

Retail Services Curriculum Framework

Stage 6 Syllabus

**based on the SIR Retail Services
Training Package (version 5)**

for implementation from 2021

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1 Introduction to the Retail Services Curriculum Framework

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

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

1.1 AQF VET qualifications available in the Retail Services Curriculum Framework

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

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

- SIR20116 Certificate II in Community Pharmacy
- SIR30216 Certificate III in Retail.

1.2 Industry context – retail services

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

Around 10 per cent of the total workforce is in the retail industry. Retail job roles include sales assistant, retail supervisor, retail manager and visual merchandiser. Retail trade is the largest employing industry of workers aged 15–24 years, offering many their first job and equipping them with skills for the rest of their career. Retail is a people business and success relies on quality goods, services and staff.

The modern shopper expects an ‘experience’, personalised service, value and convenience. Staff need to be experts in the products and services they are selling and to engage and build relationships with the customer. Successful retailers need to invest in training of their frontline sales staff and promote opportunities and career pathways.

In Australia, community pharmacy not only involves selling prescription and non-prescription medicines but also plays a role in the healthcare system through the provision of related support services, such as medication management and preventative health education, information and advice. Community pharmacies are highly regulated which not only shapes the industry structure, but also governs its operations and affects the role of the pharmacy assistant.¹

¹ <http://skillsiq.com.au>

1.3 HSC VET course and AQF VET qualification completion requirements

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

1.3.1 HSC VET course requirements

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

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

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

- HSC VET course requirements (refer to Sections 2.2–2.4 of this Syllabus)
- requirements for satisfactory course completion (refer to the NSW Education Standards Authority (NESA) [Assessment Certification Examination \(ACE\) website](#)). There must be sufficient evidence that the student has:
 - followed the course developed by NESA
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
 - achieved some or all of the course outcomes
 - undertaken the mandatory work placement.

1.3.2 AQF VET qualification requirements

To receive AQF VET qualifications, students must meet the assessment requirements of the *SIR Retail Services Training Package* (training.gov.au).

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

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

Qualification packaging rules for the AQF VET qualifications available through the Retail Services Curriculum Framework are contained in the *SIR Retail Services Training Package*. [Associated documents](#) have been developed to describe how qualifications can be achieved through the Framework.

1.4 HSC VET course delivery

HSC VET courses can only be delivered by an RTO with the relevant qualification and units of competency on their scope of registration. Scope of registration can be checked at training.gov.au.

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

Information about the delivery of HSC VET courses by RTOs other than school system RTOs or TAFE NSW is contained on the [ACE website](#).

Non-government schools outsourcing delivery of HSC VET courses to external providers also need to refer to the [Registered and Accredited Individual Non-government Schools \(NSW\) Manual](#) or [Registration Systems and Member Non-government Schools \(NSW\) Manual](#).

1.5 Outcomes and content

The HSC outcomes and content for this industry curriculum framework are defined in:

- the units of competency (refer to Section 2.4 of this Syllabus)
- HSC Content focus areas (refer to Section 3 of this Syllabus).

1.6 Assessment requirements and advice

HSC VET courses are competency-based. NESA and the VET Quality Framework require that a competency-based approach to assessment is used. For more advice on appropriate assessment practice in relation to the Retail Services Curriculum Framework see [Assessment and Reporting in Retail Services](#).

An integrated or holistic approach to course delivery and assessment should be adopted.

2 Course structures and requirements

2.1 Retail Services HSC VET courses

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

The Retail Services Curriculum Framework contains the following courses:

- Retail Services (120 indicative hours) – see Section 2.2 of this Syllabus
- Retail Services (240 indicative hours) – see Section 2.3 of this Syllabus.

2.1.1 Unit credit for the Higher School Certificate

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

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

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

Table 1 HSC credit units for Retail Services HSC courses

HSC VET course	HSC credit units
Retail Services (120 indicative hours)	2
Retail Services (240 indicative hours)	4

2.1.2 NESAs course numbers

NESA course name	Pattern of study	NESA course number	Schools Online entry advice
Retail Services (120 hours)	2 units x 1 year	26910	Enter this course number for either Year 11 (Preliminary) or Year 12 (HSC)
Retail Services (240 hours)	2 units x 2 years	26911	Enter this course number for both Year 11 (Preliminary) and Year 12 (HSC)
	or		
	4 units x 1 year	26912	Enter this course number for either Year 11 (Preliminary) or Year 12 (HSC)
Retail Services HSC Examination	n/a	26999	Enter this course number as an Year 12 (HSC) entry in the year the examination is undertaken

2.1.3 Allocation of HSC indicative hours of credit

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

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

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

The HSC indicative hours assigned to each unit of competency are listed in Section 2.4 of this Syllabus.

It is anticipated the majority of students completing the 240-hour course under regular course arrangements would have the opportunity to achieve a Certificate II or III qualification.

2.1.4 Work placement requirements

Work placement is a mandatory HSC requirement within this Framework and minimum hours have been assigned to HSC VET courses.

Work placement is to be undertaken in an appropriate community pharmacy or retail work environment.

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

Recognition of Prior Learning (RPL) may be granted for mandatory work placement requirements. Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course ([ACE 8051](#)).

Non-completion of work placement is grounds for withholding the HSC course. Schools and colleges are advised to follow the procedure for issuing 'N' determinations as outlined on the [ACE website](#).

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

Table 2 Minimum work placement hours for Retail Services HSC courses

Retail Services Framework course	Minimum work placement requirement
Retail Services (120 indicative hours)	35 hours
Retail Services (240 indicative hours)	70 hours

For more information see [Work Placement in Retail Services](#).

2.2 Retail Services (120 indicative hours)

AQF VET qualifications

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

Statement of Attainment towards:

- [SIR20116 Certificate II in Community Pharmacy](#)
- [SIR30216 Certificate III in Retail](#)

Course structure

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

(See Section 2.4, Tables 3–7 of this Syllabus.)

Course requirements – Retail Services (120 indicative hours)

Students **must** attempt:

a selection of units of competency from the **HSC mandatory, streams and/or elective pool** to a minimum of **120 HSC indicative hours**

(Section 2.4, Tables 3–7)

a minimum of **35 hours of work placement**

(Section 2.1.4)

2.3 Retail Services (240 indicative hours)

AQF VET qualifications

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

- [SIR20116 Certificate II in Community Pharmacy](#)
- [SIR30216 Certificate III in Retail](#)

Course structure

This course consists of:

- four mandatory focus areas (containing ten associated units of competency – students undertake seven units)
- three stream focus areas:
 - General selling (containing two units of competency)
 - Food selling (containing three units of competency)
 - Community pharmacy (containing two units of competency)
- a range of elective units of competency which can be selected from the streams not already undertaken and/or the HSC elective pool
- HSC Content – mandatory and stream focus areas.

(See Section 2.4, Tables 3–7 and Section 3 of this Syllabus.)

Retail Services HSC examination

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

The HSC Content (focus areas) for the HSC examination is detailed in Section 3 of this Syllabus.

Course requirements – Retail Services (240 indicative hours) – students attempt ONE of the following:

Pathway to
SIR30216 Certificate III in Retail
(General selling focus)

SEVEN mandatory units of competency
(Section 2.4, Table 3)
with the following focus areas
Customer service
Safety
Sales and security
Working in the industry
(Section 3)

TWO General selling stream units of competency
(Section 2.4, Table 4)
with the
General selling focus area
(Section 3)

HSC elective units of competency to a minimum of
80 HSC indicative hours from the streams not
already undertaken and/or the elective pool
(Section 2.4, Tables 5–7)

a minimum of **70 hours of work placement**
(Section 2.1.4)

Pathway to
SIR30216 Certificate III in Retail
(Food selling focus)

SEVEN mandatory units of competency
(Section 2.4, Table 3)
with the following focus areas
Customer service
Safety
Sales and security
Working in the industry
(Section 3)

THREE Food selling stream units of competency
(Section 2.4, Table 5)
with the
Food selling focus area
(Section 3)

HSC elective units of competency to a minimum of
60 HSC indicative hours from the streams not
already undertaken and/or the elective pool
(Section 2.4, Tables 4,6–7)

a minimum of **70 hours of work placement**
(Section 2.1.4)

Pathway to
SIR20116 Certificate II in
Community Pharmacy

SEVEN mandatory units of competency
(Section 2.4, Table 3)
with the following focus areas
Customer service
Safety
Sales and security
Working in the industry
(Section 3)

TWO Community pharmacy stream
units of competency (Section 2.4, Table 6)
with the
Community pharmacy focus area
(Section 3)

HSC elective units of competency to a minimum of
75 HSC indicative hours from the streams not
already undertaken and/or the elective pool
(Section 2.4, Tables 4–5,7)

a minimum of **70 hours of work placement**
(Section 2.1.4)

2.4 Retail Services units of competency

Details of units of competency listed in Tables 3–7 are available in the *SIR Retail Services Training Package* at training.gov.au.

