Close sale</td>
</tr>
<tr>
<td></td>
<td>- cues.</td>
<td>- add-on/ complimentary selling</td>
</tr>
<tr>
<td></td>
<td>Buying motives of a variety of different types of customers:</td>
<td>- explanations of features and benefits</td>
</tr>
<tr>
<td></td>
<td>- emotional</td>
<td>- consultative selling.</td>
</tr>
<tr>
<td></td>
<td>- rational.</td>
<td>Explain the differences between emotional vs rational buying motives.</td>
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<td></td>
<td></td>
<td>Discuss the best ways to determine the type of buying motive various customers may have.</td>
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<td></td>
<td>Brainstorm how each of these buying motives may best be served.</td>
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<tr>
<td>Unit / Element of competency / Performance criteria</td>
<td>Content</td>
<td>Possible learning experiences / activities</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td><strong>WRRS1B Sell Products and Services</strong></td>
<td></td>
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<tr>
<td>6. Close sale</td>
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<td></td>
</tr>
<tr>
<td>6.1 Customer buying signals monitored, identified and responded to appropriately.</td>
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<td></td>
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<tr>
<td>6.2 Customer encouraged to make purchase decisions.</td>
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<tr>
<td>7. Maximise sales opportunities</td>
<td></td>
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</tr>
<tr>
<td>7.1 Opportunities for making additional sales recognised and applied.</td>
<td></td>
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</tr>
<tr>
<td>7.2 Customer advised of complementary products or services according to customer’s identified need.</td>
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<tr>
<td>7.3 Personal sales outcomes reviewed to maximise future sales.</td>
<td></td>
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</tr>
<tr>
<td><strong>Maximising Sales Opportunities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• store policies and procedures in regard to selling products and services</td>
<td>Review industry codes of practice and legislation and statutory requirements related to selling goods and services. Discuss their impact on the retailer.</td>
<td></td>
</tr>
<tr>
<td>• industry codes of practice</td>
<td></td>
<td></td>
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<tr>
<td>• legislation and statutory requirements</td>
<td></td>
<td></td>
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<tr>
<td>• Trade Practices Act</td>
<td></td>
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<tr>
<td>• sale of second hand goods</td>
<td></td>
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<tr>
<td>• liquor laws</td>
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<tr>
<td>• tobacco laws</td>
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<tr>
<td>• lottery acts</td>
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<tr>
<td>Selling may involve:</td>
<td></td>
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<tr>
<td>• face to face</td>
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<td>• over the phone</td>
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<td>• internet</td>
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<tr>
<td>Identifying opportunities to maximise sales:</td>
<td></td>
<td></td>
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<tr>
<td>• selling up</td>
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<td></td>
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<td>• add-ons (complementary products)</td>
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<td>• strategies to focus customers on specific merchandise.</td>
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<tr>
<td>Evaluate/appreciate sales performance to maximise future sales.</td>
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<tr>
<td><strong>WRRCS3B Interact with customers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Deliver service to customers</td>
<td></td>
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</tr>
<tr>
<td>1.1 Communication with customers conducted in a professional, courteous manner, according to store policy.</td>
<td></td>
<td>Class discussion on the term ‘special needs’ and what type of needs could be incorporated under this heading eg</td>
</tr>
<tr>
<td>1.2 Customer needs and reasonable requests met or referred to supervisor according to store policy or legislative requirements.</td>
<td></td>
<td>- people with physical disabilities (including limited mobility, wheelchairs, sight and hearing impairment)</td>
</tr>
<tr>
<td>1.3 Customer details and information recorded where necessary.</td>
<td></td>
<td>- people with intellectual disabilities</td>
</tr>
<tr>
<td>1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.</td>
<td></td>
<td>- pregnant women</td>
</tr>
<tr>
<td><strong>Customers With Special Needs</strong></td>
<td></td>
<td>- large families</td>
</tr>
<tr>
<td>A range of techniques used to serve customers with special needs or requirements.</td>
<td></td>
<td>- socio-economically disadvantaged</td>
</tr>
<tr>
<td>Appreciation of special needs in a retail environment.</td>
<td></td>
<td>- unaccompanied children</td>
</tr>
<tr>
<td>Class discussion on the term ‘special needs’ and what type of needs could be incorporated under this heading eg</td>
<td></td>
<td>- cultural/ethnic groups</td>
</tr>
<tr>
<td>- people with physical disabilities (including limited mobility, wheelchairs, sight and hearing impairment)</td>
<td></td>
<td>- people from non-English speaking backgrounds</td>
</tr>
<tr>
<td>- people with intellectual disabilities</td>
<td></td>
<td>- elderly shoppers</td>
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<tr>
<td>- pregnant women</td>
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<tr>
<td>- large families</td>
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<tr>
<td>- socio-economically disadvantaged</td>
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<tr>
<td>- unaccompanied children</td>
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<td>- elderly shoppers</td>
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</tr>
<tr>
<td>1.5 Opportunities to deliver additional levels of service beyond the customer’s immediate request recognised and acted upon.</td>
<td></td>
<td>Develop a form for staff to use in accurately recording the needs of customers with special requirements.</td>
</tr>
<tr>
<td>1.6 Contact with customer maintained until sale is completed according to store policy.</td>
<td></td>
<td>Small group work focusing on one type of special needs customer and the ways in which customer service assistants can best serve them. Group presentation of recommendations to class.</td>
</tr>
<tr>
<td>1.7 Customer farewelled appropriately and courteously according to store policy</td>
<td></td>
<td>Brainstorm the changes that can be made in a retail outlet in order to support customers with special needs e.g. - ramps - translators - wheel chair P.O.S.Ts/aisles - shelving of stock at appropriate heights - home delivery - escalators/ elevators.</td>
</tr>
<tr>
<td>1.8 Verbal and non-verbal communication used to develop rapport with customers during service delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 Repeat customer encouraged by promotion of appropriate services or products according to store policy.</td>
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</tr>
</tbody>
</table>

