Retail Curriculum Framework

Stage 6 Syllabus

Part A

for implementation from 2003

Retail Operations (240 indicative hours)
Retail Operations (120 indicative hours)
Acknowledgement

Units of competency from the Hospitality Training Package in Part B of this syllabus are © Australian National Training Authority (ANTA). Reproduced with permission.

The following copyright warning applies to the material from the Training Package:

All rights reserved. This work has been produced initially with the assistance of funding provided by the Commonwealth Government through ANTA. This work is copyright, but permission is given to trainers and teachers to make copies by photocopying or other duplicating processes for use with their own training organisations or in a workplace where the training is being conducted. This permission does not extend to the making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties. The views expressed in this version of the work do not necessarily represent the views of ANTA. ANTA does not give warranty nor accept any liability.

© 2002 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the Copyright Act 1968. School students in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:
- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner’s specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

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

ISBN 1 7409 9507 4

2002584

November 2002
1 Introduction to Industry Curriculum Frameworks

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 (AQF).

Industry curriculum frameworks are based on national training packages. They specify the range of industry developed units of competency from the relevant training packages that have been identified as suitable for the purposes of the Higher School Certificate. They also define how units are arranged in HSC vocational education and training (VET) courses for the purpose of gaining unit credit for the Higher School Certificate. Wherever possible, VET courses in industry curriculum frameworks are aligned to national vocational qualifications.

This industry curriculum framework incorporates all HSC Retail VET courses, including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations (RTOs) on behalf of schools or TAFE colleges.
2 Documentation Associated with Industry Curriculum Frameworks

The documentation associated with industry curriculum frameworks has been written to assist teachers and trainers develop teaching and assessment programs and to help in the management of competency achievement of Higher School Certificate candidates.

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

The set of documents associated with the curriculum framework is illustrated in Figure 1.

**Figure 1: Industry Curriculum Framework Documentation**

- **Syllabus Part A**
- **Course Structures and Requirements**
- **Competency Record Book**
- **Syllabus Part B**
- **Units of Competency and HSC Requirements**
- **Support Document**
3 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

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

4 Vocational Education and Training (VET) in the NSW Higher School Certificate

4.1 The National Training Framework

All accredited VET programs, including those for HSC students, must meet the requirements of the National Training Framework (NTF).

The key components of the national training framework are:

• The Australian Qualifications Framework (AQF)
  Under the AQF, VET qualifications in each industry area are standard across Australia. To facilitate this, the award of a particular AQF Diploma, Certificate or Statement of Attainment depends on the person who seeks a qualification meeting specified industry competency standards. Competency standards have been developed by industry to reflect the real requirements for employment and effective work performance in the relevant industry and are expressed in national industry training packages.

• National Training Packages
  All training packages contain three mandatory or ‘endorsed’ components on which AQF VET qualifications in the relevant industry are based. These are:
  – units of competency, which express the industry competency standards and include elements of competency, performance criteria, a range of variables and an evidence guide
– assessment guidelines, which set out conditions for establishing that competency has been met
– qualifications, which explain the qualifications and relationships between them.

Training packages may also contain a range of materials designed to assist with training and assessment. These are not mandatory and are known as ‘non-endorsed components’.

• **The Australian Recognition Framework (ARF)**

Because training packages and AQF qualifications are standardised across Australia, they are also recognised in all parts of Australia. This is assured by the ARF, which ensures that the quality of training and assessment is consistent and reliable.

Under the ARF, an organisation wishing to provide training, assess competencies and issue VET qualifications under the AQF, must be a Registered Training Organisation (RTO). It is the responsibility of an RTO, whether it is a school or school system, a TAFE college or other training provider, to ensure that quality assurance requirements are met. These requirements include access to adequate resources and appropriately qualified staff in order to deliver and/or assess training programs that lead to the achievement of qualifications (or individual units of competency) that have been identified in the RTO’s scope of registration. As part of its registration, each RTO must agree to recognise AQF qualifications issued by any other RTO.

### 4.2 Industry Curriculum Frameworks

Industry curriculum frameworks have been developed to satisfy the requirements of the National Training Framework and the purposes of the NSW Higher School Certificate.

An industry curriculum framework describes the range of units of competency from the relevant training package that is endorsed by the Board of Studies for inclusion in the NSW Higher School Certificate. It also describes the groupings of units of competency that define specific HSC VET courses. These are determined largely by the qualifications available in the relevant training package and their suitability for school students attempting the Higher School Certificate. An industry curriculum framework must also meet a set of industry and school-related criteria developed to promote the strengthening and extension of VET in the Higher School Certificate.

Units of competency are the components against which assessment and reporting occur for the purpose of gaining credit towards an AQF qualification. They are also the focus of courses within an industry curriculum framework. In this sense, the elements of competency, which collectively define the outcomes of each unit of competency, also define the outcomes and determine the content of HSC VET courses within each framework.
5 Rationale

Employment in the retail industry accounts for a large and growing proportion of the Australian workforce. The industry is by far the largest employer of young people, with the retail, wholesale and personal services industries accounting for nearly 50 per cent of 15–19 year old employment in NSW and Australia-wide. The majority of these employees are part-time or casual workers, including secondary and tertiary students but the industry also offers long-term career opportunities.

In the past, training for many occupations in the retail industry was predominantly on the job without recognised industry-wide qualifications. However, industry bodies, employer associations, unions and major employers have adopted an approach to formalised training and recognition based on national competency standards and qualifications and the establishment of recognised career pathways.

