SIR RETAIL SERVICES TRAINING PACKAGE

COMPANION VOLUME IMPLEMENTATION GUIDE

SERVICE SKILLS AUSTRALIA

Version control and modification history

The latest version of the Implementation Guide is shown on the top row. The table tracks modifications to training components in this Training Package made after the initial release. Please check that you are using the current version of the **SIR Retail Services Training Package** by accessing information from training.gov.au.

Version	Release Date	Comments
2.0	21 March 2016	Second release of the SIR Retail Services Training Package
1.0	21 March 2016	Primary release of SIR Retail Services Training Package

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Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on the *SIR Retail Services Training Package V2.0*. It also includes key information on the industry and its workforce needs.

Background

In November 2012 the former National Skills Standards Council (NSSC)[1] developed a set of *Standards for Training Packages*, to ensure training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals.[2] The *Standards for Training Packages* apply to the design and development of training packages for endorsement consideration.

Standard 1 identifies the products that must comprise a training package. This includes:

- Endorsed components:
    - o Units of Competency
    - o Assessment Requirements (associated with each Unit of Competency)
    - o Qualifications
    - o Credit Arrangements
- Non-endorsed components:
    - o Companion Volume Implementation Guide
    - o Other guides required by stakeholders.

Quality assurance of companion volumes

The Companion Volumes developed by Service Skills Australia follow a quality assurance process throughout development to ensure availability at time of endorsement of the training package and the Implementation Guide complies with the Companion Volume Implementation Guide template. The steps in this process are as follows:

Consultation

1. Project Reference Group (PRG) provides advice on content.
2. Industry and Registered Training Organisations (RTOs) provide input.

Development

3. Draft Companion Volume(s) prepared.
4. Format and copy edit first draft.
5. Draft 2 Companion Volume(s) prepared.
6. Cross check Companion Volume(s) with draft Training Package components for endorsement.
7. Review of final draft by Project Advisory Group.

Quality Assurance

8. Copy edit and proof read.
9. Final internal quality assurance review.

Sign off

10. Sign off by Project Reference Group.
11. Implementation Guide made available for external quality assurance to Panel Member.

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[1] The functions of the National Skills Standards Council (NSSC) have been transferred to the Australian Industry and Skills Committee.
[2] The *Standards for Training Packages* were endorsed by the former Standing Council for Tertiary Education Skills and Employment (SCOTESE), replaced by the COAG Industry and Skills Council.

12. Desktop publish and upload to website.

1.0 Overview information

This Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver components of the *SIR Retail Services Training Package V2.0*. It provides advice about the structure and content of the Training Package, its key features and industry-specific information applicable to implementation.

1.1 SIR qualifications

Qualifications are created by combining Units of Competency into groups which meet job roles and are meaningful in the workplace, and aligning those groups of competencies to vocational qualifications in the Australian Qualifications Framework (AQF). Qualifications therefore:

- represent key industry functions directly related to occupational positions in the industry
- are a framework, not a course.

The relevant qualifications within the SIR Retail Services Training Package V2.0 are listed in Table 1.

Table 1: Retail qualifications in the SIR Retail Services Training Package V2.0

Qualification Code	Qualification Title
SIR10116	Certificate I in Retail Services
SIR20216	Certificate II in Retail Services
SIR30216	Certificate III in Retail
SIR30316	Certificate III in Business to Business Sales
SIR40316	Certificate IV in Retail Management
SIR50116	Diploma of Retail Leadership

1.2 SIR skill sets

Skill sets are single Units of Competency, or combinations of Units of Competency from an endorsed training package that link to a licensing or regulatory requirement or a defined industry need. Skill Sets are *not* qualifications.

The SIR Retail Services Training Package V2.0 contains no skill sets.

1.3 SIR units of competency and prerequisites

Units of competency in training packages are developed by industry to meet the identified skill needs of industry. Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy requirements. Units of competency therefore:

- are nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function
- describe work outcomes
- logically stand alone when applied in a work situation.

A prerequisite is a unit of competency in which the individual must be deemed competent prior to the determination of competency in the unit. Prerequisites are applicable when competency cannot be achieved in a given unit of competency without first gaining essential knowledge and skills from other unit(s) of competency. Prerequisites are included as part of the full qualification and contribute to the total outcome of the qualification.

Unit Code	Unit Title	Prerequisites
CROSS-SECTOR		
Change Management – CHA		
SIRXCHA001	Facilitate the change process	Nil
SIRXCHA002	Lead the change process	Nil
Communication and Teamwork – COM		
SIRXCOM001	Communicate in the workplace to support team and customer outcomes	Nil
SIRXCOM002	Work effectively in a team	Nil
SIRXCOM003	Promote team cohesion	Nil
Customer Engagement – CEG		
SIRXCEG001	Engage the customer	Nil
SIRXCEG002	Assist with customer difficulties	Nil
SIRXCEG003	Build customer relationships and loyalty	Nil
SIRXCEG004	Create a customer-centric culture	Nil
SIRXCEG005	Maintain business to business relationships	Nil
Delivery (DLV)		
SIRXDLV001	Deliver food products	Nil

Unit Code	Unit Title	Prerequisites
Health and Wellbeing – HWB		
SIRXHWB001	Maintain personal health and wellbeing	Nil
SIRXHWB002	Promote workplace health and wellbeing	Nil
Human Resource Management – HRM		
SIRXHRM001	Recruit, select and induct team members	Nil
SIRXHRM002	Maintain employee relations	Nil
Management and Leadership – MGT		
SIRXMGT001	Supervise and support frontline team members	Nil
SIRXMGT002	Lead a frontline team	Nil
SIRXMGT003	Provide leadership to others	Nil
SIRXMGT004	Plan and manage retail projects	Nil
SIRXMGT005	Lead the development of business opportunities	Nil
Marketing – MKT		
SIRXMKT001	Support marketing and promotional activities	Nil
SIRXMKT002	Use social media to engage customers	Nil
SIRXMKT003	Manage promotional activities	Nil
SIRXMKT004	Undertake digital marketing activities	Nil
SIRXMKT005	Develop a marketing strategy	Nil
Product Knowledge – PDK		
SIRXPDK001	Advise on products and services	Nil
SIRXPDK002	Advise on food products and services	Nil
SIRXPDK003	Advise on health and nutritional products and services	Nil

Unit Code	Unit Title	Prerequisites
Risk Management and Security – RSK		
SIRXRSK001	Identify and respond to security risks	Nil
SIRXRSK002	Maintain store security	Nil
SIRXRSK003	Manage risk in the retail environment	Nil
Sales – SLS		
SIRXSLS001	Sell to the retail customer*	Nil
SIRXSLS002	Follow point-of-sale procedures	Nil
SIRXSLS003	Achieve sales results	Nil
SIRXSLS004	Drive sales results	Nil
Strategy – STR		
SIRXSTR001	Undertake strategic planning in retail	Nil
Training and Development – TAD		
SIRXTAD001	Train others in frontline tasks	Nil
SIRXTAD002	Develop the retail frontline	Nil
SIRXTAD003	Coach others for success	Nil
Work Health and Safety – WHS		
SIRXWHS001	Work safely	Nil
SIRXWHS002	Contribute to workplace health and safety	Nil
SIRXWHS003	Maintain workplace safety	SIRXWHS002 Contribute to workplace health and safety
Working in Industry – IND		
SIRXIND001	Work effectively in a service environment	Nil
SIRXIND002	Organise and maintain the store environment	Nil

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Unit Code	Unit Title	Prerequisites
SIRXIND003	Organise personal work requirements*	Nil
SIRXIND004	Plan a career in the retail industry	Nil
SIRXIND005	Develop personal productivity	Nil
RETAIL		
Food Safety – FSA		
SIRRFSA001	Handle food safely in a retail environment	Nil
SIRRFSA002	Supervise a food safety program	SIRRFSA001 Handle food safely in a retail environment
Inventory – INV		
SIRRINV001	Receive and handle retail stock*	Nil
SIRRINV002	Control Stock	Nil
Merchandising – MER		
SIRRMER001	Produce visual merchandise displays*	Nil
SIRRMER002	Merchandise food products	Nil
SIRRMER003	Coordinate visual merchandising activities	Nil
Merchandise Management – MRM		
SIRRMRM001	Plan merchandise buying strategy	Nil
Retail Financials – RTF		
SIRRRTF001	Balance and secure point-of-sale terminal	Nil
SIRRRTF002	Monitor retail store financials	Nil
SIRRRTF003	Drive retail profitability	Nil
Styling – STY		
SIRRSTY001	Style the customer	Nil

Unit Code	Unit Title	Prerequisites
WHOLESALE		
Finance – FIN		
SIRWFIN001	Complete debtor processes	Nil
Sales – SLS		
SIRWSLS001	Process product and service data	Nil
SIRWSLS002	Analyse and achieve sales targets	Nil
SIRWSLS003	Build sales of branded products	Nil
SIRWSLS004	Optimise customer and territory coverage	Nil

* Denotes unit of competency inclusions in *SIR Retail Services Training Package* V1.0

1.4 Imported units of competency and prerequisites

Codes, titles and prerequisite requirements for imported Units of Competency are applicable and current at the time of publication of the *SIR Retail Services Training Package.*

The parent Training Package is identified before each group of imported Units of Competency.

Table 2: Prerequisites for imported units of competency within the SIR Retail Services Training Package

Unit Code	Unit Title	Prerequisite(s)
BSB Business Services		
BSBCUE301	Use multiple information systems	Nil
BSBCUS401	Coordinate implementation of customer service strategies	Nil
BSBCUE304	Promote team cohesion	Nil
BSBFIA302	Process payroll	Nil
BSBHRM506	Mange recruitment selection and induction processes	Nil
BSBHRM604	Manage employee relations	Nil
BSBINN301	Promote innovation in a team environment	Nil
BSBLED501	Develop a workplace learning environment	Nil
BSBLDR501	Develop and use emotional intelligence	Nil
BSBLDR502	Lead and manage effective workplace relationships	Nil
BSBLDR503	Communicate with influence	Nil
BSBMGT402	Implement operational plan	Nil
BSBMKG401	Profile the market	Nil
BSBSMB406	Manage small business finances	Nil
BSBWOR204	Use business technology	Nil
BSBWOR501	Manage personal work priorities and professional development	Nil
BSBWHS501	Ensure a safe workplace	Nil
CHC Community Services		

Unit Code	Unit Title	Prerequisite(s)
CHCDIV001	Work with diverse people	Nil
FSK Foundation Skills		
FSKDIG02	Use digital technology for simple workplace tasks	Nil
FSKLRG09	Use strategies to respond to routine workplace problems	Nil
SIT Tourism, Travel and Hospitality		
SITHFAB201	Provide responsible service of alcohol	Nil
SITXHRM401	Roster staff	Nil

1.5 Qualification mapping

Table 3: Qualification mapping for the SIR Retail Services Training Package

Qualification Mapping – SIR07 V3.0 to SIR V1.0		
Previous Qualification SIR07 V3.0	Replacement Qualification SIR V2.0	Comment in relation to previous version E = Equivalent N = Not Equivalent
SIR10112 Certificate I in Retail Services	SIR10116 Certificate I in Retail Services	• N • Number of units for completion remains as 5, 3 core and 2 electives • Packaging rules simplified.
SIR20312 Certificate II in Retail Fast Food	N/A	• Deleted.
SIR20212 Certificate II in Retail Services	SIR20216 Certificate II in Retail Services	• N • Number of units for completion reduced from 14 to 11 units; core reduced by 2 units; electives reduced by 1 unit. • Packaging rules simplified.
SIR30212 Certificate III in Retail Operations SIR30312 Certificate III in Retail Supervision	SIR30216 Certificate III in Retail	• N • Qualifications combined • Packaging rules simplified.
SIR30412 Certificate III in Business to Business Sales	SIR30316 Certificate III in Business to Business Sales	• N • Number of units for completion remains as 10, 5 core and 5 electives • Packaging rules simplified.
SIR40212 Certificate IV in Retail Management	SIR40316 Certificate IV in Retail Management	• N • Number of units for completion 11; core increased by 4 units; electives decreased by 3 units • Entry requirement revised to Certificate III in Retail or equivalent industry experience • Packaging rules simplified.
SIR50112 Diploma of Retail Management	SIR50116 Diploma of Retail Leadership	• N • Number of units for completion 10; core increased by 2; electives decreased by 1 • Entry requirements revised Certificate IV in Retail Management or equivalent industry experience.
SIR80112 Graduate Certificate in Retail Leadership	N/A	• Deleted.