**4. Identify customers special requirements**

4.1 Customers with special needs or requirements identified promptly by observation and questioning.

4.2 A willingness to assist conveyed verbally and non-verbally.

4.3 Customers’ needs promptly serviced, referred or redirected as required.

**WRRS1B Sell Products and Services**

**2. Approach customer**

2.1 Timing of customer approach determined and applied.

2.3 Positive impression conveyed to arouse customer interest.

2.4 Knowledge of customer buying behaviour demonstrated.

**3. Gather information**

3.2 Listening skills used to determine customer requirements.

3.3 Non-verbal communication cues interpreted and clarified.

**4. Sell benefits**

4.1 Customer needs matched to appropriate products and services

**WRRCS3B Interact with Customers**

**1. Deliver service to customers**

1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.

**Customer Complaints**

Identify the main types of customer complaints:

- value for money
- price overcharge

Identify, using examples, the main types of customer complaints.
<table>
<thead>
<tr>
<th>Unit / Element of competency / Performance criteria</th>
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<th>Possible learning experiences / activities</th>
</tr>
</thead>
</table>
| **2. Respond to customer complaints** | • product  
• service.  
Methods for dealing with customer complaints:  
• AQUA  
• acknowledgement  
• empathy  
• store policies and procedures – refunds, apology, follow-up, documentation.  
Reasons that businesses encourage dissatisfied customers to complain:  
• chance to make amends  
• know what customer really wants  
• make customers believe their input is valuable  
• allow customers to ‘let off steam’.  
Responding to customer objections in relation to price, timing, merchandise. | Discuss ways in which customer service assistants are able to best deal with customer complaints. Evaluate why/how these work.  
Role play – dealing with customer complaints/difficult customers.  
Class discussion - What is AQUA? Why is it a useful customer service tool?  
Discuss why customers are encouraged to complain by retailers.  
Define the term ‘objection’; how does it differ from ‘a complaint’?  
Discuss how retailers can combat or respond to the various types of customer objections. |

| *WRRS1B Sell products and services* | **5. Overcome objections** |  
5.1 Customer objections identified and accepted.  
5.2 Objections categorised into price, time and merchandise characteristics.  
5.3 Solutions offered according to store policy.  
5.4 Problem solving applied to overcome customer objections. |  |

| *WRRCS1B Communicate in the Workplace* | **6. Read and interpret retail documents** |  
6.1 A range of retail documents accurately listed and described.  
6.2 Information from a range of retail documents read and interpreted. |  |

| **7. Use numbers in the workplace** | **Retail Documentation and Calculations** | Brainstorm a variety of different types of documentation found in retail stores and identify their uses.  
Practical activities – students examine range of samples of typical retail documentation:  
- identify the components of each piece of documentation  
- explain why each component is included  
- identify the information (customer and product details) that is necessary for inclusion  
- practice completing sample documentation through various case studies/scenarios |