Table 3 Associated mandatory units of competency for the 240-hour course

Attempt the following units of competency

Unit code and title	HSC indicative hours of credit
Customer service	
SIRCCCS001 <u>Interact with pharmacy customers</u>	20
or	
SIRXCEG001 <u>Engage the customer</u>	20
Safety	
HLTWHS001 <u>Participate in workplace health and safety</u>	15
or	
SIRXWHS002 <u>Contribute to workplace health and safety</u>	15
Sales and security	
SIRXRSK001 <u>Identify and respond to security risks</u>	15
SIRXSLS001 <u>Sell to the retail customer</u>	15
SIRXSLS002 <u>Follow point-of-sale procedures</u>	20
Working in the industry	
SIRCIND001 <u>Work effectively in a community pharmacy</u>	20
or	
SIRXIND001 <u>Work effectively in a service environment</u>	20
and	
SIRXCOM002 <u>Work effectively in a team</u>	15
Total HSC indicative hours for mandatory:	120

For the 240-hour course, attempt all units of competency from ONE of the following three streams:

Table 4 General selling stream

Unit code and title	HSC indicative hours of credit
<u>SIRRMER001 Produce visual merchandise displays</u>	20
<u>SIRXPDK001 Advise on products and services</u>	20
Total HSC indicative hours for General selling stream:	40

OR

Table 5 Food selling stream

Unit code and title	HSC indicative hours of credit
<u>SIRRFSA001 Handle food safely in a retail environment</u>	20
<u>SIRRMER002 Merchandise food products</u>	20
<u>SIRXPDK002 Advise on food products and services</u>	20
Total HSC indicative hours for Food selling stream:	60

OR

Table 6 Community pharmacy stream

Unit code and title	HSC indicative hours of credit
<u>SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines</u>	20
<u>SIRCINF001 Use pharmacy practices for infection control</u>	25
Total HSC indicative hours for Community pharmacy stream:	45

PLUS a selection of units of competency from the streams not already undertaken by students AND/OR the HSC elective pool to bring the course total to a minimum of 240 HSC indicative hours.

Table 7 HSC elective pool

Unit code and title	HSC indicative hours of credit
<u>CHCDIV001</u> <u>Work with diverse people</u>	20
<u>SHBBCCS001</u> <u>Advise on beauty products and services</u>	20
<u>SHBBMUP002</u> <u>Design and apply make-up</u>	40
<u>SIRCPPA001</u> <u>Assist customers with vitamins, minerals and supplements</u> Prerequisite: <u>SIRCIND002</u>	10
<u>SIRCPPA003</u> <u>Assist customers with first aid products</u> Prerequisite: <u>SIRCIND002</u>	10
<u>SIRCPPA004</u> <u>Assist customers with oral care products</u> Prerequisite: <u>SIRCIND002</u>	10
<u>SIRCPPA005</u> <u>Assist customers with cough and cold relief products</u> Prerequisite: <u>SIRCIND002</u>	10
<u>SIRCPPA006</u> <u>Assist customers with skin and anti-fungal products</u> Prerequisite: <u>SIRCIND002</u>	10
<u>SIRRINV001</u> <u>Receive and handle retail stock</u>	15
<u>SIRRINV002</u> <u>Control stock</u>	20
<u>SIRRRTF001</u> <u>Balance and secure point-of-sale terminal</u>	15
<u>SIRRSTY001</u> <u>Style the customer</u>	15
<u>SIRXCEG002</u> <u>Assist with customer difficulties</u>	20
<u>SIRXCEG003</u> <u>Build customer relationships and loyalty</u>	20
<u>SIRXHWB001</u> <u>Maintain personal health and wellbeing</u>	15
<u>SIRXIND002</u> <u>Organise and maintain the store environment</u>	10
<u>SIRXIND003</u> <u>Organise personal work requirements</u>	10
<u>SIRXIND005</u> <u>Develop personal productivity</u>	15
<u>SIRXMKT001</u> <u>Support marketing and promotional activities</u>	15
<u>SIRXTAD001</u> <u>Train others in frontline tasks</u>	15

3 HSC Content

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

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

The Retail Services Curriculum Framework **mandatory** focus areas are:

- Customer service
- Safety
- Sales and security
- Working in the industry.

The Retail Services Curriculum Framework **stream** focus areas are:

- General selling
- Food selling
- Community pharmacy.

The HSC examination in Retail Services is based on the HSC Content in this Framework (refer to Section 4 of this Syllabus).

The following table outlines the associated units of competency for each focus area.

Table 8 Focus areas and associated units of competency**Mandatory**

Focus area	Unit code	Unit title
Customer service	SIRCCCS001 or SIRXCEG001	Interact with pharmacy customers Engage the customer
Safety	HLTWHS001 or SIRXWHS002	Participate in workplace health and safety Contribute to workplace health and safety
Sales and security	SIRXRSK001 SIRXSLS001 SIRXSLS002	Identify and respond to security risks Sell to the retail customer Follow point-of-sale procedures
Working in the industry	SIRCIND001 or SIRXIND001 and SIRXCOM002	Work effectively in a community pharmacy Work effectively in a customer service environment Work effectively in a team

Stream

Focus area	Unit code	Unit title
General selling	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services
Food selling	SIRRFSA001 SIRRMER002 SIRXPDK002	Handle food safely in a retail environment Merchandise food products Advise on food products and services
Community pharmacy	SIRCIND002 SIRCINF001	Support the supply of Pharmacy Medicines and Pharmacist Only Medicines Use pharmacy practices for infection control

3.1 Customer service – mandatory focus area

3.1.1 Outcomes

The student:

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

3.1.2 Associated units of competency

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

either

- [SIRCCCS001 Interact with pharmacy customers](#)

or

- [SIRXCEG001 Engage the customer](#)

The application and elements for each of these units of competency are provided below.

SIRCCCS001 Interact with pharmacy customers

Application This unit describes the performance outcomes, skills and knowledge required to deliver fundamental customer service to community pharmacy customers. It requires the ability to greet and serve customers and cover a range of customer service enquiries including routine customer problems.

- Elements*
1. Greet and interact with customers
 2. Respond to routine customer needs
 3. Work with others to deliver service.

Assessment requirements for [SIRCCCS001 Interact with pharmacy customers](#) are detailed in the Training Package.

SIRXCEG001 Engage the customer

Application This unit describes the performance outcomes, skills and knowledge required to interact and communicate with a diverse range of customers to assist with basic enquiries and contribute to a service culture.

- Elements*
1. Engage customers
 2. Assist customers
 3. Contribute to a service culture.

Assessment requirements for [SIRXCEG001 Engage the customer](#) are detailed in the Training Package.