The Retail Curriculum Framework has been developed in response to the needs of the industry and to provide training and education opportunities for the full range of Higher School Certificate students. It is based on units of competency in the National Retail Training Package. Qualifications available to students who achieve competence in the appropriate units of competency is the AQF Certificate I or a Statement of Attainment towards a Certificate II in Retail Operations. Students who do not qualify for Certificate I may be eligible for an AQF Statement of Attainment showing partial completion of this certificate.

The inclusion of industry recognised courses in retail in the HSC course will allow students to access both long-term and short-term employment opportunities. Certificates I and II are recognised qualifications for employment in the retail industry at an operational level but also lead on to further qualifications in supervision, specialist occupations and management in the industry. They also provide students with skills and experience that are useful in a range of personal contact and personal service occupations and are relevant to a number of related professional careers, including business management, marketing, advertising and finance.

The knowledge, skills and attitudes acquired by students in undertaking courses within the Retail Curriculum Framework will also be of value in future study and daily life.

6 Aim

The Retail Curriculum Framework is designed to provide students with appropriate learning opportunities that will enable them to acquire a range of technical, personal and interpersonal skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to functional areas within the retail industry. Through study in this subject, students will gain experience that can be applied to a range of contexts, including work, study and leisure and that can be used in making informed career choices.
7 Retail Curriculum Framework

7.1 Training Package Qualifications

The Retail Curriculum Framework is based on the National Retail Training Package.

This training package incorporates five nationally recognised qualifications ranging from AQF Certificate I to Diploma, based on the National Retail Competency Standards. These qualifications are shown in Figure 2. Section 14 describes the levels of performance at each AQF level.

Figure 2: National Retail Qualification Pathways

- **Certificate I in Retail Operations**
  - Pre-employment introduction to the retail industry

- **Certificate II in Retail Operations**
  - Operational skills required to commence a career in the retail industry

- **Certificate III in Retail Supervision**
  - Responsible for coordinating or supervising other staff members

- **Certificate III in Retail Operations**
  - Responsible for advanced selling and/or merchandising

- **Certificate IV in Retail Management**
  - Managing a small retail outlet, or a section or department within a larger retail store

- **Diploma in Retail Management**
  - Responsible for the management of a retail store
These qualifications comprise units of competency drawn from the fifteen functional areas:

- service
- selling
- merchandising
- inventory
- loss prevention
- employee relations
- clerical administration
- finance
- operations
- people management
- food service
- recommend products and services
- information
- planning
- food merchandising

The qualifications in Retail available through the Retail Curriculum Framework are:

- Certificate I in Retail Operations
- Statement of Attainment towards Certificate II in Retail Operations.

Statements of Attainment towards Certificate I in Retail Operations may also be awarded.
7.2 Units of Competency Included in the Retail Curriculum Framework

The Retail Curriculum Framework includes all of the units of competency that make up Certificate I with additional units which give credit towards Certificate II in Retail Operations. These are drawn from eight of the functional areas. Certificate I is designed as a prevocational qualification and includes five core units of competency.

Table 1: Retail Curriculum Framework – Units of Competency

<table>
<thead>
<tr>
<th>Units of Competency</th>
<th>AQF Level</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introductory/Additional</td>
<td>Module RET 001 Introduction to Retailing (not in training package)</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td></td>
<td>Unit WRRCS1B Communicate in the workplace</td>
<td>Unit WRRCS2B Apply point of sale handling procedures</td>
</tr>
<tr>
<td>Selling</td>
<td></td>
<td></td>
<td>Unit WRRS1B Sell products and services</td>
</tr>
<tr>
<td>Merchandising</td>
<td></td>
<td>Unit WRRM2B Perform routine housekeeping duties</td>
<td></td>
</tr>
<tr>
<td>Inventory</td>
<td></td>
<td></td>
<td>Unit WRRI1B Perform stock control procedures</td>
</tr>
<tr>
<td>Loss Prevention</td>
<td></td>
<td>Unit WRRLP1B Apply safe working practices</td>
<td>Unit WRRLP2B Minimise theft</td>
</tr>
<tr>
<td>Employee Relations</td>
<td></td>
<td>Unit WRRER1B Work effectively in a retail environment</td>
<td></td>
</tr>
<tr>
<td>Clerical/Administrative</td>
<td></td>
<td>Unit WRRCA1B Operate retail equipment</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td></td>
<td>Unit WRRF1B Balance register/terminal</td>
</tr>
</tbody>
</table>

Key

- Certificate I in Retail Operations core units of competency
- RET 001 is an additional module required for the HSC course
8 Course Structures

8.1 Courses within the Retail Curriculum Framework

The industry curriculum framework for the Higher School Certificate describes the range of units of competency that have been identified as being suitable for the purposes of the Higher School Certificate. Units of competency within the Retail Curriculum Framework are shown in Table 1.

Each course within the framework lists the available units of competency that must be addressed to gain units of credit towards the Higher School Certificate.

The Retail Curriculum Framework includes the following courses:
• Retail Operations (240 indicative hours)
• Retail Operations (120 indicative hours)

8.2 Allocation of Hours for Unit Credit in the HSC

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

However, for the purposes of the Higher School Certificate, courses must be described in terms of their indicative duration. Courses are 240 indicative hour courses, 120 indicative hour courses.