| 7.1 Range of possible numerical problems in retail workplace accurately listed.  
7.2 Numerical information collected from various sources and calculated accurately with or without the use of a calculator. | Typical documentation may include:  
• invoices  
• receipts  
• lay-by slips  
• return slips  
• credit notes  
• gift vouchers  
• stock sheets  
• rainchecks  
• plan-o-grams  
• timetables, staff record forms  
• credit slips  
• telephone message pads |  |
<table>
<thead>
<tr>
<th>Unit / Element of competency / Performance criteria</th>
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<th>Possible learning experiences / activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRRCS3B Interact with Customers</strong></td>
<td>3. Receive and process sales orders</td>
<td>Awareness of store policy and following correct procedure when taking orders from customers and completing retail documentation:  3.1 Customers’ details and information recorded accurately.  3.2 Customers promptly referred to appropriate area as required.  3.3 Customers provided with information in clear, concise manner.  3.4 Sales orders processed, recorded and acted upon according to store policy.</td>
</tr>
<tr>
<td><strong>WRRCS1B Communicate in the Workplace</strong></td>
<td>2. Process information</td>
<td>2.4 Messages or information recorded and passed on promptly.  5. Follow routine instructions</td>
</tr>
<tr>
<td><strong>WRRS1B Sell Products and Services</strong></td>
<td>1. Apply product knowledge</td>
<td>1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.  1.2 Product knowledge developed by accessing relevant sources in information.</td>
</tr>
<tr>
<td></td>
<td>5. Read and interpret retail documents</td>
<td>6.1 A range of retail documents accurately listed and described.  6.2 Information from a range of retail documents read and interpreted.</td>
</tr>
<tr>
<td></td>
<td><strong>Information in the Workplace</strong></td>
<td>Customer queries may include:  • price and price reductions  • quality  • features and benefits  • information regarding store facilities and services  • location of specific items within the store  • returns or refunds.</td>
</tr>
<tr>
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<td>Possible learning experiences / activities</td>
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<tr>
<td>Gain knowledge of:</td>
<td></td>
<td>Brainstorm telecommunications equipment that may be used in retail outlets and discuss their functions and benefits in the retail industry.</td>
</tr>
<tr>
<td>• specific product knowledge</td>
<td></td>
<td>Discuss appropriate procedures for using telecommunication equipment.</td>
</tr>
<tr>
<td>- warranties</td>
<td></td>
<td>Practical demonstration of telephone usage including:</td>
</tr>
<tr>
<td>- features and benefits</td>
<td></td>
<td>- answering calls</td>
</tr>
<tr>
<td>- use-by dates</td>
<td></td>
<td>- placing a call on hold</td>
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<tr>
<td>- handling/storage requirements</td>
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<td>- transferring calls</td>
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<tr>
<td>- stock availability</td>
<td></td>
<td>- paging</td>
</tr>
<tr>
<td>- safety features</td>
<td></td>
<td>- farewelling customers.</td>
</tr>
<tr>
<td>• location of store departments.</td>
<td></td>
<td>Work placement activity – investigate the enterprise’s policies and procedures in regard to telephone communication.</td>
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<td>Write an appropriate greeting for a variety of different stores.</td>
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<td>Identify the type of information that should be recorded when taking a message and develop a pro-forma for message taking.</td>
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<td>Practical – Give students a variety of messages over the course of the unit. They are required to deliver the message to the appropriate personnel and/or return a message in response using business protocols. A variety of different telecommunication methods should be used including electronic media.</td>
</tr>
</tbody>
</table>

**WRRC1SB Communication in the Workplace**

1. Establish contact with customers
   1.2 Customer greeted warmly according to store procedures.
   1.4 Questioning and active listening used to determine customer needs.
   1.5 Confidentiality and tact demonstrated.

2. Process information
   2.1 Telephone answered promptly according to store procedures.
   2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements.
   2.3 Telephone system functions used according to requirements.
   2.4 Messages or information recorded and passed on promptly.
   2.5 Customer informed of any problems and relevant action being taken.
   2.6 Follow up action taken as necessary.

**Telecommunication**

Telephone techniques.

Store policy on the function and procedures for operating telephones and other communication equipment.

Accurate recording and transmission of messages using business protocols – electronic media.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>WRRCS3B Interact with Customers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Deliver service to customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 Contact with customer maintained until sale is completed according to store policy.</td>
<td></td>
<td>Define the term ‘closing a sale’.</td>
</tr>
<tr>
<td>1.7 Customer farewelld appropriately and courteously according to store policy.</td>
<td></td>
<td>Brainstorm methods for closing a sale and discuss how they can be used in order to correctly and effectively close a sale.</td>
</tr>
<tr>
<td><strong>WRRS1B Sell Products and Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Close sale</td>
<td>Closing a Sale</td>
<td>Discuss the advantages of farewelling customers.</td>
</tr>
<tr>
<td>6.1 Customer buying signals monitored, identified and responded to appropriately.</td>
<td>Closing a sale using a variety of techniques.</td>
<td>Write a standard farewell for an identified retail outlet that could be used in a staff induction.</td>
</tr>
<tr>
<td>6.2 Customer encouraged to make purchase decisions.</td>
<td>Farewelling customer.</td>
<td></td>
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<tr>
<td>6.3 Appropriate method of closing sale selected and applied.</td>
<td></td>
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<tr>
<td><strong>WRRCS3B Communicate in the Workplace</strong></td>
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<tr>
<td>4. Maintain personal presentation</td>
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<tr>
<td>4.2 Personal hygiene maintained according to store policy and government legislation.</td>
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</tr>
<tr>
<td><strong>WRRS1B Sell products and Services</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Apply product knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.</td>
<td></td>
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</tr>
<tr>
<td>4. Sell benefits</td>
<td>Legislative and Regulatory Requirements</td>
<td>Students research a legislative or regulatory requirement for the retail industry for presentation to the class:</td>
</tr>
<tr>
<td>4.3 Product use and safety requirements described to customers.</td>
<td>Legislative and regulatory requirements may include:</td>
<td>- what is it</td>
</tr>
<tr>
<td></td>
<td>• Anti-Discrimination Act</td>
<td>- why was it developed</td>
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<tr>
<td></td>
<td>• self-presentation</td>
<td>- benefits for customers and retailers</td>
</tr>
<tr>
<td></td>
<td>• hygiene (Food Act)</td>
<td>- ideas of how it can be implemented in a retail outlet.</td>
</tr>
<tr>
<td></td>
<td>• Occupational Health and Safety Act</td>
<td>This particular content could be taught in more detail in conjunction with other units such as Work Effectively in a Retail Environment.</td>
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<tr>
<td></td>
<td>• Trade Practices Act</td>
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<td></td>
<td>• trading hours</td>
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</tbody>
</table>
2.3.2 An integrated approach to programming – using projects or events

Project Planning

An integrated programming approach:
• provides practical training
• produces end products
• encourages students to work to schedule
• encourages students to work with others.