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1.6 Unit of competency mapping

The following table maps the relationship between previous and replacement units of competency within the training package.

Table 4: Unit of competency mapping for the SIR Retail Services Training Package V3.0 to SIR V2.0

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
CROSS-SECTOR		
Administration – ADM		
SIRXADM001A Apply retail office procedures	N/A	• Deleted.
SIRXADM002A Coordinate retail office	N/A	• Deleted.
Cleaning and Maintenance – CLM		
SIRXCLM101 Organise and maintain work areas	SIRXIND002 Organise and maintain the store environment	• N • Unit updated to meet Standards for Training Packages • Updated title • Competency Field changed to Working in Industry (IND) • Significant change to the expression of Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXCLM402 Manage store facilities	N/A	• Deleted.
Client and Customer Service – CCS		
SIRXCCS201 Apply point-of-sale handling procedures	SIRXSLS002 Follow point-of-sale procedures	• N • Unit updated to meet Standards for Training Packages. • Updated title • Competency Field changed to Sales (SLS) • Significant change to the expression of Elements and Performance Criteria to streamline language and better define essential outcomes and performance

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Updated knowledge requirements to reflect unit revisions.
SIRXCCS202 Interact with customers	SIRXCEG001 Engage the customer	• N • Unit updated to meet Standards for Training Packages • Updated title • Competency Field changed to Customer Engagement (CEG) • Significant change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXCCS203 Promote loyalty programs	N/A	• Deleted.
SIRXCCS304 Coordinate interaction with customers	SIRXCEG004 Create a customer-centric culture	• N • Unit updated to meet Standards for Training Packages • Updated title • Competency Field changed to Customer Engagement (CEG) • Significant change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance. • Updated knowledge requirements to reflect unit revisions.
SIRXCCS305 Maintain business to business relationships	SIRXCEG005 Maintain business to business relationships	• N • Unit updated to meet Standards for Training Packages • Competency Field changed to Customer Engagement (CEG) • Minor change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXCCS406 Provide customer service for high value and complex sales	N/A	• Deleted.
SIRXCCS407 Develop business to business relationships	N/A	• Deleted.

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Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRXCCS408 Build retail relationships and sustain customer loyalty	SIRXCEG003 Build customer relationships and loyalty	• N • Unit updated to meet Standards for Training Packages • Updated title • Competency Field changed to Customer Engagement (CEG) • Significant change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXCCS509 Manage business customers	N/A	• Deleted.
Change Management – CHA		
	SIRXCHA001 Facilitate the change process	• New unit.
Communication – COM		
SIRXCOM101 Communicate in the workplace to support team and customer outcomes	SIRXCOM001 Communicate in the workplace to support team and customer outcomes	• N • Unit updated to meet Standards for Training Packages • Competency Field changed to Communication and Teamwork (COM) • Significant change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXCOM202 Communicate with customers using technologies	N/A	• Deleted • Relevant skills and knowledge incorporated into: o SIRXCOM001 Communicate in the workplace to support team and customer outcomes.
Communication and Teamwork – COM		
	SIRXCOM002 Work effectively in a team	• New unit.

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Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
	SIRXCOM003 Promote team cohesion	• New unit.
Computer Operations and ICT Management – ICT		
SIRXICT001A Operate retail technology	N/A	• Deleted.
SIRXICT002A Use computers as part of business and e-commerce processes	N/A	• Deleted.
SIRXICT303 Operate retail information technology systems	N/A	• Deleted.
SIRXICT404 Adopt mobile commerce applications to improve sales and service	N/A	• Deleted.
Customer Engagement – CEG		
	SIRXCEG002 Assist with customer difficulties	• New unit.
Delivery - DLV		
	SIRXDLV001 Deliver food products	• New unit.
Finance – FIN		
SIRXFIN201 Balance and secure point-of-sale terminal	SIRRRTF001 Balance and secure point-of-sale terminal	• N • Competency Field changed to Retail Financials (RTF) • Unit Sector change to Retail • Minor change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXFIN002A Perform retail finance duties	N/A	• Deleted.

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Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRXFIN003A Produce financial reports	N/A	• Deleted.
SIRXFIN004A Manage financial resources	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRRRTF002 Manage retail store financials.
SIRXFIN005A Mange operations to budget	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRRRTF003 Drive retail profitability.
SIRXFIN006A Manage prices	N/A	• Deleted.
Governance and Legal Compliance – GLC		
SIRXGLC401 Monitor compliance with the legislative requirements for establishing a retail business	N/A	• Deleted.
SIRXGLC502 Establish business legal and legislative requirements	N/A	• Deleted.
Health and Wellbeing – HWB		
	SIRXHWB001 Maintain personal health and wellbeing	• New unit.
	SIRXHWB002 Promote workplace health and wellbeing	• New unit.
Human Resource Management – HRM		
SIRXHRM001A Administer human resource policy	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRXMGT002 Lead a frontline team

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		o SIRXHRM002 Maintain employee relations o SIRXTAD002 Develop the retail frontline.
SIRXHRM002A Recruit and select personnel	SIRXHRM001 Recruit, select and induct team members	• N • Unit updated to meet Standards for Training Packages • Updated title • Significant change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
Industry – IND		
SIRXIND101 Work effectively in a customer service environment	SIRXIND001 Work effectively in a service environment	• N • Unit updated to meet Standards for Training Packages • Updated title • Competency Field changed to Working in Industry (IND) • Significant change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXIND102 Plan a career in the retail industry	SIRXIND004 Plan a career in the retail industry	• N • Unit updated to meet Standards for Training Packages • Competency Field changed to Working in Industry (IND) • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
Inventory – INV		
SIRXINV001A Perform stock control procedures	SIRRINV001 Receive and handle retail stock	• N • Unit updated to meet Standards for Training Packages • Updated title • Unit sector changed to Retail

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXINV002A Maintain and order stock	SIRRINV002 Control stock	• N • Unit updated to meet Standards for Training Packages • Updated title • Unit sector changed to Retail • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXINV003A Plan inventory levels	N/A	• Deleted.
SIRXINV005A Control inventory	N/A	• Deleted • Relevant skills and knowledge incorporated into: o SIRRINV002 Control stock.
SIRXINV006A Develop purchasing strategies	N/A	• Deleted.
Management and Leadership – MGT		
	SIRXMGT001 Supervise and support frontline team members	• New unit.

SIRXMGT001A Coordinate work teams	N/A	• Deleted
		• Relevant skills and knowledge incorporated into:
		  o SIRXMGT001 Supervise and support frontline team members
		  o SIRXMGT002 Lead a frontline team
		  o SIRXTAD003 Coach others for success
		  o SIRRRTF002 Manage retail store financials.

	SIRXMGT002 Lead a frontline team	• New unit.

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRXMGT002A Maintain employee relations	SIRXHRM002 Maintain employee relations	• N • Unit updated to meet Standards for Training Packages • Competency field changed to Human Resource Management (HRM) • Minor change to Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
	SIRXMGT003 Provide leadership to others	• New unit.

SIRXMGT003A Lead and manage people	N/A	• Deleted
		• Relevant skills and knowledge incorporated into:
		   o SIRXCOM003 Promote team cohesion
		   o SIRXMGT002 Lead a frontline team
		   o SIRXMGT003 Provide leadership to others.

SIRXMGT004A Analyse and communicate information	N/A	• Deleted.
		• Relevant skills and knowledge incorporated into:
		   o SIRXCHA001 Facilitate the change process
		   o SIRXSTR001 Undertake strategic planning in retail.

SIRXMGT005A Set strategic plans	N/A	• Deleted • Relevant skills and knowledge incorporated into: o SIRXSTR001 Undertake strategic planning in retail.
SIRXMGT006A Initiate and implement change	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRXCHA002 Lead the change process.
SIRXMGT507 Manage staff through change	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRXCHA001 Facilitate the change process.

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRXMGT508 Plan and prepare for business sustainability	N/A	• Deleted.
SIRXMGT509 Manage diversity within the business	N/A	• Deleted.
Marketing – MKT		
	SIRXMKT002 Use social media to engage customers	• New unit.
	SIRXMKT004 Undertake digital marketing activities	• New unit.
Marketing and Public Relations		
SIRXMPR001A Profile a retail market		• Deleted.
SIRXMPR002A Provide marketing and promotion program support	SIRXMKT001 Support marketing and promotional activities	• N • Unit updated to meet Standards for Training Packages • Competency field changed to Marketing (MKT) • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXMPR003A Conduct telemarketing	N/A	• Deleted.
SIRXMPR004A Market products	N/A	• Deleted.
SIRXMPR005A Seize a business opportunity	N/A	• Deleted.
SIRXMPR006A Manage promotional activities	SIRXMKT003 Manage promotional activities	• N • Unit updated to meet Standards for Training Packages

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXMPR007A Devise a strategic marketing plan	SIRXMKT005 Develop a marketing strategy	• N • Unit updated to meet Standards for Training Packages • Competency field changed to Marketing (MKT) • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXMPR008A Implement advertising and promotional activities	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRXMKT003 Manage promotional activities.
Merchandising		
SIRXMER201 Merchandise products	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRRMER001 Produce visual merchandise displays.
SIRXMER202 Plan, create and maintain displays	SIRRMER001 Produce visual merchandise displays	• N • Unit updated to meet Standards for Training Packages • Updated title • Unit Sector changed to Retail • Significant change to the Elements and Performance Criteria to better define essential outcomes and performance. • Updated knowledge requirements to reflect unit revisions.
SIRXMER303 Coordinate merchandise presentation	SIRRMER003 Coordinate visual merchandising activities	• N • Unit updated to meet Standards for Training Packages • Updated title • Unit Sector changed to Retail

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Significant change to the Elements and Performance Criteria to better define essential outcomes and performance. • Updated knowledge requirements to reflect unit revisions.
Merchandise Management – MRM		
	SIRRMRM001 Plan merchandise buying strategy	• New unit.
Product Knowledge		
SIRXRPK001A Recommend health and nutritional products and services	SIRXPDK003 Advise on health and nutritional products and services	• N • Unit updated to meet Standards for Training Packages • Updated title • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXRPK002A Recommend hair, beauty and cosmetic products and services	N/A	• Deleted.
Product Management		
SIRXPRO401 Maximise sales of branded products and services	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRXSLS004 Drive sales results.
SIRXPRO002A Implement product recalls	N/A	• Deleted.
SIRXPRO003A Review product or service performance	N/A	• Deleted.
SIRXPRO504 Maximise product sales and market share	N/A	• Deleted.

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRXPRO005A Manage distribution processes	N/A	• Deleted.
SIRXPRO006A Forecast product performance	N/A	• Deleted.
SIRXPRO007A Improve supply and distribution chains	N/A	• Deleted.
Quality and Innovation		
SIRXQUA001A Develop innovative ideas at work	N/A	• Deleted.
SIRXQUA002A Lead a team to foster innovation	N/A	• Deleted.
SIRXQUA003A Create an innovative work environment	N/A	• Deleted.
SIRXQUA004A Set up systems that support innovation	N/A	• Deleted.
SIRXQUA005A Maintain operational quality and productivity	N/A	• Deleted.
SIRXQUA006A Benchmark and continuously improve operational quality	N/A	• Deleted.
Retail Management		
SIRXSRM801 Lead the organisation through change	SIRXCHA002 Lead the change process	• N • Unit updated to meet Standards for Training Packages • Competency field changed to Change Management (CHA) • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance

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Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Updated knowledge requirements to reflect unit revisions.
SIRXSRM802 Lead the development of business opportunities	SIRXMGT005 Lead the development of business opportunities	• N • Unit updated to meet Standards for Training Packages • Competency field changed to Management and Leadership (MGT) • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.

SIRXSRM803 Lead and develop retail staff	N/A	• Deleted.
		• Relevant skills and knowledge incorporated into:
		    ○ SIRCMGT002 Lead a frontline team
		    ○ SIRXMGT003 Provide leadership to others
		• SIRXTAD002 Develop the retail frontline.