For this reason, indicative hours for unit credit towards the Higher School Certificate have been assigned to each unit of competency within the framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements for a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. It is also expected that students will need to spend additional time in practising skills in a work environment and in completing projects and assignments in order to fulfil industry assessment requirements.
Table 2 lists the indicative hours for unit credit towards the Higher School Certificate assigned to each unit of competency included in the Retail Curriculum Framework. This table also lists the range of nominal hours that RTOs might allocate to the delivery of teaching and learning programs that address these units of competency.

Table 2: Retail indicative hours

<table>
<thead>
<tr>
<th>ANTA Code</th>
<th>Title</th>
<th>Indicative Hours for HSC Unit Credit</th>
<th>Range of Nominal Hours for Teaching/ Learning Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to retailing#</td>
<td>20</td>
<td>20–25</td>
</tr>
<tr>
<td>WRRCS1B</td>
<td>Communicate in the workplace##</td>
<td>35</td>
<td>30–50</td>
</tr>
<tr>
<td>WRRER1B</td>
<td>Work effectively in a retail environment</td>
<td>15</td>
<td>12–20</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
<td>15</td>
<td>12–20</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
<td>15</td>
<td>12–20</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
<td>20</td>
<td>15–25</td>
</tr>
<tr>
<td><strong>Total 120 Hour course</strong></td>
<td></td>
<td><strong>120</strong></td>
<td><strong>101–160</strong></td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
<td>15</td>
<td>15–25</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
<td>20</td>
<td>15–25</td>
</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
<td>30</td>
<td>25–35</td>
</tr>
<tr>
<td>WRRRI1B</td>
<td>Perform stock control procedures</td>
<td>30</td>
<td>25–35</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance the register/terminal</td>
<td>15</td>
<td>12–20</td>
</tr>
<tr>
<td>WRRS1B</td>
<td>Sell products and services</td>
<td>15</td>
<td>12–20</td>
</tr>
<tr>
<td><strong>Total 240 Hour course</strong></td>
<td></td>
<td><strong>125</strong></td>
<td><strong>104–160</strong></td>
</tr>
</tbody>
</table>

#Additional Module not in Retail Training Package

## Includes Retail Calculations
8.3 Retail Operations (240 Indicative Hours)

Purpose
The purpose of this course is to provide students with a range of skills and knowledge suitable for employment in the retail industry and also for university and other tertiary study. Students may achieve significant credit towards the AQF Certificate II in Retail Operations.

Course Structure
The course is not divided into Preliminary and HSC components and may be delivered in an integrated way. However, it is recommended that all Certificate I units are delivered in the preliminary year so that students exiting the course after the Preliminary year have an opportunity to gain the AQF Certificate I in Retail Operations.

This course is accredited for a total of four Preliminary and/or HSC units.

Course Requirements
Students must attempt all units of competency and complete a minimum of 70 hours of work placement.

An external written Higher School Certificate examination will be conducted for this course. This examination will be optional. Students undertaking the course will nominate during the HSC year whether or not they will undertake the external written examination.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
<th>Indicative Hours for HSC Unit Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RET 001</td>
<td>Introduction to retailing</td>
<td>20</td>
</tr>
<tr>
<td>WRRCS1B</td>
<td>Communicate in the workplace</td>
<td>35</td>
</tr>
<tr>
<td>WRRER1B</td>
<td>Work effectively in a retail environment</td>
<td>15</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
<td>15</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
<td>15</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
<td>20</td>
</tr>
<tr>
<td>WRRLP2B</td>
<td>Minimise theft</td>
<td>15</td>
</tr>
<tr>
<td>WRRCS2B</td>
<td>Apply point of sale handling procedures</td>
<td>20</td>
</tr>
<tr>
<td>WRRCS3B</td>
<td>Interact with customers</td>
<td>30</td>
</tr>
<tr>
<td>WRRI1B</td>
<td>Perform stock control procedures</td>
<td>30</td>
</tr>
<tr>
<td>WRRF1B</td>
<td>Balance the register/terminal</td>
<td>15</td>
</tr>
<tr>
<td>WRRLS1B</td>
<td>Sell products and services</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>245</strong></td>
</tr>
</tbody>
</table>
Qualifications
To receive AQF qualifications, students must meet the assessment requirements of the Retail Training Package. Assessment must be conducted by a qualified assessor.

- Students successfully completing all units of Certificate I will be eligible for the AQF Certificate I in Retail Operations.
- Students assessed as competent in some or all individual units of competency in Retail Operations (240 indicative hours) will be eligible for an AQF Statement of Attainment showing partial completion of Certificate II.

Further information on assessment is included in Section 11 and in Part B of this syllabus.

8.4 Retail Operations (120 Indicative Hours)

Purpose
The purpose of this course is to provide students with basic skills and knowledge as preparation for entry level employment in the retail industry.

Course Structure
This course addresses all of the units of competency in the AQF Certificate I in Retail Operations.

This course is accredited for a total of two Preliminary and/or HSC units.

Course Requirements
Students must attempt all units of competency and complete a minimum of 35 hours of work placement.

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
<th>Indicative Hours for HSC Unit Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>RET 001</td>
<td>Introduction to retailing</td>
<td>20</td>
</tr>
<tr>
<td>WRRCS1B</td>
<td>Communicate in the workplace</td>
<td>35</td>
</tr>
<tr>
<td>WRRER1B</td>
<td>Work effectively in a retail environment</td>
<td>15</td>
</tr>
<tr>
<td>WRRLP1B</td>
<td>Apply safe working practices</td>
<td>15</td>
</tr>
<tr>
<td>WRRM2B</td>
<td>Perform routine housekeeping duties</td>
<td>15</td>
</tr>
<tr>
<td>WRRCA1B</td>
<td>Operate retail equipment</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Qualifications
To receive AQF qualifications, students must meet the assessment requirements of the Retail Training Package. Assessment must be conducted by a qualified assessor.