The following suggestions may provide some ideas for projects and events:
• simulations, such as facing workplace emergencies, handling complaints and using selling skills
• role plays to simulate meetings and contacts with clients and interaction with co-workers
• research projects on the industry, such as retail workplace relations, workplace safety, and retail technology
• develop a safety audit for the school, the student’s home or workplace
• create a fictional store (or use a school store) where students can adapt the content they are learning and develop their skills
• design posters and signs for display to encourage a safe workplace
• portfolio of work placement documents and student experience
• stock-take the school’s book room, sports store room etc.

Use of the projects, experiences and events allows for the concurrent development and assessment of a number of units and elements of competency. They may be used for the full delivery of a particular unit of competency or to supplement other learning and assessment activities.

The following steps may provide a guide to planning and organising such a strategy.

**Step 1**
Based on knowledge of the course intended for delivery, the interests and experience of students and available resources, devise a project or event that relates to a number of competencies.

**Step 2**
Using Part B of the syllabus, map components/activities/products of the project to particular units/elements ensuring that there is opportunity for students to develop competency and demonstrate the performance criteria for each element included. Where necessary, modify the project specifications to address elements/performance criteria.

**Step 3**
Using the information from step 2, list the elements of competency and identify appropriate assessment strategies. Plan to use a range of assessment instruments over time to validate the evidence collected. Also try to use each assessment opportunity to assess and record evidence of competence for a number of elements. In this way ‘overassessment’ can be minimised.

**Step 4**
Draw up a programming sheet to summarise the information. Learning outcomes for components of the project may be defined or included in a schedule.
2.3.3 Programming individual units of competency

When programming individual units of competency:
• ensure that all elements of competency are addressed
• ensure that HSC requirements are addressed
• stress links with other units
• as far as possible, adopt an integrated assessment approach.

3 Assessment

3.1 Industry Curriculum Frameworks – The Purposes of Assessment

There are two modes of assessment for Higher School Certificate VET courses within industry curriculum frameworks.

1 Assessment for Australian Qualifications Framework (AQF) VET qualifications (competency-based assessment):
   • applies to all courses within frameworks
   • provides industry recognition.

2 Optional written HSC examination:
   • for 240 hour courses only
   • required of students who want the course to be able to contribute to their Universities Admission Index (UAI)
   • results reported as a standards-referenced mark within a performance band.

3.2 Assessment for AQF Certification

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

An integrated or holistic approach to competency-based assessment is encouraged.
3.2.1 Guiding principles for assessment materials

This section is reproduced from the Assessment Guidelines of the Retail Training Package (WRR02)\(^1\) incorporating the AQTF Standards for RTOs\(^2\).

These Assessment Guidelines provide the endorsed framework for assessment of competency in the Retail Training Package. They are designed to ensure that assessment activities are consistent with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair.

The units of competency in this Training Package are benchmarks for assessment and are the basis of the nationally recognised Australian Qualifications Framework (AQF), qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Assessment within the National Training Framework is defined as the process of collecting evidence and making judgements about whether competency has been achieved. The purpose of assessment is to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the units of competency in the Training Package.

When conducting assessments, assessors must ensure that they are familiar with the full text of the units of competency being assessed. In particular, they must ensure that the assessment arrangements:

- cover all elements of the unit of competency being assessed;
- address the four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills;
- are consistent with the Evidence Guide for each unit of competency, as this specifies the context for assessment, the critical aspects of competency, the required underpinning skills and knowledge, and the identification of the Key Competencies and their performance level. In some cases there will be reference to having access to real workplace conditions and infrastructure.

**Australian Quality Training Framework assessment requirements for RTOs**

Assessment for national recognition purposes must meet the requirements of the Australian Quality Training Framework (AQTF). Assessment must be conducted by an RTO formally registered under the AQTF Standards for Registered Training Organisations with the specific units of competency or Training Package within its scope of registration. The RTO must meet the requirements of the relevant assessment standards in the AQTF Standards for Registered Training Organisations as set out below.

---


The RTO’s assessments for national recognition, regardless of whether this is through a training and assessment pathway or an assessment-only pathway must [AQTF Standard 8.1]:

• comply with the Assessment Guidelines included in nationally endorsed Training Packages.
• lead to the issuing of a Statement of Attainment or qualification under the AQTF when a person is assessed as competent against nationally endorsed units of competency.
• be underpinned by an assessment process that complies with the principles of validity, reliability, fairness and flexibility.
• provide for applicants to be informed of the context and purpose of the assessment and the assessment process.
• focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance.
• involve the evaluation of sufficient evidence to enable professional judgements to be made about whether competency has been attained.
• provide for feedback to the applicant about the outcomes of the assessment process and guidance for future options.
• provide for reassessment on appeal.
• be equitable for all groups or persons, taking account of cultural and linguistic needs.