SIRXSRM804 Continuously improve operational retail processes	N/A	• Deleted.
SIRXSRM805 Lead the strategic planning process in a service environment	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRXSTR001 Undertake strategic planning in retail.
SIRXSRM806 Manage and transform sales and service programs	N/A	• Deleted.
SIRXSRM807 Lead the development of a visual merchandising strategy	N/A	• Deleted.
SIRXSRM808 Plan and manage complex retail projects	SIRXMGT004 Plan and manage retail projects	• N • Unit updated to meet Standards for Training Packages • Updated title • Competency field changed to Management and Leadership (MGT) • Significant change to the expression of elements and performance criteria to

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXSRM809 Manage retail operations in a region or area	N/A	• Deleted.
Risk Management and Security		
	SIRXRSK001 Identify and respond to security risks	• New unit.
SIRXRSK201 Minimise loss	N/A	• Relevant skills and knowledge incorporated into: • SIRXRSK001 Identify and respond to security risks.
SIRXRSK002A Maintain store security	SIRXRSK002 Maintain store security	• N • Unit updated to meet Standards for Training Packages • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
	SIRXRSK003 Manage risk in the retail environment	• New unit.
SIRXRSK003A Apply store security systems and procedures	N/A	• Deleted.
SIRXRSK404 Control store security	N/A	• Deleted.
Sales		
SIRXSLS201 Sell products and services	SIRXSLS001 Sell to the retail customer	• N • Unit updated to meet Standards for Training Packages • Updated title • Significant change to the expression of Elements and Performance Criteria to streamline language and better define essential outcomes and performance

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Updated knowledge requirements to reflect unit revisions.
SIRXSLS002A Advise on products and services	SIRXPDK001 Advise on products and services	• N • Unit updated to meet Standards for Training Packages • Competency field changed to Product Knowledge (PDK) • Significant change to the expression of Elements and Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
	SIRXSLS003 Achieve sales results	• New unit.
	SIRXSLS004 Drive sales results	• New unit.
SIRXSLS303 Build relationships with customers	N/A	• Deleted. • Relevant skills and knowledge incorporated into: o SIRXCEG002 Assist with customer difficulties o SIRXCEG003 Build customer relationships and loyalty • SIRXSLS001 Sell to the retail customer.
SIRXSLS304 Coordinate sales performance	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRXSLS003 Achieve sales results.
SIRXSLS405 Coordinate a retail operation during economic downturns	N/A	• Deleted. •
SIRXSLS406 Manage sales and service delivery	N/A	• Deleted. •
SIRXSLS007A Train sales team members	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRXSLS003 Achieve sales results.

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRXSLS008A Develop a sale strategy	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRXSLS004 Drive sales results.
SIRXSLS009A Manage sales teams	N/A	• Deleted.
SIRXSLS410 Lead a sales representatives team	N/A	• Deleted.
Strategy – STR		
	SIRRSTR001 Undertake strategic planning in retail	• New unit.
Training and Development – TAD		
	SIRXTAD001 Train others in frontline tasks	• New unit.
	SIRXTAD002 Develop the retail frontline	• New unit.
	SIRXTAD003 Coach others for success	• New unit.
Work Health and Safety – WHS		
	SIRXWHS001 Work safely	• New unit.
SIRXWHS101 Apply safe work practices	SIRXWHS002 Contribute to workplace health and safety	• N • Unit updated to meet Standards for Training Packages • Updated title • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXWHS302 Maintain store safety	SIRXWHS003 Maintain workplace safety	• N • Unit updated to meet Standards for Training Packages

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Updated title • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRXWHS403 Provide a safe work environment		• Deleted.
Working in Industry – IND		
	SIRXIND003 Organise personal work requirements	• New unit.
	SIRXIND005 Develop personal productivity	• New unit.
RETAIL		
Food Safety – FSA		
SIRRFSA001 Apply retail food safety practices	SIRRFSA001 Handle food safely in a retail environment	• N • Unit updated to meet Standards for Training Packages • Updated title • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRRFSA002A Monitor food safety program	SIRRFSA002 Supervise a food safety program	• N • Unit updated to meet Standards for Training Packages • Updated title • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
Merchandising		

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRRMER001A Merchandise food products	SIRRMER002 Merchandise food products	• N • Unit updated to meet Standards for Training Packages • Removal of pre requisite • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRRMER002A Pack and display meat products	N/A	• Deleted.
SIRRMER003A Prepare and display fast food items	N/A	• Deleted.
SIRRMER004A Prepare and display bakery products	N/A	• Deleted.
Product Knowledge – RPK		
SIRRRPK001A Advise on food products and services	SIRXPDK002 Advise on food products and services	• N • Unit updated to meet Standards for Training Packages • Updated title • Unit Sector updated to Retail • Removal of pre requisite • Significant change to the expression of elements and performance criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRRRPK002A Advise on meat products	N/A	• Deleted.
SIRRRPK003A Advise on fast food products	N/A	• Deleted.
SIRRRPK004A Advise on bakery products	N/A	• Deleted.
SIRRRPK005A Advise on seafood products	N/A	• Deleted.

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRRRPK006A Recommend liquor products	N/A	• Deleted.
SIRRRPK007A Recommend and fit clothing or footwear products and services	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRRSTY001 Style the retail customer.
SIRRRPK008A Recommend jewellery products and services	N/A	• Deleted.
SIRRRPK009A Recommend toddler and baby products	N/A	• Deleted.
SIRRRPK010A Recommend home and home improvement products and services	N/A	• Deleted.
SIRRRPK011A Recommend books or newsagency services	N/A	• Deleted.
SIRRRPK012A Recommend business and leisure products and services	N/A	• Deleted.
SIRRRPK013A Hire and sell video and DVD products and services	N/A	• Deleted.
SIRRRPK214 Recommend specialised products and services	N/A	• Deleted.
Retail Financials – RTF		

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
	SIRRRTF002 Monitor retail store financials	• New unit.
	SIRRRTF003 Drive retail profitability	• New unit.
Retail Post		
SIRRPOS001A Process postal outlet transactions	N/A	• Deleted.
SIRRPOS002A Handle mail received in a retail environment	N/A	• Deleted.
SIRRPOS003A Deliver mail in a retail environment	N/A	• Deleted.
SIRRPOS004A Handle customer interviews and applications	N/A	• Deleted.
Styling – STY		
	SIRRSTY001 Style the retail customer	• New unit.
WHOLESALE		
Finance – FIN		
SIRWFIN001A Complete debtor processes	SIRWFIN001 Complete debtor processes	• N • Unit updated to meet Standards for Training Packages • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRWFIN002A Manage debtor processes	N/A	• Deleted.
Inventory – INV		

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
SIRWINV301 Administer supply to a business	N/A	• Deleted.
SIRWINV302 Monitor inventory capacity to meet demand	N/A	• Deleted. • Relevant skills and knowledge incorporated into: • SIRRINV002 Control stock.
Sales – SLS		
SIRWSLS301 Build sales relationships	N/A	• Deleted.
SIRWSLS302 Process product and service data	SIRWSLS001 Process product and service data	• N • Unit updated to meet Standards for Training Packages • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRWSLS303 Analyse and achieve sales targets	SIRWSLS002 Analyse and achieve sales targets	• N • Unit updated to meet Standards for Training Packages • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRWSLS304 Build sales of branded products	SIRWSLS003 Build sales of branded products	• N • Unit updated to meet Standards for Training Packages • Updated title • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance • Updated knowledge requirements to reflect unit revisions.
SIRWSLS305 Optimise customer and territory coverage	SIRWSLS004 Optimise customer and territory coverage	• N • Unit updated to meet Standards for Training Packages • Minor change to Performance Criteria to streamline language and better define essential outcomes and performance

Unit of Competency Mapping – SIR07 V3.0 to SIR V2.0		
Previous Unit Code and Title	Replacement Unit Code and Title	Nature of Relationship **E** = equivalent **N** = not equivalent
		• Updated knowledge requirements to reflect unit revisions.

1.7 Key work and training requirements in the industry

1.7.1 Overview of the retail services industry

Within the Australian and New Zealand Standard Industrial Classification (ANZSIC), retail as an industry falls under Retail Trade. The Retail Trade industry, as defined by ANZSIC, consists of enterprises engaged in the purchase and/or on selling to the general public using both traditional and non-traditional means. Wholesales enterprises similarly engage in the buying of goods for sale but generally operate from warehouses and attract business customers.[3]

Retail enterprises typically operate from a location and premises designed to attract a high volume of walk-in customers, have an extensive display of goods, and/or use media advertising to attract both new and existing customers.

The relevant Australian and New Zealand Standard Classification of Occupations (ANZSCO) classification for occupations in this training package are Sales Assistant, Sales Representative, Retail Supervisor and Retail Manager.[4] Tasks identified in the ANZSCO for each occupation are detailed below.

Sales Assistant

- determining customer requirements and advising on product range, price, delivery, warranties and product use and care
- demonstrating and explaining to customers the establishment's goods and services
- selling goods and services
- accepting payment for goods and services by a variety of payment methods and preparing sales invoices
- assisting with the ongoing management of stock such as product inventories and participating in stocktakes
- stacking and displaying goods for sale, and wrapping and packing goods sold.

Sales Representative

- promoting and selling goods and services, properties and businesses
- engaging prospective clients
- determining the needs of prospective clients and explaining which goods, services and properties meet their needs
- visiting clients to establish selling opportunities
- following up clients and gauging satisfaction with goods and services purchased

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[3] Australian Bureau of Statistics 2013, Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (Revision 2.0), cat. no. 1292.0, Canberra

[4] Australian Bureau of Statistics 2013, Australian and New Zealand Standard Classification of Occupations, 2013, Version 1.2, cat. no. 1220.0, Canberra

- monitoring clients' changing needs and competitor activity.

Retail Supervisor

- ensuring that customers receive prompt service and quality goods and services
- responding to customers' inquiries and complaints about goods and services
- planning and preparing work schedules and assigning staff to specific duties
- interviewing, hiring, training, evaluating, dismissing and promoting staff, and resolving staff grievances
- instructing staff on how to handle difficult and complicated sales procedures
- examining returned goods and deciding on appropriate action
- taking inventory of goods for sale and ordering new stock
- ensuring that goods and services are correctly priced and displayed
- ensuring safety and security procedures are enforced.

Retail Manager

- determining product mix, stock levels and service standards
- formulating and implementing purchasing and marketing policies, and setting prices
- promoting and advertising the establishment's goods and services
- selling goods and services to customers and advising them on product use
- maintaining records of stock levels and financial transactions
- undertaking budgeting for the establishment
- controlling selection, training and supervision of staff
- ensuring compliance with occupational health and safety regulations.

The following table outlines current industry and workforce issues in the Retail and Wholesale sectors and how they have been addressed within the *SIR Retail Services Training Package.*

Table 5: Industry issues addressed in the SIR Retail Services Training Package

Industry and Work issue	Training Package Response
Changing customer The modern shopper has vastly different expectations from those of previous decades. Most retailers say today's customers expect far more personalised service, value and convenience. They expect an 'experience'. Customer service is about much more than 'meet and greet', reports the industry. Sales staff need to be experts in the products and services they are selling.	The following units of competency have been developed to focus on the provision of quality customer service: • *SIRXCEG001 Engage the customer* has been developed to focus on engaging the customer and contributing to a service culture that prioritises the customer • *SIRXCEG003 Build customer relationships and loyalty* focuses on building relationships with customers and fostering their loyalty through personalised service • *SIRXCEG004 Create a customer-centric culture* focuses on ensuring the delivery of high standard customer service within the retail environment and taking opportunities to improve the customer experience • *SIRXPDK001 Advise on products and services* focuses on developing product knowledge to ensure a high standard of product expertise within retail staff.
Evolving retail store Customers are choosing online shopping for its convenience and ease. This means retail stores need to focus on the customer experience to entice them into stores.	• *SIRXCEG004 Create a customer-centric culture* focuses on the in-store customer experience and ways to enhance this experience.

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Industry and Work issue	Training Package Response
Online marketing & social media Being able to market online has been almost as significant a change in retailing as being able to buy online. Social media is key because marketing is no longer a one-way communication from retailer to customer: it is about a broader notion of 'engagement' or 'conversations' to build relationships with customers.	The following units have been developed to address the needs of online marketing and social media engagement: • SIRXMKT002 Use social media to engage customers • SIRXMKT003 Undertake digital marketing activities.
Frontline service skills Studies have found retailers in the US and UK value and reward their frontline sales staff because they recognise they are vital. The shift in job title and role from 'sales assistants' to 'sales associates' reflects the increasing professionalism of the job. In Australia, however, training runs from the top down and does not adequately focus on frontline staff.[5]	The following qualifications have been developed to focus on the skills required by frontline team members: • SIRX20216 Certificate II in Retail Services • SIRX30216 Certificate III in Retail • SIRX30416 Certificate III in Business to Business Sales.
Management skills Retail managers need more advanced and broader skills to operate in the increasingly complex retail environment but retailers say store managers and those above them frequently lack the skills to perform 'retail maths' such as calculating turnover, developing inventory plans, determining mark-ups, and calculating budgets and forecasts.	The following qualifications have been developed to focus on the skills required of retail store managers and more senior area managers or small business owners: • SIR40316 Certificate IV in Retail Management • SIRX5016 Diploma of Retail Leadership.