- Students successfully completing all units of Certificate I will be eligible for the AQF Certificate I in Retail Operations.
- Students assessed as competent in some individual units of competency in Retail Operations (120 indicative hours) will be eligible for an AQF Statement of Attainment showing partial completion of Certificate I.

Further information on assessment is included in Section 11 and in Part B of this syllabus.
9 Outcomes and Content

9.1 Units of Competency

Details of individual units of competency included in the Retail Curriculum Framework for the Higher School Certificate are contained in Part B of this syllabus. The units determine the content and define the outcomes of learning for courses within the framework.

The text for each unit included is identical to that in the National Retail Training Package. For each unit of competency, the:

- elements of competency
- performance criteria
- range of variables and
- evidence guide, including:
  - critical aspects of evidence
  - underpinning knowledge and skills
  - generic process skills and key competencies
  - context of assessment
  - resources required

are included as stated in the training package.

Accompanying each unit of competency in Part B is an additional section entitled ‘HSC Requirements and Advice’. This section prescribes the scope of learning expected of Stage 6 students undertaking HSC courses including the unit.

It also describes the range of resources that teachers might use in developing and delivering teaching and learning programs addressing the unit, possible teaching and assessment strategies and the relationships between the unit and learning outcomes in other HSC courses.

The units of competency may also be accessed in the National Retail Training Package and the National Training Information Service (NTIS) website (www.ntis.gov.au).

The units of competency that can be addressed in training programs and assessed by a particular training organisation are determined by the scope of registration of the RTO. Teachers and trainers should check the scope of registration before determining which units of competency will be addressed in their teaching and assessment programs. Every RTO must be able to provide documentary evidence defining their scope of registration and this should be sought wherever a school student is accessing learning and assessment through an external provider other than a TAFE college.

For guidelines as to the delivery of training programs by RTOs other than schools or TAFE colleges, teachers and principals should consult the Board of Studies’ Assessment, Certification and Examination (ACE) Manual or relevant Board of Studies’ official notices.
9.2 Course Delivery – Training Programs, Learning Materials, Resources and Teacher Qualifications

It is the responsibility of the RTO to determine the learning materials that will be used to deliver courses within the Retail Curriculum Framework.

In many cases, it is expected that RTOs will choose to use the National Retail Training Materials — Curriculum, a non-endorsed component of the Retail Training Package. This curriculum has been developed in parallel with the endorsed components of the Retail Training Package and (with the exception of the first three modules) modules correspond to units of competency on a one-to-one basis. RTOs may also use the Learner’s Guides and Workplace Coach Guides that correspond to this curriculum.

Alternatively, RTOs may develop their own training materials or use a combination of in-house and commercially produced curriculum resources.

Further advice on curriculum materials that may be used to support the delivery of courses within the Retail Curriculum Framework is contained within the ‘HSC Requirements and Advice’ section attached to each unit of competency in Part B of the syllabus and in the Retail Curriculum Framework support document. This information is provided as a guide to RTOs and teachers delivering HSC courses within the curriculum framework. The use of the listed modules and other training materials is not mandatory.

It is also the responsibility of the RTO to determine the resources required for course delivery and the qualifications required by teachers and trainers delivering courses on behalf of the RTO.

Separate advice on:
- learning materials
- resource requirements
- teacher qualifications
is available from school system authorities.
10 Work Placement

The courses in the VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from the industry training packages. They have associated indicative hours to guide schools and other deliverers.

Work placement is a mandatory HSC requirement of each course within this framework and indicative hours have been assigned to the work placement requirement for each course.

Learning in the workplace will enable students to:
• progress towards the achievement of industry competencies
• develop appropriate attitudes towards work
• learn a range of behaviours appropriate to the industry
• practise skills acquired off the job in a classroom or workshop
• develop additional skill and knowledge, including the key competencies.

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

Work Placement Requirements
Students are required to complete the following mandatory work placement:

• Retail Operations (240 indicative hours)
  – a minimum of 70 hours in a retail workplace
• Retail Operations (120 indicative hours)
  – a minimum of 35 hours in a retail workplace

It is the responsibility of the school or other RTO to determine how course outcomes are best to be achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual or class groups of students to achieve the competencies this will be determined by the deliverer.

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

Part-time Work
Under some circumstances, students’ part-time work in the retail industry 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.
11 Assessment Requirements and Advice

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

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

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

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

11.1 Competency Based Assessment

The courses within the Retail Curriculum Framework are competency-based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment is used and that a record be held by the RTO of the competencies achieved.

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. This judgement is made on the basis of evidence, that may be in a variety of forms.

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

It is not necessary, nor is it desirable, for individual performance criteria to be demonstrated separately for assessment purposes. Rather, assessors should adopt a 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 and is emphasised in the Retail Training Package.
11.2 Training Package Requirements
To achieve an AQF Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national training package. The assessment must be conducted by a qualified assessor through the auspices of the RTO that is to issue the qualification.

Assessment Guidelines
The assessment guidelines of a training package are, along with qualifications and units of competency, one of the three endorsed components (mandatory components) of the package.

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

The assessment guidelines of the National Retail Training Package are as follows:
• the assessment system overview, including benchmarks for assessment, the role of RTOs and assessment pathways
• assessor qualifications and using qualified assessors
• guidelines for designing assessment materials
• guidelines for conducting assessment
• sources of information on assessment.