Reasonable adjustments are to be made to ensure equity in assessment for people with disabilities. This means that wherever possible, ‘reasonable’ adjustments are to be made to meet individual needs of a person with a disability. Adjustments are considered ‘reasonable’ if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The RTO’s Recognition of Prior Learning (RPL) process must be accessible to all applicants upon enrolment and must [AQTF Standard 8.2]:

• be structured to minimise the time and cost to applicants.
• provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

The RTO must ensure that, in developing, adapting or delivering training and assessment products and services [AQTF Standard 9.3]:

• methods used to identify learning needs, and methods for designing training and assessment materials are documented.
• language, literacy and numeracy requirements are consistent with the essential requirements for workplace performance specified in the relevant units of competency and that they develop the learning capacity of the individual.
• the requirements of the Training Package are met.
• core and elective units, as appropriate, are identified.
• customisation meets the requirements specified in the Training Package.
The RTO must document its plans for delivery and assessment of each Training Package qualification and accredited course within its scope of registration. These plans must ensure that [AQTF Standard 9.3]:
- the delivery modes and training materials meet the needs of a diverse range of clients.
- assessment plans, including proposed validation processes, are developed in consultation with enterprises/industry, and that they are documented at the point of registration and on the application for extension of scope.
- where assessment or training is conducted in the workplace, the RTO negotiated the delivery and assessment plan with the employer and learners, works with the employer to integrate on the job and off the job training and assessment, and schedules workplace visits to monitor/review the training and assessment.
- where a New Apprenticeship Training Contract is in place or being negotiated, individual Training plans encompassing both off the job training and structured on the job training are developed, documented and monitored for each apprentice or trainee.

The RTO must validate its assessment plans by [AQTF Standard 9.2]:
- reviewing, comparing and evaluating the assessment process, tools and evidence contributing to judgements made by a range of assessors against the same standards, at least annually.
- documenting any action taken to improve the quality and consistency of assessment.

[AQTF Standard 9.4]
The RTO must have access to the staff, facilities, equipment, training and assessment materials necessary to provide the training and/or assessment within its scope of registration, and to accommodate client number and client needs (including off campus and on line delivery and assessment requirements).

RTOs may operate in partnership with other organisations but, in doing this, are still responsible for the quality of their service and service outcomes.

[AQTF Standard 10.1]
In order to deliver and/or assess units of competency or qualifications and issue nationally recognised qualifications under the AQTF, RTOs must have those units and/or qualifications within their scope of registration.

Recognition of prior learning and current competencies

The competencies in this Training Package may be attained in a number of ways [AQTF Standard 8.2]:
- formal or informal training and education
- work experience
- general life experience
- any combination of the above.

All assessment pathways must provide for the recognition of competencies previously attained. Competencies achieved and currently held by individuals can be formally assessed against the units of competency and qualifications in this Training Package, and should be recognised regardless of how, when or where they were achieved.
In assessing the competency of individual candidates, assessors must ensure that assessment processes take into account the skills and knowledge that candidates already possess. This can be done by conducting pre-assessment where the candidate provides evidence of prior learning. In order for prior learning to be recognised, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed industry or enterprise units of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients and work samples.

The onus is on the candidate to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In determining whether a candidate has presented sufficient evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate’s own work)
- valid (directly related to the current version of the relevant endorsed units of competency)
- reliable (shows that the candidate consistently meets the unit(s) of competency)
- current (reflects the candidate’s current capacity to perform the aspect of the work covered by the units)
- sufficient (covers the full range of criteria in the relevant units of competency).

**Assessor requirements**

Assessments can be undertaken in a variety of workplace and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.
The following options show how the requirement to use qualified assessors can be met.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS (includes mandated requirements and recommended attributes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single assessor</td>
<td>An assessor is required to:</td>
</tr>
<tr>
<td></td>
<td>• hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training</td>
</tr>
<tr>
<td></td>
<td>• be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the necessary interpersonal and communication skills required in the assessment process</td>
</tr>
<tr>
<td>Partnership arrangement</td>
<td>Assessor is required to:</td>
</tr>
<tr>
<td></td>
<td>• hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training</td>
</tr>
<tr>
<td></td>
<td>• demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>• demonstrate the necessary interpersonal and communication skills required in the assessment process.</td>
</tr>
<tr>
<td></td>
<td>A technical expert shall be a person who:</td>
</tr>
<tr>
<td></td>
<td>• is deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed</td>
</tr>
<tr>
<td></td>
<td>• communicates and liaises with the assessor throughout the assessment process.</td>
</tr>
<tr>
<td>Assessment team/panel</td>
<td>Members of an assessment team or panel that comprises assessment and industry experience and expertise which works together in the collection of evidence and in making judgements about competency.</td>
</tr>
<tr>
<td></td>
<td>The members of the team must include at least one person who:</td>
</tr>
<tr>
<td></td>
<td>• holds formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training</td>
</tr>
<tr>
<td></td>
<td>• is deemed as competent, and where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed</td>
</tr>
<tr>
<td></td>
<td>• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This would be demonstrated through evidence of actual workplace experience within the last two years and one or more of the items below:</td>
</tr>
<tr>
<td></td>
<td>– attendance at professional development/training and education activities focusing on good practice in the relevant industry competencies</td>
</tr>
<tr>
<td></td>
<td>– participation in professional/industry networks</td>
</tr>
<tr>
<td></td>
<td>• demonstration of current knowledge and skill in assessing against this Training Package in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>• demonstration of the interpersonal and communication skills required in the assessment process.</td>
</tr>
</tbody>
</table>
3.2.2 Integration of key competencies in Training Packages

The following is drawn from ANTA’s Training Package Development Handbook – Integration of Key Competencies.

The Key Competencies are a set of generic capabilities prepared by the Mayer Committee in Putting Education to Work: The Key Competencies Report (Mayer 1992).