[5] Inside Retail, August/September 2014 'Taking on the World', p14.

1.8 Regulation and licensing implications for Implementation

1.8.1 General laws

Personnel in retail sectors must comply with general laws that regulate customer, business and employee interaction for all types of businesses, for example consumer protection and work health and safety law.

Wherever knowledge of a general law is required to effectively perform a job task described in the unit of competency, it is covered in the knowledge evidence field of the Assessment Requirements. The Assessment Conditions field requires RTOs to ensure access to or use of current regulatory documents as a resource in assessment.

As an example, the Knowledge Evidence and Assessment Conditions relevant to consumer protection laws within *SIRXCEG002 Assist with customer difficulties* is shown below.

Knowledge Evidence of Relevant Law	Assessment Conditions Resource Requirement

• Key aspects of consumer protection laws relevant to the selling of products and services:
  ◦ organisational responsibilities and rights
  ◦ customer rights
  ◦ refunds and exchanges.
	Current plain English regulatory documents outlining key aspects of consumer protection laws

1.8.2 Laws that specifically apply to the retail industry

Wherever a specific law, regulation, business or occupational licensing arrangement exists, it is mentioned in the Application section of a unit of competency. Required knowledge of that law is also described, as above, in the Knowledge Evidence field and any required resources are also prescribed in the Assessment Conditions. At the time of publication, these laws and codes and related units include:

- Food Standards Australia New Zealand Act 1991 and the Australia New Zealand Food Standards Code, which is referenced in the following units of competency:
  - SIRRFSA001 Handle food safely in a retail environment
  - SIRRFSA002 Supervise a food safety program.
- State and territory liquor licensing Acts – provisions for the responsible sale or service of alcohol in licensed venues – which are referenced in
  - SITHFAB002 Provide responsible service of alcohol.

2.0 Implementation information

2.1 Key features of the training package and the industry that will impact on the selection of training pathways

The competencies in this training package may be attained via one or more of the following:

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

2.1.1 Resourcing training and assessment pathways

The delivery of training and assessment in a realistic operational environment using current industry tools, equipment, documents and other resources plays an essential role in skills development, and produces graduates that should be immediately useful and competent in an industry environment.

Mandatory conditions and resources are specified in the Assessment Conditions field in the Assessment Requirements for each Unit of Competency. The mandatory resources include the:

- physical environment where assessment must take place
- equipment and resources that must be provided
- consumable resources or stock that must be provided
- workplace documentation required
- people who must be present, if relevant
- time imperatives and/or time constraints
- assessor requirements.

The availability of these resources will be a key factor in selecting an appropriate training and assessment pathway.

An example of Assessment Conditions from the unit *SIRRMER003 Coordinate visual merchandising activities* are outlined below*.*

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- a range of retail merchandise
- display areas
- retail display equipment and props
- product labels and price tickets
- ticketing and pricing equipment
- relevant documentation:
  - organisational visual merchandise display guidelines
  - organisational policies and procedures for:
    - merchandise labelling and pricing
    - required stock levels
    - merchandise rotation and replenishment

- relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
- Australian consumer law
- work health and safety (WHS)
- team members; these can be:

  - individuals in an industry workplace, or

2.2 Industry sectors

The retail industry is complex and comprises a range of diverse sectors and business sizes. The key commonality is that each sector operates to serve the needs of a consumer group and promote the sale of a product of service. Commonly the industries identify the following sectors which are all covered by this Training Package:

- fashion, footwear and accessories
- department stores
- food and beverage
- specialty
- supermarkets and grocery
- wholesale
- work, home and lifestyle.

2.2.1 Occupational outcomes of qualifications

Qualification	Outcome
SIR10116 Certificate I in Retail Services	This qualification reflects the role of individuals who complete a limited range of basic workplace tasks. These individuals possess a limited range of technical skills and knowledge. This qualification provides a pathway to work in a variety of industry sectors and business contexts.

Qualification	Outcome
	Individuals with this qualification are able to perform roles such as frontline team member.
SIR20216 Certificate II in Retail Services	This qualification reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others. This qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants. Individuals with this qualification are able to perform roles such as frontline team member, customer service assistant and point-of-sale operator team member.
SIR30216 Certificate III in Retail	This qualification reflects the role of individuals who have the primary responsibility of engaging the retail customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings. These individuals possess a range of well-developed skills where discretion and judgement is required. They work with some independence under limited supervision. Some individuals working at this level are responsible for supervising other team members and monitoring day-to-day workplace operations. The qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants. Individuals with this qualification are able to perform roles such as frontline sales assistant, customer service representative, shop assistant, retail supervisor, team leader and senior sales assistant.
SIR30316 Certificate III in Business to Business Sales	This qualification reflects the role of individuals who sell products to other businesses and build strong business to business relationships. These individuals possess a range of well-developed skills where discretion and judgement is required. They may provide support within a team. This qualification provides a pathway to work in businesses that supply products or services to other businesses, such as wholesalers. Individuals with this qualification are able to perform roles such as business to business sales officer, sales representative and customer service officer.
SIR40316 Certificate IV in Retail Management	This qualification reflects the role of individuals who lead a frontline team and manage day-to-day operations of a retail store or department to implement and deliver on organisational objectives and standards. These individuals possess a range of highly developed selling and customer engagement skills with sound knowledge of product and service offerings. They work

Qualification	Outcome
	with independence, taking responsibility for their own functions and outputs. This qualification provides a pathway to work in a diverse range of retail settings including speciality retailers, supermarkets, department stores, and quick service restaurants. Individuals with this qualification are able to perform roles such as store manager, department manager and assistant store manager.
SIR50116 Diploma of Retail Leadership	This qualification reflects the role of individuals who manage a retail business or multiple retail stores or departments, following a business strategy to deliver profitable results for the organisation. These individuals support senior management and provide leadership to retail teams. They plan and evaluate the work of self and others, operating with autonomy and responsibility for personal outputs. This qualification provides a pathway to work in a range of retail settings including speciality retailers, supermarkets, department stores, and quick service restaurants. Individuals with this qualification are able to perform roles such as area manager, state manager, senior store manager, cluster manager and small business owner.

2.3 Entry requirements for qualifications

Where Entry Requirements are identified, these are mandatory. Entry Requirements are identified because industry identified it is essential that one level of competence and/or experience in industry is achieved prior to entering the next level qualification.

Entry Requirements:

- do not form part of a qualification for training and assessment purposes
- must be achieved prior to enrolling in a qualification or being issued a qualification
- are specific to the knowledge, skills or experience required to enter a qualification
- may be expressed as:
  - a qualification
  - core units of competency of a lower AQF-level qualification
  - a significant number of units of competency from a lower-level qualification
  - specialist units of competency from a related stream
  - vocational expertise, including typical job roles
  - a combination of units of competency and vocational expertise.

The Entry Requirements for the qualifications within *SIR Retail Services Training Package V2.0* are listed below.

Qualification	Entry Requirement
SIR10116 Certificate I in Retail Services	There are no entry requirements for this qualification.
SIR20216 Certificate II in Retail Services	There are no entry requirements for this qualification.

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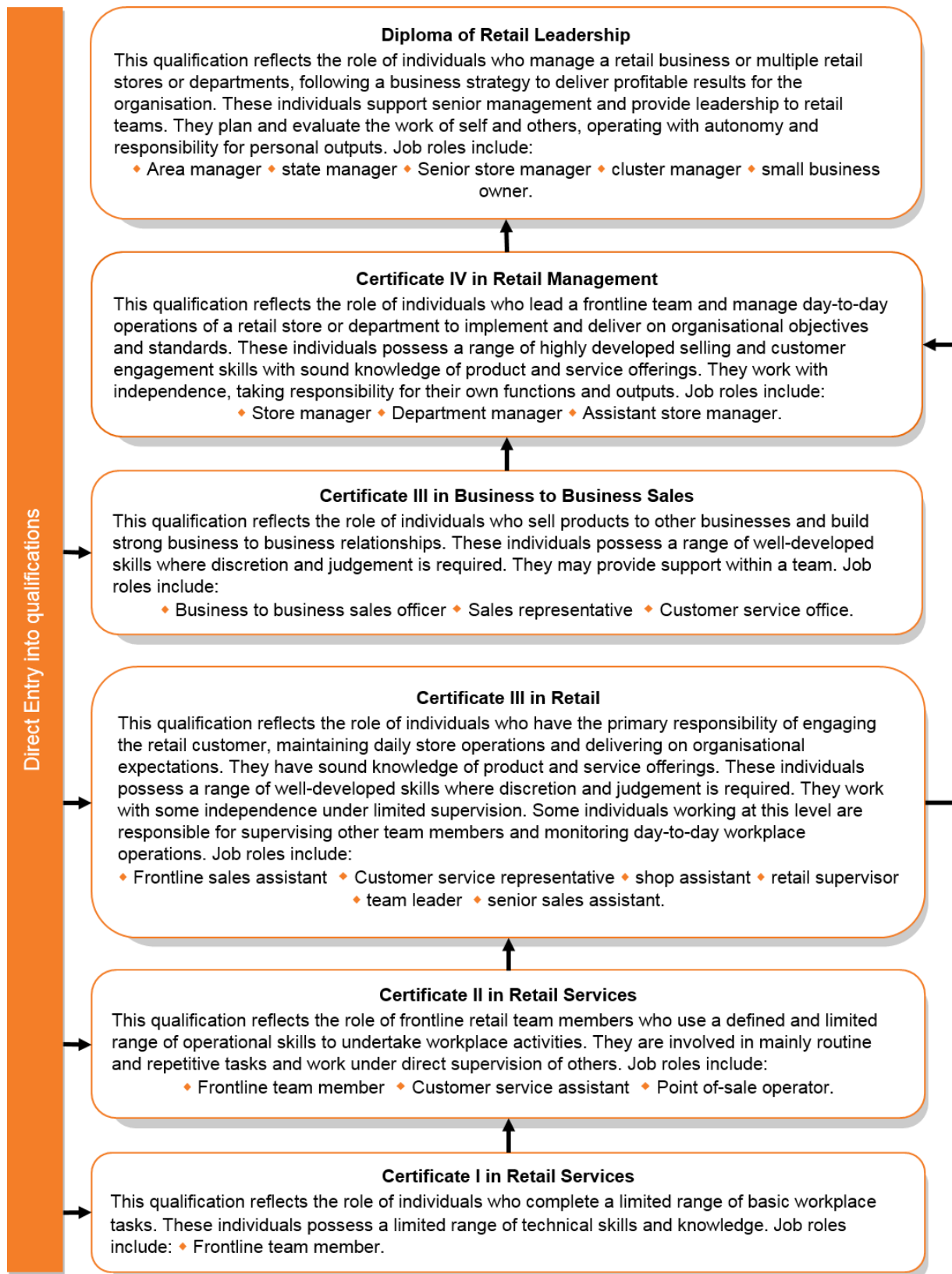| Qualification	Entry Requirement
SIR30216 Certificate III in Retail	There are no entry requirements for this qualification.
SIR30316 Certificate III in Business to Business Sales	There are no entry requirements for this qualification.
SIR40316 Certificate IV in Retail Management	Entry to this qualification is open to individuals who: • have achieved the Certificate III in Retail or • have relevant industry employment experience in a job role that has involved the application of skills and knowledge described in core units of competency from the SIR30216 Certificate III in Retail.
SIR50116 Diploma of Retail Leadership	Entry to this qualification is open to individuals who: • have achieved the Certificate IV in Retail Management or • have relevant industry employment experience in a job role that has involved the application of skills and knowledge described in core units of competency from the SIR40316 Certificate IV in Retail Management.

2.4 Pathways into and from SIR Retail Services qualifications

The following pathways chart and tables are provided to show the types of possible pathways into and from qualifications within this Training Package.

2.4.1 Retail

Direct Entry into qualifications

Diploma of Retail Leadership
This qualification reflects the role of individuals who manage a retail business or multiple retail stores or departments, following a business strategy to deliver profitable results for the organisation. These individuals support senior management and provide leadership to retail teams. They plan and evaluate the work of self and others, operating with autonomy and responsibility for personal outputs. Job roles include:
  ◆ Area manager ◆ state manager ◆ Senior store manager ◆ cluster manager ◆ small business owner.