The assessment guidelines are included in volume 1 of the National Retail Training Package and on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Unit Assessment
To facilitate the assessment process within each qualification in Retail Operations, units of competency have been grouped into interrelated units.

Assessment may also be conducted for individual units of competency. Candidates assessed as competent in one or more individual units will be eligible for a Statement of Attainment showing partial completion of the relevant Certificate. In the case of unit assessment, evidence is also most relevant when provided through a holistic assessment activity for each unit.

In addition to the assessment guidelines, the Retail Training Package sets out detailed assessment requirements — the evidence guide — for each unit of competency within the text of the unit itself. These requirements are set out within the text of each unit of competency included in Part B of this syllabus.

Assessment exemplars, for unit assessment are available in the Guide to Assessment Activities for Certificate II in Retail Operations, which is a non-endorsed component of the National Retail Training Package.
Using Qualified Assessors
The assessment guidelines in the Retail Training Package specify that assessment must be conducted by a qualified assessor.

There are three components of assessor qualification. These are:
• a minimum qualification as a workplace assessor
• a minimum level of technical competence based on knowledge of and experience in the retail industry
• demonstrated knowledge and understanding of requirements for assessing retail competencies.

These requirements are set out in detail in the assessment guidelines of the Retail Training Package.

It is important to note that the three components of assessor qualification need not be met by one individual. The ‘qualified assessor’ may consist of an assessment team in which one partner has assessor qualifications and knowledge and the other has technical competence in retail.

11.3 Competency Record Book (Student Log)
The competency record book (student log) forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Retail Curriculum Framework.

Achievement of elements of competency and units of competency should be progressively recorded in the record book. It should be noted that:
• all performance criteria need to be met to demonstrate the achievement of an element of competency
• all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.

However, it is emphasised, as stated in section 11.1, that elements and performance criteria need not (and should not) be assessed individually.

11.4 HSC Examination — Retail Operations (240 Indicative Hours)
The Higher School Certificate examination in Retail Operations (240 indicative hours) is optional. It will consist of a written examination. Students will nominate during the HSC year to undertake the optional examination.

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

The examination in Retail Operations (240 indicative hours) is a 2-hour written paper and is worth 100 marks. The paper is marked out of 80. The total marks gained are then converted to a final mark out of 100.

The paper will be based on three areas.

1 Units of competency addressed in Retail Operations (240 indicative hours), including:
   - elements of competency
   - performance criteria
   - critical aspects of evidence
   - underpinning knowledge and skills.

   These units are:

   RET 001# Introduction to retailing
   WRRCS1B Communicate in the workplace
   WRRER1B Work effectively in a retail environment
   WRRLP1B Apply safe working practices
   WRRM2B Perform routine housekeeping duties
   WRRCA1B Operate retail equipment
   WRRLP2B Minimise theft
   WRRCS2B Apply point of sale handling procedures
   WRRCS3B Interact with customers
   WRRI1B Perform stock control procedures
   WRRF1B Balance the register/terminal
   WRRS1B Sell products and services

   # RET 001 is a module rather than a unit of competency and is also examinable.

2 Minimum prescribed learning contained in the Higher School Certificate requirements for each unit of competency (see Retail Curriculum Framework, Part B), including:
   - minimum learning for the Higher School Certificate
   - key terms and concepts.

3 Associated key competencies.
The paper will consist of THREE sections.

Section I  (15 marks)
• There are 15 multiple-choice questions.
• All questions in this section are compulsory.
• All questions are of equal value.

Section II  (35 marks)
• The questions in this section are short response items in parts.
• All questions in this section are compulsory.
• Question parts will range in value.

Section III  (30 marks)
• The questions in this section are extended response items.
• Students must attempt TWO of the three questions.
• All questions are of equal value.
12 HSC Requirements and Certification

12.1 Course Completion Requirements
For a student to be considered to have satisfactorily completed a course within the Retail Curriculum Framework, there must be sufficient evidence that the student has:

• followed the course as specified by attempting the required units of competency
• demonstrated that they have applied themselves to the set tasks and experiences with diligence and sustained effort
• undertaken the mandatory work placement
• achieved some or all of the course outcomes.

12.2 Preliminary and HSC Unit Credit
To facilitate flexibility of VET in the Higher School Certificate, courses within the Retail Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

12.3 Higher School Certificate Record of Achievement
Courses within the Retail Curriculum Framework will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark will be listed for the achievement of competency but the Record of Achievement will refer to the AQF Certificates and Statements of Attainment, which will be issued separately. The issuing of AQF Certificates and Statements of Attainment is subject to the requirements in section 11.2.

For students enrolled in Retail Operations (240 indicative hours) and who undertake the written Higher School Certificate examination, a scaled examination mark out of 100 will be recorded on the Higher School Certificate Record of Achievement. No school-based assessment mark will be recorded.

12.4 AQF Qualifications
Students who undertake the following HSC courses may be eligible for AQF certification as described below:

Retail Operations (240 indicative hours)
Students who are assessed as competent for all or some individual units of competency will be eligible for an AQF Statement of Attainment showing partial completion of Certificate II in Retail Operations WRR20102.

Students who successfully achieve all units of competency in the 120 hour course will be eligible for an AQF Certificate I in Retail Operations WRR10102.
Retail Operations (120 indicative hours)

Students who successfully complete all assessment in the 120 hour course modules will be eligible for an AQF Certificate I in Retail Operations WRR10102.