3.1.3 Scope of learning for the HSC

customers
<ul style="list-style-type: none">• types of customers:<ul style="list-style-type: none">– internal– external– new– repeat or regular• customers with special needs and implications for customer service• a range of customers with different service requirements• difference between customer needs, preferences and expectations• the differing needs, preferences and expectations of internal and external customers and new and repeat customers• establishing customer needs, preferences and expectations through:<ul style="list-style-type: none">– active listening– open, closed and reflective questions– observation and recognition of non-verbal signs• communicating effectively with customers:<ul style="list-style-type: none">– verbal, written and non-verbal communication– face-to-face, over the telephone and electronically– importance of being accurate, clear, concise and courteous
quality customer service
<ul style="list-style-type: none">• industry approaches to service delivery:<ul style="list-style-type: none">– standards of customer service for industry personnel– how work is organised and undertaken– timing and designated response times for service to workplace and industry standard• the relationship between customer service and business success• concept of service culture and a 'customer focused' workplace• characteristics and benefits of quality customer service• role of communication in the provision of quality customer service• establishing quality customer service:<ul style="list-style-type: none">– detailed knowledge of a range of products and services offered at a community pharmacy/retail workplace– matching customer needs, preferences and expectations to appropriate product(s) and/or service(s):<ul style="list-style-type: none">▪ meet customer need, preference and/or expectation▪ seek assistance from others as necessary in order to meet the customer need, preference and/or expectation

quality customer service cont/d
<ul style="list-style-type: none"> ▪ refer to appropriate person where unable to meet the customer need, preference and/or expectation – seeking opportunities to deliver additional level of service beyond a customer’s immediate request or expectation – developing collegial working relationships with others involved in the provision of customer service – using/adopting a teamwork approach – dealing with problems and/or delays in the delivery of product(s) and/or service(s) – seeking feedback on customer service practices: <ul style="list-style-type: none"> ▪ the value of feedback from staff and customers ▪ its use in improving and enhancing service delivery
workplace policy and procedures for customer interaction
<ul style="list-style-type: none"> • workplace policy and procedures for customer interaction through all stages of service and sale • workplace policy and procedures for establishing contact with customers: <ul style="list-style-type: none"> – techniques for approaching a customer – developing rapport • workplace policy and procedures for dealing with: <ul style="list-style-type: none"> – customers from diverse backgrounds – customers with special needs – difficult and abusive customers • workplace policy and procedures for directing customers to relevant personnel and/or more experienced staff
customer inquiries
<ul style="list-style-type: none"> • a range of customer inquiries common to a community pharmacy/retail workplace • establishing the details of the inquiry by questioning, summarising and clarifying • paper-based and electronic methods for recording customer inquiries • sources of information that can be used when handling customer inquiries • effective response(s) to a range of customer inquiries common to community pharmacy/retail within appropriate timeframes
communication technology
<ul style="list-style-type: none"> • features, purpose and limitations of a range of communication technologies common to retail services industries including: <ul style="list-style-type: none"> – telephone (landline and mobile) – email – social networking – other

communication technology cont/d

- selection of communication technologies appropriate to work tasks
- working knowledge of a range of communication technologies
- 'good' telephone etiquette
- workplace procedures for message-taking

customer complaints and feedback

- reasons for customer dissatisfaction, problems and complaints
- examples of dissatisfaction, problems and complaints common to community pharmacy/retail
- complaints-handling policy and procedures
- skills required for handling complaints, including:
 - problem-solving
 - conflict-resolution
 - negotiating
 - decision-making
- using conflict-resolution techniques when handling customer dissatisfaction, problems and complaints
- effective responses to a range of instances of customer dissatisfaction, problems and complaints
- importance of:
 - community pharmacy/retail staff offering a range of viable solutions in accordance with workplace policy and procedures
 - community pharmacy/retail staff and the customer agreeing on what is to be done in regard to the problem or complaint
 - implementing solution(s) within acceptable timeframes
 - acting within scope of responsibility/level of authority when handling customer dissatisfaction, problems and complaints
- identify when it is appropriate to seek assistance and/or refer customer to other appropriate personnel for issues that cannot be resolved effectively
- the importance of recording and/or reporting instances of customer complaints and feedback
- workplace practices for recording and reporting customer complaints and feedback:
 - formal and informal
 - verbal and written
- recognition of the value of customer complaints and feedback

3.2 Safety – mandatory focus area

3.2.1 Outcomes

The student:

- demonstrates an understanding of work health and safety (WHS) compliance, participation and consultation in a retail services industry
- explains workplace policy, procedures and practices that ensure the safety of the community pharmacy/retail worker and their colleagues and customers
- applies risk management in a community pharmacy/retail workplace
- proposes appropriate responses to emergency situations.

3.2.2 Associated units of competency

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

either

- [HLTWHS001 Participate in workplace health and safety](#)

or

- [SIRXWHS002 Contribute to workplace health and safety](#)

The application and elements for each of these units of competency are provided below.

HLTWHS001 Participate in workplace health and safety

Application This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

- Elements*
1. Follow safe work practices
 2. Implement safe work practices
 3. Contribute to safe work practices in the workplace
 4. Reflect on own safe work practices.

Assessment requirements for [HLTWHS001 Participate in workplace health and safety](#) are detailed in the Training Package.

SIRXWHS002 Contribute to workplace health and safety

Application This unit describes the performance outcomes, skills and knowledge required to follow organisational policies and procedures for safe work practice.

- Elements*
1. Act safely in the workplace
 2. Follow emergency procedures
 3. Participate in workplace health and safety practices.

Assessment requirements for [SIRXWHS002 Contribute to workplace health and safety](#) are detailed in the Training Package.

3.2.3 Scope of learning for the HSC

work health and safety (WHS)
<ul style="list-style-type: none"> • meaning of health and safety • implications of the cost of workplace injury: <ul style="list-style-type: none"> – human – social – economic – organisational • acknowledge that WHS is everyone’s responsibility in the workplace and the implications of this responsibility • concept of ‘participation’ and ‘consultation’ in relation to WHS • primary role/function of key bodies/authorities involved in WHS: <ul style="list-style-type: none"> – SafeWork NSW – Safe Work Australia – local councils – unions – professional associations • internal and external sources of workplace WHS information • importance of acting within scope of responsibility/level of authority in relation to WHS in the workplace: <ul style="list-style-type: none"> – taking initiative – problem-solving – decision-making
WHS compliance
<ul style="list-style-type: none"> • difference between an act, regulation, code of practice and standard (Australian, industry and workplace) • purpose and intent of WHS legislation and codes of practice and their application to a retail services industry, workplace and job role: <ul style="list-style-type: none"> – WHS legislation: <ul style="list-style-type: none"> ▪ <i>Work Health and Safety Act 2011</i> (NSW) (as amended) ▪ <i>Work Health and Safety Regulation 2011</i> (NSW) (as amended) – codes of practice related to: <ul style="list-style-type: none"> ▪ hazardous substances and dangerous goods ▪ first aid ▪ manual handling ▪ risk management ▪ WHS consultation • WHS rights, duties and responsibilities of the person conducting a business or undertaking (PCBU), officer and worker (as defined in the legislation) • consequences of failure to observe (non-compliance) WHS workplace policy and procedures and legislative requirements

WHS compliance cont/d

- safety signs, symbols and barricades used in a retail services industry and their use in the workplace:
 - legislative requirements
 - meaning of colour and shape
 - appropriate placement and positioning
- industry and workplace requirements for monitoring and reporting in relation to workplace safety
- describe how, when and to whom to report:
 - types of reports:
 - formal and informal
 - written
 - verbal
 - reporting to appropriate person(s)
- purpose and importance of monitoring and reporting
- application of workplace policy and protocols and regulatory requirements when recording and reporting in relation to WHS

WHS consultation and participation

- opportunities for workers to provide input into WHS consultation and participation processes:
 - formal and informal discussion
 - meeting
 - survey
 - training
 - WHS audit
 - WHS inspection
- requirements (including election/formation) of a health and safety committee or health and safety representative (HSR) and their role and responsibilities in the workplace
- role and responsibilities of relevant personnel in WHS consultation and participation:
 - PCBU
 - manager/supervisor/team leader
 - self
 - other workers
 - union
- importance of identifying and reporting:
 - WHS issues and concerns
 - workplace hazards
 - unsafe work practices
 - breaches of health and safetyand examples of each for a retail services industry and workplace

risk management

- difference between a hazard and a risk

risk management cont/d

- risk management and its application in the community pharmacy/retail workplace:
 - hazard identification:
 - potential hazards to self, colleagues, customers and visitors
 - range of hazards:
 - human factors (self, customer and others)
 - manual handling
 - materials
 - tools and equipment
 - work environment
 - work processes and practices
 - risk assessment
 - risk control (hierarchy):
 - eliminate the risk
 - minimise the risk:
 - substitution
 - modification
 - isolation
 - engineering control
 - other controls:
 - administrative
 - safe work practices
 - personal protective equipment (PPE)
 - monitor and review

