## Title:
Work Effectively in a Retail Environment

### Element Of Competency

#### ER.1.1 Act Responsibly
- Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures
- Staff rosters interpreted accurately

#### ER.1.2 Act in a Non-Discriminatory Manner
- Non-discriminatory attitudes displayed when interacting with customers, staff or management
- Non-discriminatory language used consistently

#### ER.1.3 Identify the Award/Agreement
- Relevant awards/enterprise agreements identified and interpreted accurately

### Underpinning Skills and Knowledge
- The following knowledge, understanding and skills are essential to perform work to the required standard in this unit:
  - Operational knowledge of store policies and procedures and legislative requirements in regard to:
    - Workplace ethics
    - Shift availability or non-attendance
    - Staff rosters
    - Interpersonal conflict
    - Grievance procedures
    - Personal animosity
    - Discriminatory behaviour
    - Harassment
    - Staff counselling and disciplinary procedures
    - Equal opportunity issues
    - Non compliance with store policies and procedures
    - Part-time, casual, full-time work, contract employment

### Critical Aspects of Evidence
- Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:
  - Consistently and responsibly applying store policies and procedures, in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description
  - Consistently applying store policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes
  - Knowing employees' own rights and responsibilities in regard to awards/enterprise agreements

### Learning experiences for the HSC
- Must include the opportunity to develop the specified competencies in relation to:
  - Ethical and responsible workplace behaviour
  - Non-discriminatory communication with customers and colleagues of different age groups, gender, cultural backgrounds and special needs
  - Legislative and regulatory requirements - anti-discrimination, equal opportunity, workplace relations, unfair dismissal, awards
  - Enterprise agreements, employee entitlements including wages, hours, leave, workers compensation, superannuation, union
  - Interpretation and use of typical procedures for recording

### HSC Indicative Hours:
15

### Background knowledge and skills required to achieve this unit
- Knowledge, understanding and skills that are required to develop the competencies in this unit.
- Helps to interpret and assess the performance of the learner.
- Indicates the depth of study required for purposes of the HSC.
## Title: Work Effectively in a Retail Environment

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<tr>
<th>Element of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
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<td>Knowledge of:</td>
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<td>• store organisational structure</td>
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<td>Basic operational knowledge of</td>
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<td>requirements, such as:</td>
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<td>• equal opportunity legislation</td>
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<td>• equal employment opportunity legislation</td>
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<td>• anti-discrimination legislation</td>
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<td>• industry awards/enterprise</td>
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<td>agreement</td>
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<td>Literacy skills in reading</td>
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<td>workplace documents</td>
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## Range of Variables

The range of variables statement provides details of the scope of the elements and performance criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements for assessment.

- Relevant industry awards/enterprise agreements
- Size, type and location of store
- Peers and supervisors may come from a range of social, cultural and ethnic backgrounds.
- Peers and supervisors may have varying degrees of language and literacy levels
- Range of responsibilities/job descriptions
- Discrimination may occur between staff, customers and management

## Date of release for the HSC

July 1999

## Key terms and concepts

- Award, enterprise agreement, employee entitlements, union membership/representation
- Ethics, discrimination, harassment, grievance, multi-culturalism
- Time-sheet, roster, role/duty statement, organisation chart, leave form
<table>
<thead>
<tr>
<th>Title: Work Effectively in a Retail Environment</th>
<th>HSC Indicative Hours: 15</th>
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<tbody>
<tr>
<td><strong>Method and Context of Assessment</strong></td>
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<tr>
<td>This section should be read in conjunction with the Qualifications, Section 3,4 and the Assessment guidelines, Section 3 of the <em>National Retail Training Package</em>.</td>
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<tr>
<td>What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:</td>
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<tr>
<td>Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.</td>
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<td>Evidence should be gathered attesting to the achievement of each element and unit of competency.</td>
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<td>Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.</td>
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<tr>
<td>In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.</td>
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<tr>
<td>Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.</td>
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<tr>
<td>Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.</td>
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<tr>
<td><strong>Unit Assessment</strong></td>
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<td>Evidence is most relevant when provided through a holistic assessment activity which integrates the elements of competency for each unit.</td>
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<tr>
<td>The unit assessment activity will require the candidate to gather evidence of ability to:</td>
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<tr>
<td>• apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies</td>
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<tr>
<td>• integrate knowledge and skills critical to demonstrating competence in this unit.</td>
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<tr>
<td>In the activity ER.1: <em>Work Effectively in a Retail Environment</em> the candidate will demonstrate understanding of their workplace award/agreement and the ability to act responsibly and interact in a non-discriminatory way with staff and customers in a range of workplace situations.</td>
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<tr>
<td>Unit assessment exemplars are available in the <em>Guide to Assessment Activities</em> for Certificate II in Retail Operations.</td>
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</tbody>
</table>
# Work Effectively in a Retail Environment

## Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the National Retail Training Package.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit ER.1: Work Effectively in a Retail Environment is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

- CS.1: Communicate in the Workplace
- LP.1: Apply Safe Working Practices
- M.2: Perform Routine Housekeeping Duties
- CA.1: Operate Retail Equipment

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme: Developing Good Working Habits.

The Integrated Competency Assessment activity will require the candidate to:
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit ER.1: Work Effectively in a Retail Environment that are critical to the theme of Developing Good Working Habits in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase A.

Integrated Competency Assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

### Related learning for the HSC

Deliver of this unit may be integrated with other Phase A units.

Teachers and trainers may consider integrating the delivery of learning for this unit with the other Units including:

- WRRCS.1 Communicate in the Retail Workplace
- WRRLP.1: Apply Safe Working Practices
- WRRM.2: Perform Routine Housekeeping Duties
- WRRCA.1: Operate Retail Equipment.

and with other related units in Phases B and C.

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:
- English
- Legal Studies
- Economics
- Business Studies
- Work Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Work Effectively in a Retail Environment

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
  - store/sample policies and procedure in regard to workplace ethics
  - store/sample job descriptions and organisational charts
  - store/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace
  - awards/enterprise agreements
  - government legislation on EO, EEO and Anti discrimination
  - store policy and procedure manuals
- qualified workplace assessor.

Resources which may be used in training and assessment for this unit:

- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Module RET 004 – Work Effectively in a Retail Environment
- National Retail Training Materials – Learners Guide – Work Effectively in a Retail Environment
- National Retail Training Materials – Guide to Assessment Activities
- Relevant federal and state legislation and regulations including anti-discrimination, equal opportunity, workplace relations and awards
- Enterprise agreements
- Enterprise staff manuals/codes of behaviour
- Materials developed by Registered Training Organisations
- Various commercially produced materials

Key Competencies

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>HSC Indicative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, Analyse, and Organise Information</td>
<td>1</td>
</tr>
<tr>
<td>Communicate Ideas and Information</td>
<td>1</td>
</tr>
<tr>
<td>Plan and Organise Activities</td>
<td>1</td>
</tr>
<tr>
<td>Work with Others and in Teams</td>
<td>1</td>
</tr>
<tr>
<td>Use Mathematical Ideas and Techniques</td>
<td>1</td>
</tr>
<tr>
<td>Solve Problems</td>
<td>1</td>
</tr>
<tr>
<td>Use Technology</td>
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</table>

Resources stipulated in the Retail Training Package

Resources suggested for use in HSC delivery

Key competencies addressed in this unit