Certificate IV in Retail Management
This qualification reflects the role of individuals who lead a frontline team and manage day-to-day operations of a retail store or department to implement and deliver on organisational objectives and standards. These individuals possess a range of highly developed selling and customer engagement skills with sound knowledge of product and service offerings. They work with independence, taking responsibility for their own functions and outputs. Job roles include:
  ◆ Store manager ◆ Department manager ◆ Assistant store manager.

Certificate III in Business to Business Sales
This qualification reflects the role of individuals who sell products to other businesses and build strong business to business relationships. These individuals possess a range of well-developed skills where discretion and judgement is required. They may provide support within a team. Job roles include:
  ◆ Business to business sales officer ◆ Sales representative ◆ Customer service office.

Certificate III in Retail
This qualification reflects the role of individuals who have the primary responsibility of engaging the retail customer, maintaining daily store operations and delivering on organisational expectations. They have sound knowledge of product and service offerings. These individuals possess a range of well-developed skills where discretion and judgement is required. They work with some independence under limited supervision. Some individuals working at this level are responsible for supervising other team members and monitoring day-to-day workplace operations. Job roles include:
  ◆ Frontline sales assistant ◆ Customer service representative ◆ shop assistant ◆ retail supervisor ◆ team leader ◆ senior sales assistant.

Certificate II in Retail Services
This qualification reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others. Job roles include:
  ◆ Frontline team member ◆ Customer service assistant ◆ Point of-sale operator.

Certificate I in Retail Services
This qualification reflects the role of individuals who complete a limited range of basic workplace tasks. These individuals possess a limited range of technical skills and knowledge. Job roles include: ◆ Frontline team member.

Individuals may enter the Certificate I in Retail Services, Certificate II in Retail Services, Certificate III in Retail and Certificate III in Business to Business Sales without prior experience or a lower-level qualification in retail or any other discipline.

The Certificate IV in Retail Management and Diploma of Retail Leadership require the completion of a lower-level retail qualification or relevant experience as outlined in the entry requirements for these qualifications.

2.4.2 Qualifications suited to VET delivered to secondary students

The following qualifications in the *SIR Retail Services Training Package V2.0* have been identified as suitable for delivery to prepare secondary students for work:

- SIR10116 Certificate I in Retail Services
- SIR20216 Certificate II in Retail Services
- It is further noted that the following units are not deemed by industry to be suitable for delivery in schools:
    - SIRXCOM003 Promote team cohesion
    - SIRRFSA002 Supervise a food safety program
    - SIRXMGT001 Supervise and support frontline team members
    - SIRRMER003 Coordinate visual merchandising activities.

2.4.3 Qualifications suited to Australian Traineeships or Apprenticeships

The following qualifications in the *SIR Retail Services Training Package V2.0* have been identified as suitable for an Australian Apprenticeship pathway:

- SIR20216 Certificate II in Retail Services
- SIR30216 Certificate III in Retail
- SIR40316 Certificate IV in Retail Management.

2.5 Access and equity considerations

Beyond the requirements specified in this Training Package, an individual's access to training and assessment should not be adversely affected by restrictions placed on location or context. Training and assessment must be bias-free.

The flexibilities offered by the *SIR Retail Services Training Package V2.0* should enhance opportunities and potential outcomes for all people so that everyone can benefit from a wider national skills base and the contribution to Australia's economic development and social and cultural life.

Standards for the registration of training organisations require RTOs to adhere to the common principles of access and equity. For implementation of the *SIR Retail Services Training Package V2.0* it is important that:

- learners have access to accurate and current information about qualifications and job outcomes in industry
- training and assessment is customised to the individual's current employment or employment prospects in their local region including access to elective units of competency to achieve relevant job outcomes and training and assessment activities that are directly related to their work
- for equity in assessment, conditions for training and assessment should not exceed those specified in the Assessment Requirements for each unit of competency
- learners have access to accurate and current information about their rights during training and assessment, including:
    - an efficient and effective complaints and appeals process
    - training, assessment and support services that meet individual needs including reasonable adjustment of assessments.

2.5.1 Reasonable adjustment

It is important that RTOs take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for learners with a disability.

Under the *Disability Standards for Education 2005*, providers must make reasonable adjustments for people with a disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of providers and the interests of learners with and without disability.

An adjustment is any measure or action that a learner requires because of their disability, and which has the effect of assisting the learner to access and participate in education and training on the same basis as learners without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of

the learner's disability, the views of the learner, the potential effect of the adjustment on the learner and others who might be affected, and the costs and benefits of making the adjustment.

A provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

It is important that providers understand that the content of the unit cannot be changed as this describes a workplace outcome. For example; the workplace requires an individual to know how to coordinate various visual merchandise displays in *SIRRMER003 Coordinate visual merchandising activities;* this must still be the outcome of the unit despite the implementation of reasonable adjustment.

It does not matter how the person gains and demonstrates that skill and knowledge. In the workplace, it is only important that they satisfy the requirements.

The inherent requirements of the actual workplace performance described by the unit of competency must inform the decision about what adjustment is reasonable. For example, *SIRRINV002 Control Stock*, requires individuals to produce stock reports. Consequently, it would not be appropriate to assess competency solely by asking oral questions about what steps need to be taken to maintain the stock; the learner would need to be able to write to produce the stock report.

Information about the Disability Standards for Education is available at: education.gov.au/disability-standards-education.

2.6 Foundation skills

The five core Foundation Skills of reading, writing, oral communication, numeracy and learning have been embedded within the units of competency in this Training Package. Additionally, employment skills (the non-technical skills and knowledge necessary for effective participation in the workforce) have also been embedded. These are: problem-solving, initiative and enterprise, teamwork, planning and organising, self-management and technology.

Foundation Skills have been included in each unit of competency in two ways:

1. Relevant skills essential to performance are explicit in the Performance Criteria, written in a way that reflects both the context and the skill level. For example, communication skills have been written explicitly in the Performance Criteria of *SIRXCEG001 Engage the customer* as follows:

1. Engage customers.	1.1. Greet customers in a polite and friendly manner within designated response times and make them a priority over other workplace duties.
	1.2. **Clearly communicate with customers using appropriate verbal and non-verbal communication.**
	1.3. Adapt communication style to appropriately communicate with customers from diverse demographic backgrounds.

2. A summary of those skills essential to performance of a unit of competency, that are **not** explicit in the Performance Criteria, are summarised in the Foundation Skills field within the unit of competency, together with a description reflecting the workplace skill. For example, in *SIRXSLS002 Follow point-of-sale procedures*, the individual is required to interpret numerical information and perform calculations. However, numeracy skills required are not explicit within the Performance Criteria, and therefore have been summarised in the Foundation Skills Field as follows:

Numeracy skills to:	1.4. **interpret numerical information from various sources and calculate accurately with or without the use of a calculator.**
	1.5. **measure or estimate quantities to calculate costs.**
	1.6. **calculate percentage discounts.**

Not every unit of competency will contain every foundation skill or employment skill. Some units of competency will contain some but not others, e.g. reading, numeracy and problem solving only. Qualifications contain a range of units of competency; the combination will appropriately cover all foundation skills and employment skills required for the job outcome.

2.7 Health and safety Implications for the retail services industries

Workers in the retail and wholesale sectors are exposed to a number of health and safety risks, including:

- robberies
- abusive or aggressive customers
- slips, trips and falls
- falling objects
- use of equipment
- Ergonomic factors, including lifting, shifting and moving stock.

Learners in the workplace or simulated environment are equally exposed to these risks. These risks can be managed through:

- the provision of procedures to manage risks
- work health and safety induction and training
- involvement of learners in hazard identification and risk assessment practices
- close supervision by trainers, assessors, workplace supervisors and managers.

Each qualification in the *SIR Retail Services Training Package V2.0* contains a work health and safety unit of competency or coverage within entry requirements, requiring learners to achieve skills and knowledge to participate, implement or manage safe work practices as appropriate to the qualification and job outcome. It is recommended that RTOs integrate the acquisition of these workplace skills and knowledge into daily training and assessment activities.

The *SIR Retail Services Training Package V2.0* includes the following work health and safety (WHS) units of competency:

- BSBWOR501 Ensure a safe workplace
- SIRXWHS001 Work safely
- SIRXWHS002 Contribute to workplace health and safety
- SIRXWHS003 Maintain workplace safety.

2.8 Legal considerations for learners in the workplace or on placements

Legitimate work-based learning programs and placements give learners an opportunity to gain experience in the workplace. Under the *Fair Work Act 2009*, a vocational placement is a working arrangement where all of the following apply:

- the worker is not paid a wage
- it is a requirement of an Australian based education or training course
- it is authorised under a law or administrative arrangement of the Commonwealth, a State or Territory.

A learner in an arrangement that meets all of these criteria is not covered by the Fair Work Act; is not entitled to the minimum wages and other entitlements provided in the National Employment Standards and any applicable modern awards or agreement.

For more information, refer to: fairwork.gov.au/pay/student-placement-and-unpaid-work/pages/student-placements-work-experience-and-internships.aspx.

Learners engaged as trainees, apprentices and those on work placements must comply with any general laws that regulate customer, business and employee interaction and should be inducted and supervised to ensure compliance.

Trainees, apprentices and learners gaining work experience are considered to be workers under Work Health and Safety (WHS) law. Provisions of law relating to worker and employer responsibilities apply. Learners should be inducted and supervised to ensure compliance.

2.9 Resources and equipment

The Assessment Requirements for each unit of competency specifies the equipment and other resources which must be provided by the RTO for assessment. This information is also relevant to delivery and is found in the Assessment Conditions field which specifies:

- where the assessment must take place, the physical environment and indicates whether a simulated environment is appropriate
- what equipment must be provided for assessment
- what types of consumable resources or stock must be provided for assessment
- what workplace documentation must be provided
- if relevant, other people who must be present during assessment.

Refer to Appendix 4: Mandatory Equipment and Resource Requirements for further information.

2.10 Simulation

2.10.1 Simulated environments for assessment

It is industry's view that employable individuals come from training and assessment that actually reflects the workplace. Accordingly, the Assessment Requirements for each *SIR Retail Services Training Package* unit of competency specifies where the assessment must take place, i.e. the physical environment. Because assessment in the workplace is not always possible, some units of competency allow assessment to be conducted in a simulated environment. An indicative statement that outlines the permitted assessment environment is as follows:

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

It is vital that simulated environments for assessment are as realistic as possible. This involves RTOs providing:

- the physical environment specified
- sufficient up-to-date equipment, software and technology
- consumable resources or stock such as diverse, commercial product ranges
- workplace documents such as policies, procedures, prescriptions, product manuals, job specifications and regulatory information
- display and storage locations, shelf facings and signage
- others with whom the individual can interact such as team members and customers.

2.10.2 Simulated workplace activities for assessment

The sector highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions. It is essential that assessment is conducted under industry-relevant conditions as close to a real work situation as possible. This involves designing assessment activities that allow the individual to:

- work with multiple and varied team members and customers
- serve sufficient customer traffic, prioritise tasks and serve customers effectively in a logical sequence
- deal with multiple sales, service or operational tasks simultaneously
- deal with multiple and varied problems and prioritise competing tasks in given timeframes
- cope with interruptions to work typical of the workplace
- work with commercially realistic speed, timing and productivity to complete the tasks required by the unit of competency
- integrate multiple competencies which an individual would naturally complete simultaneously as part of their job function.

Sometimes assessment may be conducted in the workplace environment but cannot happen on-the-job as part of the normal operation of the business. Workplace activities can be set for the purpose of assessment.

2.11 Integrated (holistic) assessment

Holistic assessment brings together a number of related units of competency, relevant to the workplace and job role, that reflect actual workplace practices. The assessor should design integrated assessment activities to collect evidence for a number of Units of Competency together. Industry sees this realistic approach as essential for both delivery and assessment.

Related units of competency can be grouped together in a number of combinations for a logical integrated assessment. Any units of competency that relate to a job function can be combined to ensure an efficient and effective assessment process. The combination must be identified by the assessor to support the needs of industry businesses and job functions.

2.10 Assessor requirements

Industry values assessors who maintain currency in training and education skills and the relevant vocational skills. Currency of vocational competence is crucial to the success of assessment outcomes for the Retail Services industry. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up to date workplace practice.

Requirements specific to individual units of competency are outlined in the related Assessment Requirements under Assessment Conditions. Each unit in *SIR Retail Services Training Package V2.0* states the following requirements:

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

2.11 Volume of learning

Qualifications in a training package must comply with Standard 8 of the *Standards for Training Packages*. This Standard requires qualifications to comply with the AQF specification for that qualification type. Volume of learning is a mandated component of the AQF qualification specifications.