safe work procedures and practices

- safe work procedures and practices and their purposes, including:
 - WHS induction training
 - adherence to:
 - standard operating procedures (SOPs)
 - work documentation
 - work instructions
 - workplace policy
 - selection, use and maintenance of PPE
 - manual handling techniques:
 - when working individually, in pairs and with a team:
 - bending and twisting
 - moving, lifting, carrying and placing items down
 - loading and unloading into general storage, in/out of transport and to/from raised work area
 - undertaking repetitious tasks
 - using mechanical aids/lifting equipment
 - recommended weight limits
 - hazardous substances and dangerous goods:
 - correct handling, application, labelling, transport and storage
 - safety data sheet (SDS)
 - tools and equipment:
 - selection appropriate to task/work activity
 - pre-operational checks and correct use
 - regular maintenance and correct storage
 - electrical tagging
 - housekeeping:
 - clean-up procedures

safe work procedures and practices cont/d

- storage and disposal of waste
- consideration of WHS and the environment
- importance of safe work procedures and practices
- propose safe work procedures and practices for a community pharmacy/retail workplace and job role

incidents, accidents and emergencies

- meaning of incident, accident and emergency
- a range of incidents, accidents, illnesses and emergencies common to community pharmacy/retail work environment
- distinguish between a manageable first aid situation and an emergency situation
- range of potential injuries common to a community pharmacy/retail workplace, their cause(s) and basic first aid for these injuries
- strategies to reduce workplace accidents, injury or impairment
- responding to incidents, accidents and emergencies:
 - emergency situations
 - seeking assistance
 - emergency contact numbers
 - emergency signals, alarms and exits:
 - location
 - use of
 - procedures to follow:
 - notification
 - workplace policy and procedures:
 - evacuation
 - securing workplace/store/building
 - reporting
 - basic process of fighting a fire and use of firefighting equipment:
 - fire blanket
 - fire extinguishers
 - fire hose and reel
 - role of personnel in an emergency
 - first aid:
 - basic principles
 - personnel responsible
- application of workplace policy and protocols and regulatory requirements when recording and reporting in relation to incidents, accidents and emergencies

3.3 Sales and security – mandatory focus area

3.3.1 Outcomes

The student:

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

3.3.2 Associated units of competency

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

- [SIRXRSK001 Identify and respond to security risks](#)
- [SIRXSLS001 Sell to the retail customer](#)
- [SIRXSLS002 Follow point-of-sale procedures](#)

The application and elements for each of these units of competency are provided below.

SIRXRSK001 Identify and respond to security risks

Application This unit describes the performance outcomes, skills and knowledge required to identify security risks related to customers, team members, merchandise and money, and take appropriate action, within scope of job role, to eliminate or minimise those risks.

- Elements*
1. Identify potential security risks
 2. Respond to security breaches
 3. Report on security issues.

Assessment requirements for [SIRXRSK001 Identify and respond to security risks](#) are detailed in the Training Package.

SIRXSLS001 Sell to the retail customer

Application This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale.

- Elements*
1. Establish customer needs
 2. Provide advice on products and services
 3. Facilitate the sale of products and services.

Assessment requirements for [SIRXSLS001 Sell to the retail customer](#) are detailed in the Training Package.

SIRXSLS002 Follow point-of-sale procedures

Application This unit describes the performance outcomes, skills and knowledge required to follow point-of-sale work systems, process transactions and complete sales.

- Elements*
1. Follow point-of-sale work systems
 2. Process point-of-sale transactions
 3. Complete sales.

Assessment requirements for [SIRXSLS002 Follow point-of-sale procedures](#) are detailed in the Training Package.

3.3.3 Scope of learning for the HSC

products and services
<ul style="list-style-type: none">• knowledge of product and service range in a workplace• product, service and workplace knowledge required by employees in a community pharmacy/retail work environment:<ul style="list-style-type: none">– product/service:<ul style="list-style-type: none">▪ brand options▪ features, benefits, specifications and limitations▪ use/application▪ care, handling and storage▪ warranty▪ price– workplace:<ul style="list-style-type: none">▪ complementary product(s) and/or services(s)▪ promotions and special offers▪ loyalty schemes▪ stock availability▪ procedures for taking orders▪ payment methods▪ return/refunds▪ after-sales service▪ trading hours• where and how to source information regarding products, services and the workplace• legislative requirements that are applicable to particular product(s) and/or service(s)
sell products and services
<ul style="list-style-type: none">• selling products and services in accordance with:<ul style="list-style-type: none">– legislative requirements, including:<ul style="list-style-type: none">▪ Australian Consumer Law▪ confidentiality and privacy (in relation to recording and storing customer details)– industry codes of practice– workplace policy and procedures• approaching a customer:<ul style="list-style-type: none">– methods, including:<ul style="list-style-type: none">▪ greeting▪ merchandise▪ service– timing of approaches– opening techniques• customer buying behaviour, including emotional and rational motives• determining customer buying behaviour through questioning, listening and observation• sales approaches appropriate when making a sale:<ul style="list-style-type: none">– face-to-face– over the telephone– online

sell products and services cont/d

- matching customer preferences, needs and expectations to appropriate product(s) and service(s)
- interpreting sale price information and answering routine customer questions when making a sale
- selling techniques, including:
 - cross-selling
 - offering alternatives
 - selling benefits to customer
 - suggestive selling
 - top down
 - up-selling
- a range of strategies to overcome customer objections, including those related to:
 - price
 - time
 - product/service characteristics
 - dissatisfaction with product/service
- solution(s) to customer objections within scope of responsibility/level of authority
- customer buying signals or cues leading to sale
- closing a sale:
 - techniques, including:
 - direct order (using a closed question)
 - active (helping the customer decide)
 - steps (allowing the customer to decide one step at a time)
 - alternative (offer a choice)
 - difficulty (apply deadlines)
 - assumptive (assume customer is making a purchase)
 - direct customer to designated point-of-sale
 - farewell the customer
- personal sales performance:
 - review:
 - customer and supervisor feedback
 - personal evaluation
 - strategies to improve and maximise future sales
 - importance to employer and employee

minimise security risks and theft

- importance of acting within scope of responsibility/level of authority
- potential security risks within the community pharmacy/retail workplace, including those related to:
 - cash
 - merchandise/stock
 - work areas (such as selling floor, back dock and storeroom)
 - customers
 - team members/employees
 - visitors, sales representatives, contractors and vendors

minimise security risks and theft cont/d

- categories or types of theft that are common to retail services industries:
 - internal and external
 - professional
 - amateur
 - opportunist
 - medical (eg kleptomania)
- how, when and where workplace theft occurs
- strategies to minimise and prevent theft:
 - prevention
 - detection
 - apprehension
- workplace policy and procedures for:
 - bag checks
 - dealing with suspicious behaviour and actual theft
 - reporting theft
 - recording of stolen items
- key principles and intent of legislation and industry codes of practice and guidelines in relation to theft minimisation and prevention

minimise loss of stock

- meaning of shrinkage
- types of shrinkage:
 - known
 - unknown
- causes of shrinkage including error, waste and theft
- workplace policy and procedures to minimise loss of stock, including those related to:
 - counting, measuring and weighing stock
 - handling and storage of stock
 - stock rotation

security

- meaning of security breach and examples in a retail services industry and workplace
- overt and covert security measures common to retail services:
 - alarm system
 - electronic article surveillance (EAS), security tags, pedestals and labels
 - mirrors
 - secure areas
 - security person
 - surveillance device
- for a range of security measures:
 - features, benefits and limitations
 - location and operation
 - reporting faulty security equipment

security cont/d

- workplace security procedures in relation to:
 - cash and non-cash transactions
 - keys
 - people:
 - staff
 - customers
 - visitors, sales representatives, contractors and vendors
 - point-of-sale equipment
 - premises:
 - secure areas
 - general access areas
 - records
 - stock
- security and loss prevention measures for online retailing:
 - transactions
 - packaging and delivery
 - personal information protection
- key principles and intent of:
 - legislative requirements applying to security in a community pharmacy/retail workplace
 - retail services industries codes of practice and guidelines applicable to security
 - workplace security policy and procedures
- potential impact of security breaches on individuals and the workplace, including:
 - emotional distress
 - financial loss
 - commercial loss
- strategies to deal with breaches in security:
 - within scope of responsibility
 - outside scope of responsibility
- reporting breaches in security to appropriate personnel

point-of-sale

- point-of-sale operations in accordance with:
 - legislative requirements, including Australian Consumer Law
 - industry codes of practice
 - workplace policy and procedures
- point-of-sale documentation commonly used in retail services, including:
 - credit note
 - gift voucher/card
 - invoice
 - order form
 - promotional material
 - return/exchange slip
 - stock/inventory/price list
 - transaction docket