The Key Competencies were described in the Mayer report as being fundamental to the transfer and application of learning to and within workplaces.

Since their development the Key Competencies have been identified in all national industry competency standards to ensure they are part of the learning and assessment process in vocational education and training. They have also been widely taken up in school curriculum.

Consistent with this the National Training Quality Council considers that all Training Packages ‘require the effective integration of key competencies’ (ANTA 1998, p 11).

The seven Key Competencies identified in the Mayer (1992) report are:

**Collecting, analysing and organising information**
The capacity to locate information, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it.

**Communicating ideas and information**
The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.

**Planning and organising activities**
The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring one’s own performance.

**Working with others and in teams**
The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

**Using mathematical ideas and techniques**
The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.

**Solving problems**
The capacity to apply problem-solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieve an outcome.

**Using technology**
The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

The Key Competencies are defined as the set of competencies which enable people to transfer and apply knowledge and skills developed in classrooms and other learning situations to the workplace.
Implications for vocational education and training

The Key Competencies need to be explicitly developed and applied in vocational education and training delivery and assessment in order to ensure the flexibility and adaptability of staff to respond effectively to current and future direction and challenges within Australian workplaces.

This means that the Key Competencies cannot be considered as supplementary to vocational competency but integral to it. They are part of good learning and essential to good practice. It is therefore, critical that Training Package developers, support materials developers, teachers and trainers deliberately incorporate the Key Competencies into the design, customisation, delivery and assessment of vocational education and training programs.

The traditional training focus has been on technical skills. However, these skills must be developed in ways which enable them to be transferable across different applications and work contexts. This requires a conscious and deliberate effort to incorporate the Key Competencies explicitly into every stage of the training cycle, represented in Figure 1 (below), through units of competency and Training Package development, delivery, learning, assessment and reflection for those working within the VET environment.

There is a clear need to move from an approach centred on the classroom to a contextualised problem-solving approach in which the learner is central to the process and the learning reflects the realities, processes and procedures of the workplace.

Such an approach is characterised by:
- focus on the development of thinking skills in relation to vocational competency
- assessment integrated with training
- collaborative learning reflecting work-based teams
• competencies learned and assessed in the context of real problems within actual or closely simulated workplace environments
• learner-centres with teachers/trainers/work supervisors as facilitators and mentors
• the explicit development of the Key Competencies to enhance competency in reasoning and the making of sound and defensible judgements.

The move to a problem-solving approach means recognising the learner and his/her learning and vocational contexts as central to the learning process. Achieving competency should not be viewed as a progression through learning and assessment activities. Instead, it is seen as an individual interacting in a structured way with knowledge, skill and vocational contexts in order to better understand and work with them.

Such an approach is only possible if the specification of the Units of Competency makes explicit the embedding of the Key Competencies within them. This can be done quite simply by framing the performance criteria around the Key Competencies and by reinforcing this with appropriate statements within the Range Statement and Evidence Guide.

3.2.3 Principles for designing and conducting assessments

This section is reproduced from the Assessment Guidelines of the Retail Training Package (WRR02).³

Assessment resources provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency. In some cases, assessors may use prepared assessment materials, such as those specifically developed to support this Training Package. Alternatively, they may develop their own assessment materials to meet the needs of their clients.

If using prepared materials, assessors should ensure that the materials are benchmarked, or mapped, against the current version of the relevant unit/s of competency. This can be done by checking that the materials are listed on the National Training Information Service website (http://www.ntis.gov.au).

When developing their own assessment materials, assessors must ensure that:
• the materials are benchmarked against the selected unit/s of competency in this Training Package
• the assessment materials are validated to ensure that assessors can gather sufficient, valid and reliable information to make assessment decisions against the units of competency
• the assessment materials and processes meet the AQTF standards for RTOs.

The following information describes the industry-preferred process for conducting assessments against the units of competency in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

Step 1
Establish the assessment context
The assessor:
• establishes the context and purpose of the assessment
• identifies the relevant units of competency, assessment guidelines and qualification framework in this Training Package
• identifies any NTQC (National Training Quality Council) noted support materials that have been developed to facilitate the assessment process
• analyses the units of competency and identifies the evidence requirements
• identifies alternative evidence collection methods.

Step 2
Prepare the candidate
The assessor meets with the candidate to:
• explain the context and purpose of the assessment and the assessment process
• explain the units of competency to be assessed and the evidence to be collected
• advise on self assessment, including processes and criteria
• outline the assessment procedure, the preparation the candidate should undertake, and answer any questions
• assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
• seek feedback regarding the candidate’s understanding of the units of competency, evidence requirements and assessment process
• determine if the candidate is ready for assessment and in consultation with the candidate, decide on the time and place of the assessment
• develop an assessment plan.

Step 3
Plan and prepare the evidence gathering process
The assessor must:
• establish a plan for gathering sufficient quality evidence about the candidate’s performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment)
• source or develop assessment materials to assist the evidence gathering process
• organise equipment or resources required to support the evidence gathering process
• coordinate and brief other personnel involved in the evidence gathering process.