Students achieving some units of competency in the 120 hour course will be eligible for an AQF Statement of Attainment showing partial completion of the AQF Certificate II in Retail Operations WRR20102.

In some instances, AQF qualifications and Statements of Attainment may be issued by the Board. In other instances, they may be issued by the relevant RTO.
13 Other Information

13.1 Providing for all Students

Students with Special Education Needs

Courses within the Retail Curriculum Framework are available to all students, including those with special education needs. Students following an HSC Special Program of Study may be allowed additional unit credit towards the Higher School Certificate for courses within the framework.

Courses within industry curriculum frameworks will provide students with special education needs with access to pathways between school and work.

Successful participation in these courses for such students is dependent on:
• transition planning to meet individual needs
• prevocational preparation
• appropriate methods for course delivery and assessment
• ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop competency to industry standard, students with special education needs may require extended time and additional support off the job and in the workplace. Careful planning is needed to ensure that students can maintain and apply the competencies being developed. Close links between school and work placement may also be necessary.

Further advice on the implementation of the Retail Curriculum Framework for students with special education needs will be contained in the industry curriculum framework support document for students with special education needs developed by the Board of Studies.

Gender and Cultural Considerations

Industry curriculum frameworks have been developed to address the needs of a broad range of students. Teaching and assessment programs in the Retail Curriculum Framework should be developed to minimise any gender or cultural bias. Case studies, illustrative examples and other materials used for teaching and assessment should be selected on the basis that they do not reinforce gender or cultural stereotypes.

Trainees

The Retail Curriculum Framework includes provision for part-time contracted trainees to fulfil their off-the-job learning requirements and gain an AQF Statement of Attainment towards Certificate II in Retail Operations.

Trainees who are seeking credit towards the Higher School Certificate for their off-the-job training should undertake the 240 indicative hour course.

Further information on requirements and arrangements for part-time traineeships in the retail industry is available from school system authorities, the Department of Education and Training and New Apprenticeship Centres.
13.2 Key Competencies

The employment-related key competencies have been identified as the transferable abilities that people need to effectively participate in work and life in general. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key competencies are generic in that they apply to work generally, rather than being specific to particular occupations or industries. Key competencies are not only considered essential for effective participation in work, but in further education and in adult life more generally.

The key competencies have been consciously integrated with the units of competency in National Training Packages.

Each unit of competency included in the Retail Curriculum Framework and reproduced in Part B of the syllabus identifies the key competencies and the performance level (1, 2 or 3) related to the unit. Achievement of the unit of competency indicates that a student has also achieved related key competencies. Difficulty in achieving the unit of competency may indicate that the related key competencies need further development.

In designing learning and assessment programs, thought must be given to ways in which key competencies will be addressed.

Further information on the key competencies is included in Section 15.

13.3 Links between the Retail Curriculum Framework and Other HSC Courses

Links exist between courses within the Retail Curriculum Framework and other parts of the HSC curriculum. These links can be used to enhance student opportunities.

Students may draw on skills and knowledge acquired in the study of general education HSC subjects to develop competencies in Retail. Learning in English, for example, will contribute to the development of communication and team competencies, learning in Business Studies will contribute to enterprise competencies and learning in Legal Studies to competencies related to occupational health and safety, selling and service. Conversely, skills and knowledge acquired through learning and experience in Retail courses may assist students in achieving the learning outcomes of general education HSC courses.

Where students are undertaking VET courses in more than one industry curriculum framework, similar competencies may be required. In these cases, learning in one area may contribute significantly to learning in another. In particular, parts of the Retail Curriculum Framework have strong links to the curriculum frameworks in Business Services, Tourism and Hospitality, and Information Technology.

Students may also use work completed in general HSC subjects, or competencies achieved through other industry curriculum frameworks, as partial evidence of competency for assessment in Retail courses. However, it is emphasised that such evidence must be acceptable to and judged by a qualified assessor as part of Retail competency assessment. Students should be informed of the links between courses within the Retail Curriculum Framework and other courses that they are studying and of possible assessment opportunities.
However, learning activities undertaken as part of the HSC course or to achieve AQF qualifications should not be unnecessarily duplicated. Where individual units of competency within curriculum frameworks or in other HSC VET courses are very similar, for example, a unit drawn from one training package and contextualised to another, the Board of Studies may place exclusions on a student undertaking both units for the purpose of obtaining HSC credit.

Under these circumstances, additional, appropriate units of competency could be included in the student’s program of study in one or the other industry area to make up indicative hour requirements for HSC unit credit. Alternatively, provided assessment requirements are met, the student could meet requirements for an AQF Certificate or Statement of Attainment within a fewer number of HSC units than specified in the Retail Curriculum Framework.

Further advice on these matters is contained in the Retail Curriculum Framework support document and in the Assessment, Certification and Examination (ACE) Manual, published by the Board of Studies.

Examples of links between individual units of competency and other general education and VET courses are also included in the HSC Requirements and Advice section attached to each unit of competency in Part B of this syllabus.

13.4 Articulation to Further Training

Students achieving units of competency in this industry curriculum framework can apply to have those units recognised in other endorsed training package qualifications which contain the same units of competency.

Students and teachers should consult the qualifications within the Retail Training Package to identify possible training pathways.

Students who proceed to higher-level courses at TAFE or through other RTOs may be eligible for advanced standing in related university courses under arrangements between RTOs and universities.