point-of-sale cont/d

- functions, operational features and working knowledge of equipment used during point-of-sale including:
 - calculator
 - cash drawer
 - cash register
 - EFTPOS terminal
 - electronic scales
 - numerical display board
 - point-of-sale terminal
 - scanner
 - security detacher
- importance of accuracy in relation to point-of-sale equipment and handling procedures
- workplace policy and procedures in relation to the following:
 - attendance at point-of-sale
 - opening, closing and clearing register/terminal
 - monitoring and maintaining point-of-sale supplies
 - transference of tender
 - maintenance of cash float
 - cash and non-cash transactions
 - transaction errors
 - counting cash
 - calculating non-cash documents
 - ordering and tendering change
 - recording takings
 - balancing point-of-sale terminal
 - exchange and return of goods and/or services
- numerical calculations common to a community pharmacy/retail workplace:
 - addition
 - subtraction
 - multiplication
 - division
 - percentages
- reasons for delay at point-of-sale area or operation
- when completing the sale:
 - merchandise handling techniques
 - range of delivery methods
 - customer delivery requirements
 - use of wrapping/packaging materials for:
 - protection of merchandise:
 - fragile/delicate items
 - perishable items
 - bulk items
 - security of merchandise
 - point-of-sale marketing/promotion
 - workplace promotion
 - gift/special wrapping
 - wrapping and/or packing merchandise:
 - materials
 - techniques

3.4 Working in the industry – mandatory focus area

3.4.1 Outcomes

The student:

- examines the nature of retail services industries
- demonstrates an understanding of working in a retail services industry
- explains how to communicate and work effectively with others in a community pharmacy/retail workplace
- applies industry and workplace standards to ensure quality work outcomes
- explores how misunderstandings and conflict may be avoided or effectively managed in a range of situations common to community pharmacy/retail work environments.

3.4.2 Associated units of competency

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

either

- [SIRCIND001 Work effectively in a community pharmacy](#)

or

- [SIRXIND001 Work effectively in a service environment](#)

and

- [SIRXCOM002 Work effectively in a team](#)

The application and elements for each of these units of competency are provided below.

SIRCIND001 Work effectively in a community pharmacy

Application This unit describes the performance outcomes, skills and knowledge required to work effectively in a community pharmacy by integrating knowledge of workplace rights and responsibilities, organisational policies and procedures and by using effective work practices to plan and organise daily work activities.

- Elements*
1. Source and use information on employment in community pharmacy
 2. Work within organisational requirements
 3. Use effective work habits.

Assessment requirements for [SIRCIND001 Work effectively in a community pharmacy](#) are detailed in the Training Package.

SIRXIND001 Work effectively in a service environment

Application This unit describes the performance outcomes, skills and knowledge required to work effectively in the retail environment by integrating knowledge of workplace rights and responsibilities, organisational policies and procedures into daily work activities.

- Elements*
1. Source and use information on employment rights and responsibilities
 2. Work within organisational requirements
 3. Use effective work habits.

Assessment requirements for [SIRXIND001 Work effectively in a service environment](#) are detailed in the Training Package.

SIRXCOM002 Work effectively in a team

Application This unit describes the performance outcomes, skills and knowledge required to communicate and work cooperatively with both peer and senior team members to contribute to the achievement of team goals.

- Elements*
1. Communicate with team members
 2. Actively participate in retail teams.

Assessment requirements for [SIRXCOM002 Work effectively in a team](#) are detailed in the Training Package.

3.4.3 Scope of learning for the HSC

nature of the industry
<ul style="list-style-type: none">• sources of information that can be used when gathering current and emerging information on retail services industries:<ul style="list-style-type: none">– colleagues and manager/supervisor/team leader– experienced industry personnel– industry bodies and professional associations– internet– journals– libraries– training courses– unions– workplace documents and manuals• general features of retail services industries, including their relationship to other industries• business types within retail services industries including:<ul style="list-style-type: none">– chain– co-operative– department store– e-commerce– franchise– owner-operated– specialty store• departments/functional areas within a community pharmacy/retail workplace, the tasks performed by these departments/functional areas and the interrelationship between the areas• primary role and duties of key personnel within a community pharmacy/retail workplace• meaning of organisational culture• for a community pharmacy/retail workplace, knowledge of the:<ul style="list-style-type: none">– organisational structure– chain of command– goals, values and standards• opportunities for multiskilling/job rotation in a retail services industry• current issues and trends affecting retail services industries and implications for a community pharmacy/retail workplace, own work practices and delivery of service• current and emerging technologies in retail services industries:<ul style="list-style-type: none">– examples– effect on operational duties and service delivery– role in development of new and improved work practices• selection and use of technology appropriate to day-to-day work activities and work tasks

employment

- career pathways across retail services industries and the knowledge and skills required for different job roles
- preparation to enter a career path in a retail services industry, including:
 - letter
 - curriculum vitae/résumé
 - interview preparation and performance
- the purpose and intent of the Fair Work system and its application to a community pharmacy/retail workplace and job role
- types of employment in retail services industries:
 - full-time
 - part-time
 - casual
 - contract
- the difference between an award, agreement and contract and how they apply to workers in retail services industries
- investigate the employment terms and conditions for a community pharmacy/retail job role
- working knowledge of employer and employee rights and responsibilities in relation to employment
- purpose of a code of conduct and value for the industry and worker
- equal employment opportunity (EEO):
 - principles
 - intent of EEO legislation
 - reciprocal rights and responsibilities of employers and employees
 - workplace policy and procedures relating to EEO
- primary role/function(s) of a range of key industry bodies for both employers and employees:
 - employer groups
 - professional associations
 - unions
 - employee groups

retail services worker

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

retail services worker cont/d

- how personal values, opinions and ethics can affect everyday work and the workplace
- duties and responsibilities:
 - for a community pharmacy/retail job role
 - relationship between individual worker and the team/work group
 - difference between individual and workplace goals and plans
- working within scope of responsibility and/or level of authority:
 - taking initiative
 - problem-solving
 - decision-making
 - seeking assistance when needed
- feedback:
 - value of feedback to an individual worker, the workplace and the industry
 - types of feedback:
 - formal and informal
 - direct and indirect
 - strategies for obtaining and interpreting feedback from supervisor(s), colleagues and customers
 - dealing with positive and negative feedback
 - responsibility of the worker to use personal reflection, seek and provide feedback and improve
- importance of work/life balance and strategies to maintain that balance

work practices

- an understanding that work practices and experiences differ between workplaces
- how work practices are implemented and maintained in accordance with industry standards and workplace policy and procedures
- the value of work standards
- work standards for a retail services industry and a community pharmacy/retail workplace and job role
- implications of non-adherence to work standards
- effect of poor work practices on colleagues, customers, a workplace and the industry
- tasks typical to a community pharmacy/retail workplace (routine, rostered and non-routine)
- access and use a range of sources containing information relating to work responsibilities (work instructions)
- strategies for understanding and clarifying work instructions
- a range of opportunities to read, interpret and follow instructions for work tasks of varying degrees of difficulty

work practices cont/d
<ul style="list-style-type: none"> • time management and task management: <ul style="list-style-type: none"> – principles – techniques – prioritising – constraints • planning and preparation for a range of tasks/activities applicable to daily work routines in a community pharmacy/retail workplace • current environmental issues affecting retail services industries • strategies to work in an environmentally sustainable manner in a community pharmacy/ retail workplace • meaning of quality assurance and an overview of the role of employees • recording and reporting in a retail services industry: <ul style="list-style-type: none"> – workplace policy and procedures applying to record-keeping and reporting – legislative requirements for confidentiality and privacy – lines of communication and reporting typical of a community pharmacy/retail workplace
working with others
<ul style="list-style-type: none"> • importance of developing collegial work relationships • communication in the workplace with colleagues and customers: <ul style="list-style-type: none"> – communication process/cycle – workplace examples of types of communication: <ul style="list-style-type: none"> ▪ verbal ▪ non-verbal ▪ written – effective verbal, non-verbal and written communication – effective questioning and listening techniques – barriers to effective communication and strategies to overcome them • importance of teamwork when working in a community pharmacy/retail workplace: <ul style="list-style-type: none"> – meaning of ‘team’ and ‘teamwork’ – characteristics of effective teamwork – benefits of teamwork to the workplace – examples of teams or work groups and their area(s) of responsibility • supporting others to achieve team/work group goals and tasks • delivering quality work outcomes through teamwork and work groups
cultural diversity
<ul style="list-style-type: none"> • concepts of cultural diversity, cultural awareness and inclusiveness • workplace diversity: <ul style="list-style-type: none"> – benefits