Step 4
Collect the evidence and make the assessment decision
The assessor must:
• establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
• collect appropriate evidence and match compatibility to the elements, performance criteria, range of variables and evidence guide in the relevant units of competency
• evaluate evidence in terms of the four dimensions of competency — task skills, task management skills, contingency management skills and job/role environment skills
• incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
• evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
• consult and work with other staff, assessment panel members or technical experts involved in the assessment process
• record details of evidence collected
• make a judgement about the candidate’s competence based on the evidence and the relevant unit(s) of competency.

Step 5
Provide feedback on the assessment
The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:
• clear and constructive feedback on the assessment decision
• information on ways of overcoming any identified gaps in competency revealed by the assessment
• the opportunity to discuss the assessment process and outcome
• information on reassessment and appeals processes.

Step 6
Record and report the result
The assessor must:
• record the assessment outcome according to the policies and procedures of the RTO
• maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the RTO
• maintain the confidentiality of the assessment outcome
• organise the issuance of qualifications and/or Statements of Attainment according to the policies and procedures of the RTO.

Step 7
Review the assessment process
On completion of the assessment process, the assessor must:
• review the assessment process
• report on the positive and negative features of the assessment to those responsible for the assessment procedures
• if necessary, suggest to appropriate personnel in the RTO ways of improving the assessment procedures.

Step 8
Participate in the reassessment and appeals process
The assessor must:
• provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options
• provide the candidate with information on the reassessment and appeals process
• report any assessment decision that is disputed by the candidate to the appropriate personnel in the RTO
• participate in the reassessment or appeal according to the policies and procedures of the RTO.

3.2.4 List of assessment resources

A list of resources and organisations is provided in the Resource List to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

3.2.5 Programming assessment

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

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

In addition, it is preferable that assessment be integrated with training delivery. For this reason, the programmed modules shown in Section 2 include assessment strategies.

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

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

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

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

This section is reproduced from the Assessment Guidelines of the Retail Training Package (WRR02).4

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

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

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

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

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

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

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

Following are some examples of integrated competency assessment within the training package building on the concepts outlined above.

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

For example, units:
WRRCA.1A Operate Retail Equipment
WRRCS.2A Apply Point of Sale Handling Procedures, and
WRRCS.3A Interact with Customers
would mostly occur together. Therefore, evidence collected for one unit may cover all or some of another unit.

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4 ANTA Retail Training Package (WRR02), Volume One: Qualifications, Assessment Guidelines, Competency Standards, pp5-6.
The following scenario shows how an assessor undertook an observation of a candidate in the workplace interacting with a customer, operating a computer to check stock availability and price, and completing a sale. The workplace observation was the basis for the assessment and was supported by third party reports and additional observations over a period of time. The assessor used a checklist to identify the critical aspects of evidence which was completed during the assessment activity.

**SCENARIO**

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

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

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

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

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

### 3.3 Recording assessment

It is advisable that a competency record be maintained containing information about both units and elements of competency. The Retail Competency Record developed by the Board of Studies as part of the syllabus documentation may be used for this purpose. Alternatively, Registered Training Organisations (RTOs) may use records designed by themselves or by industry bodies. Schools and other RTOs will be required to report to the Office of the Board of Studies on units of competency for which students have been assessed as competent.

A sample record sheet for an individual unit of competency from the Board of Studies competency record is shown below.
The competency record also contains the following proformas:
- forms for recording student, school, RTO and work placement employer details
- a summary list of units of competency for each available (or partly available) AQF qualification
- a verification statement.

### 3.3.1 Competency Record – sample unit of competency record sheet

**WRRER1B Work effectively in a retail environment**

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Competent (Assessor Signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Act responsibly</td>
<td></td>
</tr>
<tr>
<td>2. Act in a non-discriminatory manner</td>
<td></td>
</tr>
<tr>
<td>3. Identify the award/agreement</td>
<td></td>
</tr>
</tbody>
</table>

**VERIFICATION OF ACHIEVEMENT OF UNIT OF COMPETENCY**

I, _______________________, of ______________________,
(name of assessor) (Registered Training Organisation)

 certify that

__________________________
(name of student)

has demonstrated competence in the unit of competency

**WRRER1B Work effectively in a retail environment**

Signature ______________________ Date ______________________
3.4 Sample assessment activities

3.4.1 Stocktaking

In small groups students are to develop a stocktaking system. They should complete a stocktake for a bookroom, school shop, uniform exchange or canteen (if permitted). Students are to identify all essential elements for stocktaking and ensure they are incorporated into their stocktaking procedure eg name of product, description, price (if applicable) and quantity. The team should create stocktake cards, complete the stocktake as a team and submit their results on completion. Correct manual handling procedures must be followed throughout the task. Teamwork will be an important element of the task to ensure the job is completed thoroughly and in a professional manner.

This task integrates elements from the units:
- WRRCS1B  Communication in the Workplace;
- WRRR11B  Perform Stock Control Procedures;
- WRRLP1B  Apply Safe Work Practices.

3.4.2 Safety audits

After discussing Safety Audits in the workplace, students are to undertake a mock school safety audit and submit a report of the audits findings eg whether evacuation procedures are clearly identified and displayed, fire extinguishers/blankets etc are in appropriate locations, specialty rooms are correctly equipped, lighting and seating is sufficient etc. The audit report must be produced using appropriate industry format (main heading, sub headings, questions requiring yes/no responses and the correct response). Underneath the yes/no responses students should make recommendations for improvements to promote safe conditions for "internal and external customers".