The volume of learning includes more than 'delivery' and is therefore different to 'nominal hours'. Volume of Learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type, expressed in equivalent full-time years. The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following:

- guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides)
- individual study
- research
- learning activities in the workplace
- assessment activities.

3.0 Links

3.1 General

Australian Skills Quality Authority (ASQA)
asqa.gov.au/

Australian Qualifications Framework
aqf.edu.au/

Victorian Registration and Qualifications Authority (VRQA)
vrqa.vic.gov.au/Pages/default.aspx

Training Accreditation Council of Western Australia (TAC)
tac.wa.gov.au/

Department of Education and Training
education.gov.au/

Australian Apprenticeships
australianapprenticeships.gov.au/

3.2 State and Territory Training Authorities

Australian Capital Territory
det.act.gov.au/home

New South Wales
det.nsw.edu.au/

Northern Territory
det.nt.gov.au/

Queensland
training.qld.gov.au/

South Australia
www.skills.sa.gov.au

Tasmania
education.tas.gov.au/

Victoria
education.vic.gov.au/

Western Australia
dtwd.wa.gov.au/

Appendix 1: Units of competency and assessment requirements explained

Each Unit of Competency follows this format:

UNIT CODE	Units are coded in sequence from 001 onwards, for example *SIRWSLS001 Process product and service data* is coded to identify:
Version indicators (A, B etc.) have been removed. Subsequent versions of units will be given a new and unique code.	SI = Service Industries R= Training Package identifier (Retail Services) W = Sector (Wholesale) Codes no longer contain an AQF indicator which previously identified where a unit of competency was first packaged in a qualification. Units do not have an AQF level; qualifications do. Inclusion caused confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some believed, for example, that a unit of competency with an AQF indicator 3 or 4, should not or cannot be packaged in a Diploma qualification. Users should: • read the unit of competency in its entirety to determine the complexity of skills and knowledge covered • read the Application statement which describes to whom the unit applies • refer to the table in this Companion Volume Implementation Guide to check where units of competency first appear in a qualification.
UNIT TITLE	Titles tell the user at a glance what the unit is about and describe the skill succinctly in workplace language. Changes include: • Title updated to reflect additional content of unit e.g. SIRXHRM002A Recruit and select personnel updated to SIRXHRM001 Recruit, select and induct team members • Title updated to better reflect intent of unit e.g. SIRXINV001 Perform stock control procedures updated to SIRRINV001 Receive and handle retail stock • Title simplified e.g.; SIRXCCS408 Build retail relationships and sustain customer loyalty updated to SIRXCEG003 Build customer relationships and loyalty • Title updated for consistency with other units e.g. SIRXRPK001A Recommend health and nutritional products and services updated to SIRXRPK003 Advise on health and nutritional products and services.

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APPLICATION This combines the Unit descriptor and Application statement in previous units.	This statement introduces the unit of competency, assists users to understand its complexity and includes this information: • a brief description of unit content • types of businesses and/or industries to which the unit applies • who performs the function described by the unit and at what level of workplace responsibility? • typical job titles to clarify the unit's applicability to different jobs • the unit's relationship to any specific occupational licensing, certification or laws; where none exists this is stated.
PREREQUISITE UNIT	A prerequisite is a unit of competency in which the individual must be deemed competent prior to the determination of competency in the unit. Prerequisites are applicable when competency cannot be achieved in a given unit of competency without first gaining essential knowledge and skills from other unit(s) of competency. Where there is a prerequisite unit, the code and title are shown. Where none exist, the entry is shown as 'Nil'.
COMPETENCY FIELD	Units of Competency are categorised into the following fields: • CEG – Customer Engagement • CHA – Change Management • COM – Communication and Teamwork • DLV – Delivery • FIN – Finance • FSA – Food Safety • HRM – Human Resource Management • HWB – Health and Well being • IND – Working in Industry • INV – Inventory • MER – Merchandising • MRM – Merchandise Management • MGT – Management and Leadership • MKT – Marketing • PRK – Product Knowledge • RSK – Risk Management • RTF – Retail Financials • SLS – Sales • STR – Strategy • STY – Styling • TAD – Training and Development • WHS – Work Health and Safety.
UNIT SECTOR	Units are categorised as: • Cross-Sector (X) • Retail (R) • Wholesale (W)
ELEMENTS	PERFORMANCE CRITERIA
Element language has been streamlined. Some reworded for clarity.	Language has been streamlined. Some Performance Criteria have been reworded in more explicit terms, including:

	• Critical aspects for assessment statements are no longer part of a unit of competency. These included some explicit words to describe performance and some have been moved into Performance Criteria. • Range statements have been removed completely.

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills:

- reading
- writing
- oral communication
- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology.

This new field replaces **Required Skills**.

Some content previously in Required Skills moved to Knowledge Evidence for a better fit, some already covered in Performance Criteria

Some units of competency contain some foundation skills but not others, e.g. reading, numeracy and problem solving but not teamwork. This field provides a summary statement on those foundation skills that are embedded in Performance Criteria. They explain what the person is doing with the foundation skill in the context of the unit of competency and job role and provide guidance on the level of foundation skills. For example, *numeracy skills to interpret numerical information from various sources and calculate accurately with or without the use of a calculator.*

RANGE OF CONDITIONS

This is an optional field in new style units of competency. If used, the Range of Conditions can no longer provide long explanatory lists of things that might apply. **It is not** used in the way that Range Statements were previously.

Anything identified is mandatory for performance in a job and, therefore, must be assessed.

Any Range of Conditions statements can only provide details of essential but different work environments or operating conditions.

No special environmental or operating conditions apply and no Range of Conditions statements are included in any units of competency.

Information in previous Range Statements has been moved – "must" statements.

Some important content previously in Range Statements moved to other fields for a better fit. Look in:

- Performance Criteria
- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

UNIT MAPPING INFORMATION	Specifies code and title of any equivalent unit of competency from SIR07. Does not include detailed information about changes to a unit of competency. Full details are provided in a mapping table of units of competency in this Companion Volume Implementation Guide.
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide.

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TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE This field includes information previously contained in: • Critical aspects for assessment.	These statements replace but are not the same as Critical aspects statements. Performance Evidence specifies the: • required product and process evidence • frequency and/or volume of product or process evidence. In other words, what does a person have to do to: • prove that they can competently perform the specified work task? • prove they have all the knowledge to effectively perform the work task? • cover all performance criteria and foundation skills? This section uses sufficiency and consistency as a guiding principle for reliable assessment. There must be enough Performance Evidence to prove that an individual is truly competent in the unit of competency and consistently demonstrates the outcomes. Statements articulate sufficiency of evidence and ability to respond to different situations and requirements. They stipulate a requirement to, for example; • identify and respond to various types of hazards and/or emergency situations • maintain various types of facilities and/or equipment • use a diverse range of equipment • deal with a range of client needs • develop and sell a range of specified programs. To meet the volume of specified Performance Evidence required, sufficient evidence of consistent performance would be gathered: • using multiple assessments • over a period of time. Volume and type of Performance Evidence is explicitly expressed in this section. Statements are now very specific and outline stringent assessment requirements.

| KNOWLEDGE EVIDENCE

This field replaces **Required Knowledge.** | Specifies what the individual must know in order to effectively perform the work task described in the unit of competency. For some units, knowledge was very broadly expressed. New units of competency better identify breadth and depth required.

Much of the content has not changed. Content of some lost fields has been relocated here:

• Some content previously in Required Skills moved for a better fit
• Some "must'" statements previously in Range Statement moved. |

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ASSESSMENT This field includes information previously contained in: • Context of and specific resources for assessment CONDITIONS	This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies: • where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • what equipment must be provided for assessment • what types of consumable resources or stock must be provided for assessment • what workplace documentation must be provided • if relevant, other people who must be present during assessment, e.g. customers • any essential time constraints, e.g. a requirement for RTOs to design assessment activities that allow the individual to work with commercial speed, timing and productivity to provide information and advice to customers within acceptable industry and organisational timeframes • the competency requirements for assessors including requirements for industry experience (vocational competency) and currency of knowledge. These statements are now very specific and are tailored to each unit of competency.
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide.

Appendix 3: Packaging of units in the *SIR Retail Services Training Package*

Units of competency do not have an AQF level; qualifications do. To understand the complexity of the unit of competency and to choose appropriate units of competency for electives, users should:

- read the unit of competency in entirety to ascertain the complexity of skills and knowledge covered
- read the Application Statement which describes to whom the unit of competency applies
- refer to the following table which indicates where units of competency are packaged in a qualification in the *SIR Retail Services Training Package.*

Unit	Unit Description	Cert I	Cert II	Cert III	Cert IV	Diploma
Cross-Sector (X)						
Change Management (CHA)						
SIRXCHA001	Facilitate the change process				✓	
SIRXCHA002	Lead the change process					✓
Communication and Teamwork (COM)						
SIRXCOM001	Communicate in the workplace to support team and customer outcomes		✓			
SIRXCOM002	Work effectively in a team			✓		
SIRXCOM003	Promote team cohesion			✓		
Customer Engagement (CEG)						
SIRXCEG001	Engage the customer		✓	✓		
SIRXCEG002	Assist with customer difficulties			✓		
SIRXCEG003	Build customer relationships and loyalty			✓	✓	
SIRXCEG004	Create a customer-centric culture				✓	

SIRXCEG005	Maintain business to business relationships			✓		
Delivery (DLV)						
SIRXDLV001	Deliver food products			✓		
Health and Wellbeing (HWB)						
SIRXHWB001	Maintain personal health and wellbeing			✓		
SIRXHWB002	Promote workplace health and wellbeing				✓	
Human Resource Management (HRM)						
SIRXHRM001	Recruit, select and induct team members				✓	
SIRXHRM002	Maintain employee relations				✓	
Management and Leadership (MGT)						
SIRXMGT001	Supervise and support frontline team members			✓		
SIRXMGT002	Lead a frontline team				✓	
SIRXMGT003	Provide leadership to others					✓
SIRXMGT004	Plan and manage retail projects					✓
SIRXMGT005	Lead the development of business opportunities					✓
Marketing (MKT)						
SIRXMKT001	Support marketing and promotional activities			✓		
SIRXMKT002	Use social media to engage customers				✓	
SIRXMKT003	Manage promotional activities				✓	✓
SIRXMKT004	Undertake digital marketing activities					✓
SIRXMKT005	Develop a marketing strategy					✓
Product Knowledge (PDK)						
SIRXPDK001	Advise on products and services		✓			

SIRXPDK002	Advise on food products and services		✓	✓		
SIRXPDK003	Advise on health and nutritional products and services			✓		
Risk Management and Security (RSK)						
SIRXRSK001	Identify and respond to security risks		✓	✓		
SIRXRSK002	Maintain store security				✓	
SIRXRSK003	Manage risk in the retail environment					✓
Sales (SLS)						
SIRXSLS001	Sell to the retail customer			✓		
SIRXSLS002	Follow point-of-sale procedures		✓			
SIRXSLS003	Achieve sales results				✓	
SIRXSLS004	Drive sales results					✓
Strategy (STR)						
SIRXSTR001	Undertake strategic planning in retail					✓
Training and Development (TAD)						
SIRXTAD001	Train others in frontline tasks			✓		
SIRXTAD002	Develop the retail frontline				✓	
SIRXTAD003	Coach others for success					✓
Work Health and Safety (WHS)						
SIRXWHS001	Work safely	✓				
SIRXWHS002	Contribute to workplace health and safety		✓	✓		
SIRXWHS003	Maintain workplace safety				✓	
Working in industry (IND)						
SIRXIND001	Work effectively in a service environment	✓	✓	✓		

SIRXIND002	Organise and maintain the store environment		✓	✓		
SIRXIND003	Organise personal work requirements	✓	✓	✓		
SIRXIND004	Plan a career in the retail industry	✓	✓			
SIRXIND005	Develop personal productivity			✓	✓	
Retail (R)						
Food Safety (FSA)						
SIRRFSA001	Handle food safely in a retail environment		✓	✓	✓	
SIRRFSA002	Supervise a food safety program			✓	✓	
Inventory (INV)						
SIRRINV001	Receive and handle stock		✓	✓		
SIRRINV002	Control stock			✓	✓	
Merchandising (MER)						
SIRRMER001	Produce visual merchandise displays		✓	✓		
SIRRMER002	Merchandise food products		✓	✓		
SIRRMER003	Coordinate visual merchandising activities			✓	✓	
Merchandise Management (MRM)						
SIRRMRM001	Plan merchandise buying strategy					✓
Retail Financials (RTF)						
SIRRRTF001	Balance and secure point-of-sale terminal			✓		
SIRRRTF002	Monitor retail store financials				✓	
SIRRRTF003	Drive retail profitability					✓
Styling (STY)						
SIRRSTY001	Style the retail customer			✓		

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Wholesale (W)						
Finance (FIN)						
SIRWFIN001	Complete debtor processes			✓		
Sales (SLS)						
SIRWSLS001	Process product and service data			✓		
SIRWSLS002	Analyse and achieve sales targets			✓		
SIRWSLS003	Build sales of branded products			✓		
SIRWSLS004	Optimise customer and territory coverage			✓		

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Appendix 4: Mandatory equipment and resource requirements

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
Cross-Sector					
Change Management (CHA)					

SIRXCHA001 Facilitate the change process	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
				• organisational policies and procedures relevant to change.	• team members with whom the individual can interact; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXCHA002 Lead the change process	Skills must be demonstrated in: • an industry workplace			• relevant documentation: ○ organisational policies and procedures relevant to change management	• stakeholders with whom the individual can interact; these can be:

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	• a simulated industry environment.			○ internal and external data on change drivers.	○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Communication and Teamwork (COM)					
SIRXCOM001 Communicate in the workplace to support team and customer outcomes	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.	• telephone.		• organisational policies and procedures for: ○ allocated duties and responsibilities ○ internal and external customer and colleague interactions ○ use of communication media.	• a range of people with different requirements; this can be: ○ customers or team members in a retail industry workplace with whom the individual works during the assessment process ○ individuals who participate in role plays or simulated activities, set up for the purpose of

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					assessment, in a simulated industry environment.