cultural diversity cont/d
<ul style="list-style-type: none"> – need for tolerance in the workplace – importance of respect and sensitivity – proactive strategies for promoting workplace diversity and accommodating individual differences – culturally appropriate work practices – effective cross-cultural communication skills
anti-discrimination
<ul style="list-style-type: none"> • bullying and harassment in the workplace: <ul style="list-style-type: none"> – indirect – direct – types: <ul style="list-style-type: none"> ▪ verbal ▪ physical ▪ psychological ▪ sexual • principles of anti-discrimination • intent of anti-discrimination legislation • rights and responsibilities of employers and employees in relation to anti-discrimination • workplace policy and procedures relating to anti-discrimination • strategies to eliminate bias and harassment in the workplace • consequences, including legal ramifications, of discriminatory workplace behaviour • recourse available to individuals in the event of inappropriate workplace behaviour
misunderstandings and conflict
<ul style="list-style-type: none"> • the difference between being passive, aggressive and assertive • causes of misunderstandings and conflict when working with others and in the delivery of service • the extent to which conflict can be a positive or negative experience • conflict management: <ul style="list-style-type: none"> – conflict-resolution techniques – different approaches to conflict management, including problem-solving, negotiation and mediation – workplace policy and procedures regarding management of conflict • identify own response to misunderstandings and conflict and evaluate personal approach to management and resolution of conflict • identify when it is appropriate to seek assistance when misunderstandings or conflict arise and whose assistance should be sought when conflict escalates

3.5 General selling – stream focus area

3.5.1 Outcomes

The student:

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

3.5.2 Associated units of competency

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

- [SIRRMER001 Produce visual merchandise displays](#)
- [SIRXPDK001 Advise on products and services](#)

The application and elements for each of these units of competency are provided below.

SIRRMER001 Produce visual merchandise displays

Application This unit describes the performance outcomes, skills and knowledge required to display retail merchandise. It requires the ability to prepare, produce and maintain merchandise displays in accordance with visual merchandising requirements.

Elements

1. Prepare to produce visual merchandise display
2. Display merchandise
3. Maintain display.

Assessment requirements for [SIRRMER001 Produce visual merchandise displays](#) are detailed in the Training Package.

SIRXPDK001 Advise on products and services

Application This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers.

Elements

1. Develop product and service knowledge
2. Respond to customer requests
3. Enhance information provided.

Assessment requirements for [SIRXPDK001 Advise on products and services](#) are detailed in the Training Package.

3.5.3 Scope of learning for the HSC

merchandise
<ul style="list-style-type: none">• meaning of:<ul style="list-style-type: none">– merchandise– merchandise range– merchandising• merchandise characteristics which may affect handling, storage and display• correct handling, security and storage of a range of merchandise in a retail workplace, including those categorised as:<ul style="list-style-type: none">– general items– specialist items– restricted items– high-risk merchandise• placement, arrangement and presentation of merchandise in the following areas:<ul style="list-style-type: none">– display areas– fixtures– floor– shelves
display merchandise
<ul style="list-style-type: none">• display merchandise according to legislative requirements, industry codes of practice, visual merchandise display guidelines, and workplace policy and procedures• principles of display:<ul style="list-style-type: none">– balance<ul style="list-style-type: none">▪ symmetric▪ asymmetric▪ combination– focus– lighting• retail design in relation to:<ul style="list-style-type: none">– elements and principles– trends– seasonality• workplace scheduling for building and setting up displays• use of themes to display and/or promote merchandise• merchandising products in a range of display and/or promotional areas including:<ul style="list-style-type: none">– interior or exterior– publicly accessible– windows– shelves– wall fixtures– floor

display merchandise cont/d

- consider duration (permanent or temporary) when building and setting up displays
- a range of merchandise materials and props used to display
- techniques for building and setting up displays
- maintenance of merchandise displays:
 - selection of merchandise
 - monitoring stock:
 - replenishing stock
 - slow-moving items
 - stock rotation, including FIFO (first in, first out)
 - storing excess stock
 - workplace scheduling for rotating displays
 - re-setting or dismantling
 - housekeeping practices with proper consideration of work health and safety (WHS) and the environment
- workplace pricing structures common to the retail industry:
 - pricing procedures, including inclusion and exclusion of GST (Goods and Services Tax)
 - sales reductions
 - discounted items/markdowns
 - placement of pricing information
- planning and preparation for merchandising products in a retail workplace

label and ticket merchandise

- types of labels and tickets used in a retail workplace, their use and information provided:
 - barcode
 - electronic
 - header board
 - price board
 - shelf talker
 - shelf ticket
 - swing ticket
 - written label
- operation, maintenance and storage of manual and electronic labelling and ticketing equipment
- preparation of labels and tickets for merchandise
- correct placement and replacement of pricing and information on merchandise
- label and ticketing of merchandise according to:
 - legislative requirements
 - industry codes of practice
 - manufacturer instructions and design specifications
 - workplace policy and procedures

advise on products and services

- detailed knowledge of a range of products and services offered at a retail workplace
- importance of the following when advising on products and services:
 - effective, positive and efficient customer service
 - providing accurate advice to customers
- product, service and workplace knowledge required by employees in a retail workplace:
 - product and/or service:
 - brand options
 - care, handling and storage
 - features, benefits and limitations
 - price
 - use and application
 - warranty
 - workplace:
 - after-sales service
 - alternate product(s) and/or service(s)
 - complementary product(s) and/or services(s)
 - loyalty schemes
 - payment methods
 - procedures for taking orders
 - returns and refunds
 - special offers
 - stock availability
 - trading hours
- legislation applicable to particular product(s) and/or service(s)
- importance of developing and maintaining product knowledge
- sources of information on the workplace, products and services to enable a worker to advise on products and services
- individual and workplace strategies to develop and maintain product knowledge
- product and/or service comparisons within a retail workplace:
 - brand
 - range
 - pricing
 - composition
 - features
 - benefits
 - limitations
- reviewing competitors' products and/or services and pricing procedures
- matching customer preferences, needs and expectations to appropriate product(s) and service(s) and seeking opportunities to deliver additional level of service beyond a customer's immediate request or expectation
- advising on products and services according to workplace policy and procedures

3.6 Food selling – stream focus area

3.6.1 Outcomes

The student:

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

3.6.2 Associated units of competency

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

- [SIRRFSA001 Handle food safely in a retail environment](#)
- [SIRRMER002 Merchandise food products](#)
- [SIRXPDK002 Advise on food products and services](#)

The application and elements for each of these units of competency are provided below.

SIRRFSA001 Handle food safely in a retail environment

Application This unit describes the performance outcomes, skills and knowledge required to handle food safely in the retail environment following organisational food safety procedures and relevant legislation and standard procedures.

- Elements*
1. Follow food safety program
 2. Store and handle food safely
 3. Maintain personal hygiene standards
 4. Maintain equipment and work area.

Assessment requirements for [SIRRFSA001 Handle food safely in a retail environment](#) are detailed in the Training Package.

SIRRMER002 Merchandise food products

Application This unit describes the performance outcomes, skills and knowledge required to prepare and maintain the display of food products.

- Elements*
1. Prepare to produce food display
 2. Display food products
 3. Maintain food display.

Assessment requirements for [SIRRMER002 Merchandise food products](#) are detailed in the Training Package.

SIRXPDK002 Advise on food products and services

Application This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers about fresh food and food products, including convenience foods.

- Elements*
1. Develop food product and service knowledge
 2. Respond to customer requests
 3. Enhance information provided.

Assessment requirements for [SIRXPDK002 Advise on food products and services](#) are detailed in the Training Package.