Students seeking to gain credit towards AQF qualifications in other industries may use the qualifications gained in Retail as evidence of competency for related units of competency in any national training packages.
14 AQF Levels

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

Industry curriculum frameworks relate to VET sector AQF Levels I to III. Certificate I and a Statement of Attainment for Certificate II are available through the Retail Curriculum Framework. A brief description of AQF Levels I to advanced diploma is provided below.

**AQF Level I**

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

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

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills, such as the use of relevant tools
- perform a sequence of routine tasks under clear direction
- receive and pass on messages or information.

**AQF Level II**

Work is likely to be carried out under direct supervision. Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

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

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from various sources
- take limited responsibility for their own outputs in work and learning.
AQF Level III
Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

An individual demonstrating competencies at this level would be able to:
- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgment is required
- interpret available information using discretion and judgement
- take responsibility for their own outputs in work and learning
- take limited responsibility for the output of others.

AQF Level IV
An individual demonstrating competencies at this level would be able to:
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, in some cases in depth
- identify, analyse and evaluate information from a variety of sources
- take responsibility for their own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

AQF Diploma
An individual demonstrating competencies at this level would be able to:
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, in some cases in substantial depth
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it in forecasting for planning or research purposes
- take responsibility for their own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.
AQF Advanced Diploma
An individual demonstrating competencies at this level would be able to:
- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

AQF Statements of Attainment and Certificates are ONLY issued on the basis of successful achievement of competency as determined by a qualified assessor.
15 Minimum requirements for AQF Qualifications

Set out below are the requirements for the AQF qualifications available in the Retail Curriculum Framework. The information regarding the AQF qualification packaging rules is reproduced from the Retail Training Package. It is included here so that the minimum requirements for achieving the industry qualifications are clear. Students who meet these requirements will be eligible for the relevant AQF Certificate, whether or not they have met the additional requirements of the HSC course.

WRR10102 Certificate I in Retail Operations

Certificate I in Retail Operations has been designed as a pre-employment qualification. It applies to those who wish to develop the foundational skills and knowledge to work in the retail industry.

Qualification Requirements
To achieve a Certificate I in Retail Operations a total of five (5) units must be completed. This comprises:
- five (5) core units

<table>
<thead>
<tr>
<th>Core Units (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCS1B Communicate in the workplace</td>
</tr>
<tr>
<td>WRRER1B Work effectively in a retail environment</td>
</tr>
<tr>
<td>WRRCA1B Operate retail equipment</td>
</tr>
<tr>
<td>WRRM2B Perform routine housekeeping duties</td>
</tr>
<tr>
<td>WRRLP1B Apply safe working practices</td>
</tr>
</tbody>
</table>
WRR20102 Certificate II in Retail Operations

Certificate II in Retail Operations has been designed as the standard entry level qualification for the retail industry. It applies to those wishing to develop the skills and knowledge to begin a career in the retail industry.

Likely functions within the retail industry for those who achieve this level of qualification include working within clearly defined contexts and under supervision. It involves interacting with customers, performing stock control, operating point of sale equipment, balancing the register and minimising theft.

Qualification Requirements
To achieve a Certificate II in Retail Operations a total of fourteen (14) units must be completed. This comprises:
- ten (10) core units, and
- four (4) elective units

<table>
<thead>
<tr>
<th>Core Units (all 10 units must be completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCS1B Communicate in the workplace</td>
</tr>
<tr>
<td>WRRCS2B Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRCS3B Interact with customers</td>
</tr>
<tr>
<td>WRRER1B Work effectively in a retail environment</td>
</tr>
<tr>
<td>WRRCA1B Operate retail equipment</td>
</tr>
<tr>
<td>WRRM2B Perform routine housekeeping duties</td>
</tr>
<tr>
<td>WRRLP1B Apply safe working practices</td>
</tr>
<tr>
<td>WRRP2B Minimise theft</td>
</tr>
<tr>
<td>WRRI1B Perform stock control procedures</td>
</tr>
<tr>
<td>WRRF1B Balance register/terminal</td>
</tr>
</tbody>
</table>

Selecting Elective Units
A total of 4 elective units must be completed from one of the three streams.

The following rules apply:

General Selling Stream
All three General Selling elective units must be completed. In addition, one unit must be selected from either:
- The Recommend Products and Services units from Certificate III in the Training Package, OR
- One product specific unit may be selected from another Training Package. This unit must be from a Certificate II or III qualification, and

General Food Selling Stream
The following two units must be completed:
WRRS1B Sell products and services, and
WRRLP6C Apply retail food safety practices
Two additional units must be selected from the remaining elective units. When selecting the two additional units those within the same food areas must be taken together. For example, if selecting bakery products, both bakery units WRRFS5B and WRRFM5B must be completed.
### Clerical/Admin Stream
All three Clerical/Admin elective units must be completed. In addition, one additional Clerical/Admin unit must be selected from another Training Package. This unit must be from a Certificate II or III qualification.

### General Selling Stream
- **WRRS1B** Sell products and services
- **WRRS2B** Advise on products and services
- **WRRM1B** Merchandise products

PLUS, one unit from either:
- Recommend Products and Services units from Certificate III in this Training Package, or, a product specific unit from Certificate II or III in another Training Package

### General Food Selling Stream
- **WRRS1B** Sell products and services**
- **WRRLP6C** Apply retail food safety practices**
- **WRRFS1B** Advise on food products and services
- **WRRFM1B** Merchandise food products
- **WRRFS2B** Advise on meat products
- **WRRFM2B** Pack and display meat products
- **WRRFS3B** Advise on fast food products
- **WRRFM3B** Prepare and display fast food items
- **WRRFS5B** Advise on bakery products
- **WRRFM5B** Prepare and display bakery products
- **WRRFS6B** Advise on seafood products
- **WRRFM6B** Prepare and display fresh, frozen and live seafood products

**These two units are compulsory

Units from the same food areas must be taken together. For example, if selecting bakery products, both bakery units WRRFS5B and WRRFM5B must be completed.