SIRXCOM002 Work effectively in a team	Skills must be demonstrated in:
	
	• an industry workplace
	• a simulated industry environment.
				• organisational policies and procedures for:
				   ○ team interactions
				• workplace tasks for completion.
					• team members; these can be:
					   ○ individuals in an industry workplace, or
					   ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXCOM003 Promote team cohesion	Skills must be demonstrated in:
	
	• an industry workplace
	• a simulated industry environment.
				• relevant documentation:
				   ○ organisational:
				     ▪ vision and values
				     ▪ expectations of team members relevant to performance and goal attainment
				     ▪ workplace goals
				• team performance data.
					• team members; these can be:
					   ○ individuals in an industry workplace, or
					   ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Customer Engagement (CEG)					

SIR RETAIL SERVICES

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People

SIRXCEG001 Engage the customer	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
				• relevant documentation:
				   ○ organisational service standards and procedures for:
				      ▪ designated customer service response times
				      ▪ interacting with customers
				      ▪ solving routine customer problems
				      ▪ providing information to customers.
					• customers from a diverse range of backgrounds; these can be:
					   ○ individuals in an industry workplace, or
					   ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXCEG002 Assist with customer difficulties	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
				• organisational policies and procedures for:
				   ○ processing refunds and exchanges
				   ○ resolving customer complaints
				   ○ recording customer complaints
				   ○ dealing with difficult customers:
				      ▪ customers displaying verbal aggression
				      ▪ customers refusing to leave or be pacified
					• customers with whom the individual can interact; these can be:
					   ○ individuals in an industry workplace, or
					   ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				▪ drug or alcohol affected customers ▪ customers displaying violent or threatening behaviour ○ escalated customer complaints.	
SIRXCEG003 Build customer relationships and loyalty	Skills must be demonstrated in a services industry environment. This can be: ● an industry workplace ● a simulated industry environment			● relevant documentation: ○ industry and organisational: ▪ professional service standards ▪ attitudes and attributes expected when engaging with customers ▪ different customer service needs and expectations ▪ types of customer benefits ● current plain English regulatory documents distributed by government regulators for: ○ consumer protection law ○ privacy law.	● customers; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Unit	Environment	Equipment	Consumable Resources	Documents	Other People

SIRXCEG004 Create a customer-centric culture	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
				• organisational customer service standards:
				  ○ professional service standards
				  ○ designated response times
				  ○ customer service procedures
				  ○ resources required to deliver on customer service standards.
					• team members and customers; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXCEG005 Maintain business to business relationships	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
				• sources of product information
				• organisational policies and procedures for:
				  ○ building relationships with business customers
				  ○ pricing
				• forecasts for current and future market trends.
					• business customers with different requirements; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Delivery (DLV)					

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
SIRXDLV001 Deliver food products	Skills must be demonstrated in a retail work environment. This can be: • an industry workplace • a simulated industry environment.	• food storage and packaging equipment.	• food products for delivery.	• relevant documentation: ○ organisational policies and procedures as relevant to delivery of food products: ▪ food safety ▪ cash handing ▪ customer service standards ▪ delivery ▪ WHS ▪ personal, product and cash security ▪ responding to theft, loss or accident ▪ customer orders ▪ delivery documents ▪ reporting documents.	• customers; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Health and Wellbeing (HWB)					
SIRXHWB001 Maintain personal health and wellbeing	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.			• sources of information on workplace health and wellbeing • personal health and wellbeing plans.	
SIRXHWB002 Promote workplace health and wellbeing	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.			• sources of information on workplace health and wellbeing.	• team members with whom the individual can interact; these can be: ○ individuals in an industry workplace, or

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Human Resource Management (HRM)					

SIRXHRM001 Recruit, select and induct team members	Skills must be demonstrated in:
	
	● an industry workplace
	● a simulated industry environment.
				● relevant documentation:
				  ○ organisational policies and procedures for:
				    ▪ developing selection criteria
				    ▪ advertising vacant positions
				    ▪ interview and selection processes
				    ▪ induction process
				    ▪ recruitment documentation
				    ▪ roles and responsibilities of personnel involved in the recruitment and induction process
				    ▪ procedures for employment
					● job applicants with whom the individual can interact; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				and referee checks ▪ approval processes for recruitment of new personnel ○ equal opportunity and EEO legislation ○ awards and agreements ○ job descriptions ○ recruitment, selection and induction materials.	
SIRXHRM002 Maintain employee relations	Skills must be demonstrated in: • an industry workplace • a simulated retail work environment.			• relevant documentation: ○ current industrial awards and agreements ○ organisational policy and procedures as outlined in the Knowledge Evidence ○ relevant legislation and industry codes of practice as outline in the Knowledge Evidence.	• team members; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Management and Leadership (MGT)					
SIRXMGT001 Supervise and support frontline team members	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.			• relevant organisational documentation: ○ performance standards for frontline tasks ○ organisational vision	• team members; these can be: ○ individuals in an industry workplace, or

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				○ key elements and steps of frontline tasks.	○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXMGT002 Lead a frontline team	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
				• relevant documentation:
				  ○ organisational policies and procedures for:
				    ▪ monitoring standards of performance
				    ▪ addressing poor performance
				    ▪ dealing with workplace conflict
				  ○ organisational standards of performance
					• team members; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXMGT003 Provide leadership to others	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
				• relevant documentation:
				  ○ organisational vision and plans
				  ○ organisational policies and procedures:
				    ▪ conflict and dispute resolution.
					• team members; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					up for the purpose of assessment, in a simulated industry environment.

SIRXMGT004 Plan and manage retail projects	Skills must be demonstrated in:
	
	• an industry workplace
	• a simulated retail work environment.
		• information and communications technology currently used to manage projects.		• physical and financial resources to support the project.	• a project team for whom the individual is a leader
					• project stakeholders with whom the individual can interact; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXMGT005 Lead the development of business opportunities	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
				• sources of information on internal and external operating environments.	• stakeholders with whom the individual can interact; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					role plays or simulated activities, set up for the purpose of assessment, in a simulated industry.
Marketing (MKT)					
SIRXMKT001 Support marketing and promotional activities	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.			• organisational policies and procedures for the implementation of marketing and promotional activities as relevant to own role • marketing or promotional plans.	

SIRXMKT002 Use social media to engage customers	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
		• computer or mobile device with Internet access
		• social media monitoring tools
		• social media platforms
		• customer postings on social media platforms.
				• relevant documentation:
				  ○ organisational policies and procedures for social media use
				  ○ legal and ethical use of social media
				• social media content calendar that details:
				• key events and promotions
				  ○ milestones and relevant dates
				  ○ content for release
				• files for use across social media platforms:
				  ○ image files
				  ○ text files
				  ○ PDF files
				  ○ audio files
				  ○ video files
				  ○ link associated files.	

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People

SIRXMKT003 Manage promotional activities	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
				• promotional activities
				• relevant documentation:
				  ○ sales results for the specified promotional period
				  ○ promotional brief
				  ○ organisational policies and procedures for promotional activities
				  ○ organisational promotional guidelines
				  ○ relevant commercial law and legislation regarding promotional activities.	

SIRXMKT004 Undertake digital marketing activities	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
		• computer or device with internet access
		• an editable retail website
		• digital marketing testing and monitoring tools.
				• relevant documentation:
				  ○ organisational digital marketing plan
				  ○ legal and ethical practices for use of digital marketing
				  ○ digital marketing organisational policies and procedures
				  ○ digital marketing analytics.	

SIRXMKT005 Develop a marketing strategy	Skills must be demonstrated in an operational business operation or activity. This can be:
	• an industry workplace
	• a simulated industry environment.
		• product or service for which market planning can be undertaken.		• existing organisational marketing strategy and plans
				• sources of information on internal and external operating environments.
					• stakeholders with whom the individual can interact; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					activities, set up for the purpose of assessment, in a simulated industry.
Product Knowledge (PDK)					

SIRXPDK001 Advise on products and services	Skills must be demonstrated in a services industry environment. This can be:
	• an industry workplace
	• a simulated industry environment.
		• a range of communication equipment.	• a range of stock and merchandise.	• sources of product information
				• relevant documentation:
				  ○ price lists
				  ○ organisational policy and procedures.
					• customers; these can be:
					  ○ customers in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXPDK002 Advise on food products and services	Skills must be demonstrated in a services industry environment. This can be:
	• an industry workplace
	• a simulated retail work environment.
			• a range of food stock, including items with labels.	• sources of product information
				• documentation:
				  ○ organisational policies and procedures
				  ○ pricing information
				  ○ customer order forms.
					• customers; these can be:
					  ○ customers in a retail industry workplace who interact with the individual during the assessment process
					  ○ individuals who participate in role plays or simulated

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					activities set up for the purpose of assessment.

SIRXPDK003 Advise on health and nutritional products and services	Skills must be demonstrated in a services industry environment. This can be:
	• an industry workplace
	• a simulated retail work environment.
			• a range of health and nutritional products.	• sources of health and nutritional product and service information
				• relevant documentation:
				  ○ organisational policies and procedures
				  ○ pricing information.
					• customers; these can be:
					  ○ customers in a retail industry workplace who interact with the individual during the assessment process
					  ○ individuals who participate in role plays, or simulated activities set up for the purpose of assessment.

Risk Management and Security (RSK)					

SIRXRSK001 Identify and respond to security risks	Skills must be demonstrated in a services industry environment. This can be:
	• an industry workplace
	• a simulated industry environment.
				• organisational policies and procedures relevant to security as listed in the Knowledge Evidence.	• customers and team members; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					industry environment.
SIRXRSK002 Maintain store security	Skills must be demonstrated in a services industry environment. This can be: • an industry workplace • a simulated industry environment.	• relevant equipment: ○ alarm systems ○ surveillance equipment ○ point-of-sale equipment ○ communication equipment.		• relevant documentation: ○ organisational policy and procedures as listed in the Knowledge Evidence.	• customers and team members; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
SIRXRSK003 Manage risk in the retail environment	Skills must be demonstrated in a services industry environment. This can be: • an industry workplace • a simulated industry environment.	• relevant business technology with internet capability for research.		• relevant documentation: ○ relevant legislation, regulations, standards and codes ○ organisational policies procedures relevant to risk management as listed in the Knowledge Evidence ○ existing risk management plan.	• internal and external stakeholders with whom to consult; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
Sales (SLS)					

SIRXSLS001 Sell to the retail customer	Skills must be demonstrated in a retail environment. This can be:
	
	• an industry workplace
	• a simulated industry environment set up for the purposes of assessment.
				• relevant documentation:
				  ○ organisational policies and procedures for:
				    ▪ customer service
				    ▪ sale of products and services
				    ▪ resolving customer complaints
				    ▪ collection and storage of customer details
				  ○ organisational product information and price lists
				  ○ supplier brochures, information sheets and price lists
				  ○ promotional activity information
				  ○ current plain English regulatory documents distributed by government regulators for:
				    ▪ consumer protection law
				    ▪ privacy law.
					• customers with whom the individual can interact to sell products and services; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

SIRXSLS002 Follow point-of-sale procedures	Skills must be demonstrated in a services industries environment. This can be:	• point-of-sale equipment and consumables.	• cash.	• organisational policies and procedures for point-of-sale activities	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	• an industry workplace • a simulated industry environment.			• financial transaction documentation for non-cash sales.	