3.6.3 Scope of learning for the HSC

merchandise
<ul style="list-style-type: none">• meaning of:<ul style="list-style-type: none">– merchandise– merchandise range– merchandising• merchandise characteristics which may affect preparation, handling, storage and display• placement, arrangement and presentation of food merchandise in the following areas:<ul style="list-style-type: none">– display areas– fixtures– floor– shelves
food spoilage and contamination
<ul style="list-style-type: none">• meaning of:<ul style="list-style-type: none">– deterioration– contamination– cross-contamination• signs of damaged, deteriorated, spoiled or out-of-date stock• common types of food contaminants:<ul style="list-style-type: none">– physical– chemical– microbiological• common food allergens• conditions conducive to food spoilage and contamination• techniques for minimising food spoilage and contamination
food safety
<ul style="list-style-type: none">• meaning of:<ul style="list-style-type: none">– personal hygiene– environmental hygiene• the relationship between personal movement within and outside the workplace and food safety• hygiene work practices according to legislative requirements and workplace policy and procedures• importance of food safety procedures for production and handling of food from raw material to finished product• implications of failure to observe food safety regulations

food safety cont/d

- role and responsibilities of workers and food safety supervisor during food production and handling
- correct handling, preparation and transportation of food
- correct use, cleaning, maintenance and storage of food-handling tools and equipment
- principles of food storage, including those related to:
 - temperature control
 - temperature danger zone
- food storage requirements for hot, cold, raw, cooked and frozen foods
- load limits for storage area in order to maintain correct temperature and the effect of breaking the temperature curtain, blocking coils or air vents and overloading the area
- purpose and importance of cleaning and sanitising
- safe handling, use and storage of a range of cleaning and sanitising tools, equipment and consumables
- cleaning and sanitising work areas and equipment according to:
 - schedules
 - workplace procedures
 - routine maintenance
 - pest control
- waste management in relation to:
 - disposal of material
 - hazardous
 - non-hazardous
 - recycling
- cleaning and sanitising with due consideration to work health and safety (WHS) and the environment
- food safety compliance with:
 - workplace policy procedures and plans
 - legislative requirements
 - industry codes of practice
- purpose of a food safety program and the implications for the work of the employee
- Hazard Analysis Critical Control Points (HACCP):
 - definition
 - principles
 - identification of critical control points
 - workplace policy and procedures
- recording and reporting in relation to the food safety program:
 - formal and informal
 - verbal and written
 - to appropriate personnel

food safety cont/d

- relationship between the workplace food safety program, quality system and audit requirements
- importance of identifying and reporting potential or actual sources of food spoilage and contamination and unsafe food safety processes or situations
- strategies for monitoring food hazards and critical control points
- corrective action for a range of potentially unsafe food safety situations:
 - report
 - rectify (within level of authority)
 - continuous improvement
- circumstances leading to the recall of food products and the effect on the workplace

display food merchandise

- display food merchandise according to legislative requirements, industry codes of practice, visual merchandise display guidelines, and workplace policy and procedures
- principles of display:
 - balance
 - symmetric
 - asymmetric
 - combination
 - focus
 - lighting
- retail design in relation to:
 - elements and principles
 - trends
 - seasonality
- workplace scheduling for building displays and setting up displays
- use of themes to display and/or promote food merchandise
- merchandising food products in a range of display and/or promotional areas including:
 - interior or exterior
 - self-serve
 - windows
 - shelves
 - wall fixtures
 - floor
- consider duration (permanent or temporary) when building and setting up displays
- a range of merchandise materials and props used to display
- techniques for building and setting up displays

display food merchandise cont/d

- maintenance of food merchandise displays:
 - selection of merchandise
 - monitoring stock:
 - food safety requirements
 - product quality
 - replenishing stock
 - slow-moving items
 - stock rotation, including FIFO (first in, first out)
 - storing excess stock
 - workplace scheduling for rotating displays
 - re-setting or dismantling
 - housekeeping practices with proper consideration of WHS and the environment
- workplace pricing structures common to the retail industry:
 - pricing procedures, including inclusion and exclusion of (GST) Goods and Services Tax
 - sales reductions
 - discounted items/markdowns
 - placement of pricing information
- planning and preparation for merchandising food products in a retail workplace

label and ticket food merchandise

- types of labels and tickets used in a retail workplace, their use and information provided:
 - barcode
 - electronic
 - header board
 - price board
 - shelf talker
 - shelf ticket
 - swing ticket
 - written label
- operation, maintenance and storage of manual and electronic labelling and ticketing equipment
- preparation of labels and tickets for merchandise
- correct placement and replacement of pricing and information on merchandise
- labelling and ticketing of merchandise according to:
 - legislative requirements
 - industry codes of practice
 - manufacturer instructions and design specifications
 - workplace policy and procedures

advise on food products and services

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

advise on food products and services cont/d

- importance of the following when advising on food products and services:
 - effective, positive and efficient customer service
 - providing accurate advice to customers
- product, service and workplace knowledge required by employees in a retail workplace:
 - product:
 - benefits and limitations
 - brand options and varieties
 - best before/use-by dates
 - care, handling and storage
 - dietary/nutritional aspects
 - price
 - product/ingredient origins
 - production/cookery methods
 - seasonal availability
 - use and application
 - food service:
 - catering
 - cook to order
 - delivery
 - seasonal promotions
 - workplace:
 - alternative product(s) and/or service(s)
 - complementary product(s) and/or services(s)
 - payment methods
 - procedures for taking orders
 - returns and refunds
 - special offers
 - stock availability
 - trading hours
- legislation applicable to particular product(s) and/or services(s)
- importance of developing and maintaining food product knowledge
- sources of information on the workplace, products and services to enable a worker to advise on products and services
- individual and workplace strategies to develop and maintain food product knowledge
- matching customer preferences, needs and expectations to appropriate product(s) and service(s) and seeking opportunities to deliver additional level of service beyond a customer's immediate request or expectation
- advising on food products and services according to workplace policy and procedures

3.7 Community pharmacy – stream focus area

3.7.1 Outcomes

The student:

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

3.7.2 Associated units of competency

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

- [SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines](#)
- [SIRCINF001 Use pharmacy practices for infection control](#)

The application and elements for each of these units of competency are provided below.

SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines

Application This unit describes the performance outcomes, skills and knowledge required to source and use information on regulatory information and pharmacy compliance procedures so that requirements can be followed throughout customer transactions involving the supply of Pharmacy Medicines (S2) and Pharmacist Only Medicines (S3). Requests for therapeutic advice or the supply of Pharmacist Only Medicines (S3) must be referred to the pharmacist.

- Elements*
1. Source and use information on compliance requirements for supplying scheduled medicines
 2. Establish requirements for product locations
 3. Determine requirements for assessing customer needs
 4. Identify role in supply of scheduled medicines.

Assessment requirements for [SIRCIND002 Support the supply of Pharmacy Medicines and Pharmacist Only Medicines](#) are detailed in the Training Package.

SIRCINF001 Use pharmacy practices for infection control

Application This unit describes the performance outcomes, skills and knowledge required to prevent cross-transmission of infection. It requires the ability to follow pharmacy infection control guidelines; use safe and hygienic practices; clean and disinfect equipment and surfaces; and safely dispose of waste.

- Elements*
1. Follow pharmacy infection control guidelines
 2. Use hygienic and safety practices to control cross-transmission
 3. Clean and disinfect equipment and surfaces.

Assessment requirements for [SIRCINF001 Use pharmacy practices for infection control](#). are detailed in the Training Package.