### Clerical/Admin Stream
- **WRRCA2B** Apply retail office procedures
- **WRRCA3B** Apply retail office keyboard skills
- **WRRF2B** Perform retail finance duties

PLUS: One additional Clerical/Admin unit from Certificate II or III in another Training Package
Each unit of competency included in this industry curriculum framework identifies the relationship between the unit and the key competencies. This relationship is represented by a performance level (1 to 3). The following provides a brief description of the performance levels.

**Performance Level 1**
Describes the competence needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

**Performance Level 2**
Describes the competence needed to manage activities requiring the selection, application and integration of a number of elements and to select from established criteria to judge quality of process and outcome.

**Performance Level 3**
Describes the performance needed to evaluate and re-shape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Key competencies are integral to each of the units of competency and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.
17 Glossary

ANTA

**Australian National Training Authority**

AQF

**Australian Qualifications Framework** – the AQF is a comprehensive policy framework defining all qualifications recognised nationally in post-compulsory education and training within Australia. The qualification level depends on the depth, complexity and the degree of autonomy involved in the work. The Australian Qualifications Framework comprises guidelines that define each qualification together with principles and protocols covering articulation, issuance of a qualification and transition arrangements.

AQTF

**Australian Quality Training Framework** – the AQTF is a comprehensive approach to national recognition of vocational education and training (VET). It is based on a quality assured approach to the registration of providers that assess competency outcomes and issue qualifications. It includes mutual recognition, processes for registering training organisations and quality assurance.

assessment guidelines

The requirements of the assessment system in the industry’s training package. This component is mandatory and needs to be read in conjunction with the assessment requirements of each competency standard.

AVETMISS

**Australian Vocational Education and Training Management Information Statistical Standard**

competency standards/units of competency

The specification of knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace, expressed as a competency standard. They provide a description of the skills, knowledge and attitudes required to perform particular kinds of work. Competency standards also define the outcomes for training delivery, assessment and the issuance of qualifications and Statements of Attainment under the Australian Recognition Framework.

Units of competency are composed of elements of competency. They include performance criteria (which specify the required level of performance), the range of variables (which indicates the context for performance) and the evidence guide (which indicates the context for assessment).

Competencies are developed nationally as an endorsed component of training packages or, where no relevant training package exists, as the basis for defining the learning outcomes of an accredited course.
compliance assessment  A systematic and independent external assessment administered by a State Training Authority/State Recognition Authority to determine whether a Registered Training Organisation is operating effectively within its registered scope.

element of competency  The basic building blocks of the unit of competency. Elements of competency break down a unit of competency into workplace related tasks.

ITAB  Industry Training Advisory Body – ITABs are independent incorporated associations or companies. The state ITABs work directly with industry enterprises and providers to implement training arrangements and assist with the development of training programs. The national ITABs are also concerned with the development of national training packages.

mutual recognition  This encompasses Registered Training Organisations, qualifications and training products:

• Registered Training Organisations – acceptance by a State Recognition Authority/State Training Authority enabling a Registered Training Organisation to operate within its jurisdiction on the basis of its primary registration

• qualifications – acceptance by a Registered Training Organisation of the recognition of decisions of other Registered Training Organisations/State Recognition Authorities relating to the issuing of qualifications and Statements of Attainment, enabling individuals to receive full recognition of their achievements, including credit transfer where appropriate

• training products – acceptance of recognised training products available in the training market. This includes endorsed training packages, training programs for training packages and accredited courses.

NTF  National Training Framework

NTIS  National Training Information Service – the NTIS is a relational database that provides up-to-date information on recognised vocational education and training, including details of endorsed training packages and their components (competency standards, assessment guidelines and qualifications and any non-endorsed components) together with details of Registered Training Organisations and their scope of registration. The web address for NTIS is (www.ntis.gov.au).
### OH&S

**Occupational Health and Safety**

The defined set of competencies that establishes a specified and identifiable point of achievement, relevant to industry and community needs, expressed in accordance with the titles of the Australian Qualifications Framework and recognised through endorsement as part of a training package or recognised through accreditation. The credential awarded by a Registered Training Organisation demonstrates the achievement of the defined set of competencies.

### RTO

**Registered Training Organisation** – any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and/or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation that meets the requirements for registration.

### scope of registration

Defines the parameters of recognition as a Registered Training Organisation in respect of the products and services offered and the range of areas in which the organisation operates. Scope establishes whether the organisation is registered for training delivery and/or skill recognition services and the qualifications and Statements of Attainment it has been granted authority to issue, identified by training packages or accredited courses.

### Statement of Attainment

The formal certification issued by a relevant approved body (Registered Training Organisation or State Recognition Authority), in recognition that a person has achieved some of the competencies identified for a particular qualification (within a training package, accredited course or customised qualification).

### training packages

Comprehensive, integrated products that provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components that include a learning strategy, assessment resources and professional development materials.

### VET

**Vocational Education and Training**

### VETAB

**The Vocational Education and Training Accreditation Board**