This task integrates elements from the units:
- WRRLP1B  Apply Safe Work Practices
- WRRCS1B  Communication in the Workplace.

3.5 The HSC Examination

The HSC examination:
- is independent of competency-based assessment requirements for AQF qualifications
- is optional for students of Retail (240 indicative hours) but required of students who wish this course to contribute towards a Universities Admission Index (UAI)
- is a two-hour written paper.

3.5.1 Internal examinations

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

For this reason, it is highly recommended that students undertake at least a trial HSC examination.
Schools must provide an estimated examination mark for all students entered for the optional HSC examination. This mark will be an estimate of likely performance in the Higher School Certificate examination and will be used only in the case of an illness/misadventure appeal.

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

4 Work Placement

The Board of Studies has formally endorsed the following principles for HSC VET courses:

4.1 Principles underpinning work placement in the Higher School Certificate

Preamble

Industry curriculum frameworks have been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications under the Australian Qualifications Framework.

Industry curriculum frameworks are derived from national Training Packages. Courses within the frameworks specify the range of industry-developed units of competency from the relevant Training Packages and have been identified as suitable for the purposes of the Higher School Certificate. VET courses in industry curriculum frameworks are aligned to national vocational qualifications.

Although not all Training Packages mandate work placement it is a mandatory HSC requirement of each course within the frameworks. Indicative hours have been assigned to the work placement requirement for each course.

Learning in the workplace serves a number of purposes including enabling students to:

• progress towards the achievement of industry competencies
• develop appropriate attitudes towards work
• learn a range of behaviours appropriate to the industry
• practise skills acquired off the job in a classroom or workshop
• develop additional skills and knowledge, including the Key Competencies.

Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies’ Assessment, Certification and Examination (ACE) Manual or relevant Board of Studies’ Official Notices.
The following principles should be read in conjunction with any systems documentation relating to work placement, for example the *Industry Curriculum Frameworks Information Package*.

**Principle 1**  
**Work placement must have a clearly articulated and documented purpose. The structure of the work-based learning experience needs to be planned and developmental.**

A range and number of purposes are possible including, for example:
- learning about a particular industry, workplace culture and career opportunities
- practising skills learnt off the job
- developing new skills
- improving work-related skills
- developing skills including key competencies such as teamwork, using technology, problem-solving
- achieving entry level competencies
- achieving workplace performance of particular competency standards
- assessing in a realistic environment or allowing for holistic assessment
- providing opportunities to build skills in a developmental manner from the simple to the complex
- providing opportunities for the learner to reflect upon the workplace learning experience in the context of individual current knowledge and understanding.
- encouraging students to undertake further education and training.

**Principle 2**  
**The scheduling of the work placement should reflect student readiness and should complement off-the-job learning programs.**

The scheduling of the work placement should take account of:
- whether or not students are workplace-ready in terms of the competencies they will need to develop and demonstrate in the workplace
- how the timing of the work placement links to overall course planning
- the degree of flexibility available at both the workplace and the school
- how the alignment of both on and off the job competencies can be best achieved.

An individual work placement program focusing on a developmental approach should be negotiated with the workplace supervisor/employer. This approach should focus on students moving from simple to more complex tasks. Dependence on supervision should reduce over time as students move towards greater independence in the workplace. The ultimate goal of a work placement should be competence and autonomy in the range of tasks required for the job being undertaken.

**Principle 3**  
**Work placement should be relevant to the VET courses being undertaken.**

The ‘real’ tasks being undertaken in the workplace should complement the tasks and learning being undertaken by the student in their VET courses at school. Work placement may also provide students with the opportunity of having learning outcomes/units of competency assessed in the workplace by accredited trainers and assessors.
**Principle 4**

**Work placement can provide opportunities for work-based assessment**

Not all industry curriculum frameworks specify that it is mandatory for competencies to be assessed in the workplace. Assessment events should relate to overall course planning and the purpose of the work placement. In a competency-based course, assessment of competencies is criterion-referenced. This means that a participant’s performance is judged against a prescribed standard – not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either **competent** or **not yet competent**.

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

Assessors should adopt an **integrated** or **holistic** approach to assessment. This means that a number of elements of competency or even several units of competency are assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes.

### 4.2 Work placement for Retail courses

HSC courses in Retail are designed to provide participants with the skills, knowledge and work-related attitudes required to perform the role of entry-level employee in a range of retail enterprises.

Ideally, work placement should occur in workplaces in the retail industry. These include:

- department stores
- mixed businesses
- supermarkets
- leased departments
- discount stores
- variety stores
- specialty stores
- chain stores
- owner-operated stores
- franchise stores.

Teachers should use their professional judgement in the selection of relevant work placements in related industry areas and the mix of Retail-specific and more general workplace experience undertaken by each student.
5 Teaching and Learning Materials

It is the responsibility of the Registered Training Organisation to determine the teaching and learning materials that will be used to support the delivery of Retail courses within the Retail Curriculum Framework.

Advice on curriculum materials that may be used to support the delivery of courses within the Retail Curriculum Framework is contained within the Retail Curriculum Framework Stage 6 Resource List. This information is provided as a guide to RTOs and teachers delivering HSC courses within the curriculum framework. The use of the listed training materials is not mandatory.