3.7.3 Scope of learning for the HSC

pharmacy team
<ul style="list-style-type: none"> • roles, responsibilities and boundaries of personnel within a community pharmacy team including: <ul style="list-style-type: none"> – pharmacist – dispensary assistant – retail pharmacy supervisor – pharmacy assistant • safe and sustainable work practices for a community pharmacy work environment • legal and ethical issues affecting the community pharmacy worker and industry: <ul style="list-style-type: none"> – issues including: <ul style="list-style-type: none"> ▪ confidentiality ▪ duty of care ▪ health privacy principles ▪ legal responsibilities – interrelationship of the legal and ethical aspects of these issues – effect of these legal and ethical issues and resulting obligations for the customer, the worker and the industry – workplace policy and procedures related to these legal and ethical issues
customer service within a pharmacy
<ul style="list-style-type: none"> • workplace policy and procedures for customer interaction • importance of the following in the provision of customer service: <ul style="list-style-type: none"> – accuracy – acting within scope of responsibility/level of authority – maintaining confidentiality of customer information – protecting customer privacy – tact and discretion • meeting customer needs and requests: <ul style="list-style-type: none"> – difference between direct product and symptom-based requests – determining customer needs and requests through effective questioning, active listening and observation of non-verbal cues • recognising when it is appropriate to seek assistance and refer customer to other community pharmacy personnel: <ul style="list-style-type: none"> – triggers – appropriate personnel: <ul style="list-style-type: none"> ▪ experienced team member ▪ pharmacist • selection of appropriate product(s) and/or service(s) for a range of customers with different requirements • workplace practices for record-keeping and maintenance of customer information

key product and service areas within a pharmacy

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

medicines

- reasons why:
 - medicines are not normal items of sale
 - buying medicines in bulk is discouraged
- scheduling of medicines:
 - broad factors taken into account to determine scheduling medicines
 - system for scheduling medicines
 - role of:
 - Advisory Committee on Chemicals Scheduling
 - Advisory Committee on Medicines Scheduling
 - Therapeutic Goods Administration (TGA) in approving registration of new medicines
- categories of medicines as defined by Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP):
 - scheduled
 - Pharmacy Medicine (S2)
 - Pharmacist Only Medicine (S3)
 - Prescription Only Medicine (S4)
 - Caution (S5)
 - Poison (S6)
 - Dangerous Poison (S7)
 - Controlled Drug (S8)
 - Prohibited Substance (S9)
 - unscheduled (general sales medicines)
- storage and location of scheduled and unscheduled medicines
- promotion and supply of Pharmacy Medicines and Pharmacist Only Medicines according to:

medicines cont/d

- legislative requirements
- Pharmacy Board of Australia guidelines and directives
- established industry practice and quality assurance standards
- workplace protocols and procedures
- common problems or health conditions for which Pharmacy Medicines and Pharmacist Only Medicines are used
- general knowledge of common Pharmacy Medicines and Pharmacist Only Medicines including:
 - what is it for?
 - how does it work?
 - how do you use it?
 - when not to use it?
 - possible side effects
 - drug interactions
 - specific issues across the lifespan

sources of information

- sources of current industry information:
 - on scheduled medicines
 - for product, lifestyle and self-care advice
- access and use of a range of sources of information, as well as information systems, including that from:
 - federal and/or state/territory departments of health
 - industry association(s)
 - Pharmacy Board of Australia
 - Standard for the Uniform Scheduling of Medicines and Poisons (SUSMP)
 - Therapeutic Goods Administration (TGA)

prescriptions

- pharmacy service protocols for accepting prescriptions from customers
- customer and dispensing information that may be included on prescription intake forms, including:
 - date
 - name of person accepting the prescription, and the time
 - indication that the customer is waiting for the medicine, collecting later or delivery is required
 - customer details such as name, address, Medicare number and entitlement care
 - medicine allergies
 - indication that medicine is new to the customer
 - items on the prescription to be dispensed
 - customer consent to brand substitution (if available)
 - indication that the customer has requested/requires Consumer Medicine Information (CMI), pharmacist consultation or receipt
 - additional notes

prescriptions cont/d

- transaction types detailed on prescriptions:
 - Gen (general – full price)
 - Con (concession – pensioner or health care card holder)
 - Ent (entitlement – special entitlements)
 - RPBS (repatriation – special beneficiaries)
- know when, where and how a customer should be referred to the pharmacist
- workplace procedures for lodging prescriptions for dispensing
- pharmacy service protocols for finalising the supply of medicine(s) to customers

infection prevention and control

- concept of infection prevention and control and its importance
- chain of infection:
 - source of infectious agent
 - mode of transmission
 - susceptible host
- basis of infection:
 - bacteria and bacterial spores
 - fungi
 - viruses
- infectious diseases:
 - types:
 - pathogens
 - opportunistic organisms
 - disease transmission:
 - sources
 - modes of transmission:
 - contact
 - airborne
 - droplet
 - risk of acquisition
- factors that increase susceptibility to infection, including age, chronic diseases and immune status
- principles underlying infection prevention and control
- community pharmacy activities requiring infection prevention and control practices
- workplace policy and procedures for infection prevention and control in the community pharmacy workplace:
 - precautions:
 - standard
 - additional
 - risk management
 - personal and hand hygiene
 - use of personal protective equipment (PPE)

infection prevention and control cont/d

- housekeeping:
 - waste management and disposal:
 - types (contaminated, general and sharps)
 - regulatory requirements
 - cleaning of blood and body fluid spills
 - disinfecting techniques and products for equipment, work bench surfaces and work areas
 - equipment reprocessing procedures
- monitoring and reporting
- requirements for immunisation:
 - regulatory and/or industry
 - workplace
- regulatory requirements for infection prevention and control, including standards and guidelines, and their application to a community pharmacy workplace and job role

4 HSC examination

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

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

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

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

For the HSC examination specifications, which describe the format of the external HSC examination, see [Assessment and Reporting in Retail Services](#).

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

4.1 Examinable outcomes and content

The HSC examination in Retail Services is based on the HSC Content (focus areas) in this Framework.

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

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

For a description of the relationship between the Retail Services (240 indicative hours) course structure, the HSC Content and the HSC examination see [Assessment and Reporting in Retail Services](#).

5 Other important information

5.1 Exclusions

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

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

Schools should check all [course exclusions](#) when determining an appropriate pattern of study for their students.

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

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

Find out more about arrangements for [RPL and credit transfer](#) within VET courses, including processes, application form and examples of possible scenarios.

5.3 School-based trainees

Read information about provision for [school-based trainees within the HSC](#).

Information on requirements and arrangements for NSW school-based traineeships is available on the [Training Services NSW website](#).

5.4 Students with disability

Students with disability may access a VET course in one of two ways:

- by undertaking the course under regular course arrangements, or
- by undertaking selected units of competency within the course that have been identified through the collaborative curriculum planning process.

For more information see [VET courses and students with disability](#) and [collaborative curriculum planning](#) advice.

5.5 Access by students in Years 9 and 10 (Stage 5)

In certain circumstances students in Years 9 and 10 (Stage 5) may access Stage 6 VET courses. Further information is available in the [Stage 5 VET section](#).

6 Glossary

AQF	<p>Australian Qualifications Framework</p> <p>The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.</p>
Australian Apprenticeships	<p>Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based.</p> <p>www.australianapprenticeships.gov.au</p>
competency	<p>The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.</p>
core units of competency	<p>Units of competency required by the Training Package to be eligible for an AQF VET qualification.</p>
elements of competency	<p>The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.</p>
focus areas	<p>HSC Content is organised into focus areas. HSC Content prescribes the scope of learning for the HSC.</p>
mandatory units of competency	<p>Units of competency that must be studied for an HSC VET course.</p>
recognition of prior learning (RPL)	<p>The result of an assessment of an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.</p>
RTO	<p>Registered Training Organisation</p> <p>A training organisation registered by a registering body in accordance with the VET Quality Framework, within a defined scope of registration (including school system RTOs, TAFE NSW, and other providers).</p>
scope of registration	<p>The particular services and products an RTO is registered to provide. The RTO's scope defines the specific AQF VET qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:</p> <ul style="list-style-type: none"> • both training delivery and assessment services, and to issue the relevant AQF VET qualifications and statements of attainment, or • only assessment services, and to issue the relevant AQF VET qualifications and statements of attainment.
Stage 5	<p>In NSW, Stage 5 relates to Years 9 and 10 of schooling.</p>

Stage 6	In NSW, Stage 6 relates to Years 11 and 12 of schooling.
Statement of Attainment	May be issued in the vocational education and training sector by an RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s).
training.gov.au	http://training.gov.au The national register for recording information about RTOs, Training Packages and accredited courses.
Training Package	A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF VET qualifications for a specific industry, industry sector or enterprise.
training plan	A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.
unit of competency	Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
VET	Vocational Education and Training
VET qualification	Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF VET qualification, as specified by: <ul style="list-style-type: none">• a nationally endorsed Training Package, or• an accredited course that provides training for the qualification.
VET Quality Framework	The VET Quality Framework comprises: <ul style="list-style-type: none">• the Standards for Registered Training Organisations• the Fit and Proper Person Requirements• the Financial Viability Risk Assessment Requirements• the Data Provision Requirements, and• the Australian Qualifications Framework.