SIRXSLS003 Achieve sales results	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
				• relevant documentation:
				  ○ organisational policy and procedures for sales process and customer service standards
				  ○ sales targets
				  ○ records of previous sales.
					• team members; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

SIRXSLS004 Achieve sales results	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
		• relevant business technology with internet capability.		• organisational documentation:
				  ○ sales strategy
				  ○ sales performance records
				  ○ sales targets
				• sources of customer feedback.	

Training and Development (TAD)					
SIRXTAD001 Train others in frontline tasks	Skills must be demonstrated in a services industry			• relevant documentation: ○ organisational policies and procedures for task completion	• team members in need of on-the-job training; these can be:

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	environment. This can be: • an industry workplace • a simulated industry environment.			○ organisational expected standards and timeframes for task completion.	○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
SIRXTAD002 Develop the retail frontline	Skills must be demonstrated in a services industry environment. This can be: • an industry workplace • a simulated industry environment.			• relevant documentation for: ○ industry and organisational skills requirements: ▪ position descriptions ▪ organisational procedures relevant to job role ▪ industry standards and codes of practice relevant to job role.	• team members in need of development; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
SIRXTAD003 Coach others for success	Skills must be demonstrated in a services industry environment. This can be:				• team members in need of coaching; this can be:

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	• an industry workplace • a simulated industry environment.				○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Work Health and Safety (WHS)					
SIRXWHS001 Work safely	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.	• equipment and material requirement by the job role.		• organisational work health and safety policies and procedures • reporting documentation for WHS incidents.	

SIRXWHS002 Contribute to workplace health and safety	Skills must be demonstrated in:
	• an industry workplace
	• a simulated industry environment.
				• organisational work health and safety policies and procedures
				• reporting documentation for:
				  ○ accidents
				  ○ incidents
				  ○ emergencies
				  ○ hazard identification and reporting.
					• individuals with whom to interact during consultation processes; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					a simulated industry environment.
SIRXWHS003 Maintain workplace safety	Skills must be demonstrated in: • an industry workplace • a simulated industry environment.	• relevant work health and safety equipment.		• relevant documentation: ○ WHS legislation ○ organisational policy and procedures for work health and safety ○ incident reporting forms ○ WHS records.	• team members; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Working in industry (IND)					
SIRXIND001 Work effectively in a service environment	Skills must be demonstrated in a services industry environment. This can be: • an industry workplace • a simulated industry environment.	• relevant business technology with internet capability.		• relevant documentation: ○ current plain English guidelines issued by regulatory bodies covering: ▪ minimum workplace entitlements provided by the National Employment Standards (NES) ▪ relevant provisions of Commonwealth, state or	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				territory anti-discrimination and equal employment opportunity (EEO) law ▪ industrial awards for retail employees, issued by regulatory bodies or unions ○ organisational policies and procedures that relate to general work practices as detailed in the Knowledge Evidence.	

SIRXIND002 Organise and maintain the store environment	Skills must be demonstrated in a services industry environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
	• work areas to be maintained.
		• cleaning products and equipment.	• workplace waste for disposal.	• organisational policies and procedures for:
				  ○ work health and safety
				  ○ general housekeeping
				  ○ personal hygiene
				  ○ reporting problems and faults
				  ○ point of sale stock requirements
				  ○ use, maintenance and storage of cleaning products and equipment
				  ○ use of hazardous cleaning substances
				  ○ waste disposal, recycling and	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				environmental protection • manufacturer instructions for use of cleaning equipment, cleaning materials and hazardous substances.	
SIRXIND003 Organise personal work requirements	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment.			• workplace tasks for completion • organisational procedures relating to personal work requirements: ○ quality standards ○ timeframes for completion.	
SIRXIND004 Plan a career in the retail industry	Skills must be demonstrated in a services industries environment. This can be: • an industry workplace • a simulated industry environment.	• internet.			
SIRXIND005 Develop personal productivity	Skills must be demonstrated in a services industries environment. This can be: • an industry workplace • a simulated industry environment.			• sources of information on organisational and industry skill and knowledge requirements • template for personal development plans.	• individuals who can provide feedback on skill and knowledge level; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					purpose of assessment, in a simulated industry environment.
Retail (R)					
Food Safety (FSA)					

SIRRFSA001 Handle food safely in a retail environment	Skills must be demonstrated in a retail environment. This can be:
	• an industry workplace
	• a simulated industry environment.
		• personal protective clothing and equipment:
		  ○ aprons and outerwear
		  ○ food handling gloves
		  ○ correct head and footwear
		• food handling implements
		• food storage and display equipment.
			• cleaning and sanitation materials and chemicals
			• a range a food products.
				• relevant documentation:
				  ○ organisational food safety program
				  ○ organisational policy and procedures for food safety and hygiene and sanitation practices
				  ○ hazard control measures
				  ○ food safety incident report
				  ○ cleaning and maintenance schedules and safety data sheets for cleaning and sterilising products.	

SIRRFSA002 Supervise a food safety program	Skills must be demonstrated in a retail environment. This can be:
	• an industry workplace
	• a simulated retail work environment.
		• personal protective clothing and equipment:
		  ○ aprons and outerwear
		  ○ food handling gloves
		  ○ correct head and footwear
		• food handling implements
			• cleaning and sanitation materials and chemicals
			• a range a food products.
				• relevant documentation:
				  ○ food safety program
				  ○ organisational policy and procedures on hygiene and sanitation practices
				  ○ hazard control measures
				  ○ food safety incident report
				  ○ cleaning and maintenance
					• team members; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
		• food handling equipment • food storage and display equipment.		schedules and safety data sheets for cleaning and sterilising products	assessment, in a simulated industry environment.
Inventory (INV)					
SIRRINV001 Receive and handle stock	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment. • stock receiving bay or area • stock storage areas.	• a computerised stock control system.	• stock.	• stock manufacturers' instructions for stock handling and storage • organisational policies and procedures for stock handling and control 　○ stock control documentation 　○ delivery dockets 　○ orders 　○ reporting documentation.	
SIRRINV002 Control stock	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment.	• a computerised stock control system.	• stock for use in stock control activities.	• organisational policies and procedures for stock control.	• team members; these can be: 　○ individuals in an industry workplace, or 　○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Merchandising (MER)					
SIRRMER001 Produce visual	Skills must be demonstrated in a retail	• retail display equipment and props.	• a range of retail merchandise.	• product labels and price tickets	•

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People

merchandise displays	environment. This can be:
	
	• an industry workplace
	• a simulated industry environment set up for the purposes of assessment.
	• display areas.
				• ticketing and pricing equipment
				• organisational visual merchandise display guidelines
				• organisational procedures for:
				  ○ manual handling techniques for protection of self and merchandise
				  ○ storage of merchandise and equipment
				  ○ damaged or out of date stock
				  ○ maintenance of display areas
				  ○ merchandise rotation and replenishment
				  ○ product labelling and pricing
				  ○ unpacking merchandise.	

SIRRMER002 Merchandise food products	Skills must be demonstrated in a retail environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
	• display areas.
		• display equipment and props for:
		  ○ cleaning equipment and materials
		  ○ food preparation and handling equipment
		• personal protective equipment and clothing.
			• a range of food products for display.	• product labels and price tickets
				• ticketing and pricing equipment
				• organisational food display guidelines
				• relevant documentation:
				  ○ organisational policies and procedures as listed in the Knowledge Evidence
				  ○ food safety guidelines as applicable to	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				specific food products.	

SIRRMER003 Coordinate visual merchandising activities	Skills must be demonstrated in a retail environment. This can be:
	
	• an industry workplace
	• a simulated industry environment.
	• display areas.
		• retail display equipment and props.	• a range of retail merchandise.	• product labels and price tickets
				• ticketing and pricing equipment
				• relevant documentation:
				  ○ organisational visual merchandise display guidelines
				  ○ organisational policies and procedures for:
				    ▪ merchandise labelling and pricing
				    ▪ required stock levels
				    ▪ merchandise rotation and replenishment
				  ○ relevant industry codes of practice, legislation and statutory requirements for coordinating merchandise presentation:
				    ▪ Australian consumer law
				    ▪ work health and safety (WHS)
					• team members; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Merchandise Management (MRM)					
SIRRMRM001 Plan merchandise buying strategy	Skills must be demonstrated in a retail environment. This can be:			• past performance data • organisational marketing calendar	• stakeholders and suppliers with whom the individual can

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	• an industry workplace • a simulated industry environment.			• store opening and closing information • sales data.	interact; these can be: ○ stakeholders and suppliers in an industry workplace, or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Retail Financials (RTF)					
SIRRRTF001 Balance and secure point-of-sale terminal	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment.	• point-of-sale equipment and consumables.	• cash.	• organisational policies and procedures for point-of-sale balancing • financial transaction documentation for non-cash sales.	
SIRRRTF002 Monitor retail store financials	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment.			• relevant documentation: ○ store budgets ○ store financial reports ○ template store financial reporting documents ○ template store rostering documents ○ current plain English guidelines issued by	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				regulatory bodies covering: - minimum workplace entitlements provided by the National Employment Standards (NES) - industrial awards for retail employees ● organisational policies and procedures for: - rostering - labour spend allowance - schedule amendment procedures - shrinkage concerns - human resource policies and procedures relevant to staff work hours and leave entitlements - operational requirements of the business activity, department or event subject to rostering - wage budget for the business activity, department or event subject to rostering.	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
SIRRRTF003 Drive retail profitability	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment.			• organisational budgets and financial plans • organisational financial results including: ○ sales ○ variable costs ○ semi-variable costs.	• stakeholders and team members with whom the individual can interact; these can be: ○ relevant personnel and team members in a retail workplace, or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.
Strategy (STR)					
SIRRSTR001 Undertake strategic planning in retail	Skills must be demonstrated in a retail environment. This can be: • an industry workplace • a simulated industry environment.			• organisational mission, vision and values statement • sources of information on internal and external operating environments.	• stakeholders with whom the individual can interact; these can be: ○ individuals in an industry workplace, or ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					a simulated industry.
Styling (STY)					

SIRRSTY001 Style the retail customer	Skills must be demonstrated in a retail environment. This can be:
	• an industry workplace
	• a simulated industry environment.
			• range of merchandise including a complementary product range.	• sources of product information:
				  ○ organisational product information and price lists
				  ○ supplier brochures, information sheets and price lists
				• organisational policies and procedures relating to the sale of products and services.
					• customers with varying styling requirements; these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Wholesale (W)					
Finance (FIN)					

SIRWFIN001 Complete debtor processes	Skills must be demonstrated in a wholesale environment. This can be:
	• an industry workplace
	• a simulated industry environment.
		• a computerised business financial system, associated documentation and customer records.		• organisational policies and procedures for financial administration.	• customers these can be:
					  ○ individuals in an industry workplace, or
					  ○ individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in

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Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					a simulated industry environment.
Sales (SLS)					
SIRWSLS001 Process product and service data	Skills must be demonstrated in a wholesale environment. This can be: • an industry workplace • a simulated industry environment.	• a computerised business sales system and associated documentation, product information and customer records.		• organisational policies and procedures for sales system administration.	
SIRWSLS002 Analyse and achieve sales targets	Skills must be demonstrated in a wholesale environment. This can be: • an industry workplace • a simulated industry environment.	• a business sales system.		• organisational business plans and objectives • organisational policies and procedures for sales activities.	
SIRWSLS003 Build sales of branded products	Skills must be demonstrated in a wholesale environment. This can be: • an industry workplace • a simulated industry environment.	• a business sales system.		• organisational business plans and objectives • organisational policies and procedures for sales activities • sources of market information relevant to the product and customers.	
SIRWSLS004 Optimise customer and territory coverage	• Skills must be demonstrated in a wholesale environment. This can be: • an industry workplace	• a business sales system.		• organisational business plans and objectives • organisational policies and procedures for sales activities.	• customers with different requirements.

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	• a simulated industry environment.				