## Contents

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- **Resources/equipment requirements** .................................................. 9
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This section must be read in conjunction with the:
- Board of Studies Retail Services Syllabus (Parts A & B)
- Board of Studies ACE Manual
- Workplace Learning Handbook

The following information is provided for the Retail Services Curriculum Framework:
- Teacher training requirements
- Assessor qualifications
- Using qualified assessors
- Resource/equipment requirements
- Quality assurance requirements

Checklists

1. Teacher qualifications
2. Student work placement
3. Student assessment
4. Resources/equipment
Teacher training requirements

Entry benchmark

A teaching qualification with one or more of the following subject specialisations:
- Business Studies
- Economics, or
- Commerce.

plus

Eligibility to teach the nominated units of competency is achieved on:
- recognition of individual qualifications, industry experience or other training (RPL)

and
- satisfactory completion of the approved training program

Teachers who have recent and relevant qualifications or experience may seek entry to, or exemption from, some components of training or may claim eligibility to teach additional units of competency through the process of recognition of prior learning (RPL). All teachers are required to complete an orientation program.

Approved training program - Retail

Teachers completing this training program are eligible to deliver and assess the Retail Services 240 hour course in the industry curriculum framework subject to the scope of their Registered Training Organisation (RTO).

<table>
<thead>
<tr>
<th>APPROVED TEACHER TRAINING PROGRAM</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td>2 days</td>
</tr>
<tr>
<td><strong>Industry specific training</strong></td>
<td>5 days</td>
</tr>
<tr>
<td>Training covers contemporary retail practices, marketing and advertising, legal and financial controls, merchandising, buying, point of sale, security and inventory management. An industry site visit is included.</td>
<td></td>
</tr>
<tr>
<td><strong>Skills Development</strong></td>
<td>9 days</td>
</tr>
<tr>
<td>The industry placement is integral to the training program. Teachers are required to</td>
<td></td>
</tr>
</tbody>
</table>
complete two placements, one of 4 days duration and one of 5 days. One placement should be in a small retailer and the other in a large retailer. It is preferable that one placement be completed prior to industry specific training.

| Certificate IV in Training and Assessment | Flexible |
Teachers completing this training program are eligible to deliver and assess the following units of competency in the Retail Services Curriculum Framework course:

- SIRXCCS001A  
  Apply point-of-sale handling procedures

- SIRXCCS002A  
  Interact with customers

- SIRXCLM001A  
  Organise and maintain work areas

- SIRXCOM001A  
  Communicate in the workplace

- SIRXICT001A  
  Operate retail technology

- SIRXIND001A  
  Work effectively in a retail environment

- SIRXINV001A  
  Perform stock control procedures

- SIRXOHS001A  
  Apply safe working practices

- SIRXRISK001A  
  Minimise theft*

- SIRXMER001A  
  Merchandise products

- SIRXSL001A  
  Sell products and services

- SIRXSL002A  
  Advise on products and services

- SIRXFN001A  
  Balance point-of-sale terminal

- SIRXFN002A  
  Perform retail finance duties

- SIRXMER005A  
  Create a display

* Refer to advice provided by the Security Industry regarding the delivery of this unit.

Teachers wishing to deliver any units of competency from the elective pool that are not listed above must:

1. Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency.
2. Discuss the delivery of the unit(s) of competency with their vocational education consultant prior to delivery.
3. If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their school sector to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

Maintaining industry currency

The requirement for current knowledge will be met initially through completion of the approved teacher training program. Thereafter it is the responsibility of individual teachers to maintain industry currency.

Teachers can maintain industry currency through:

- industry contact and liaison
- industry placement through programs such as Teachers in Business
- collegial networks with a professional development focus
- interaction with colleagues through the VET teachers website at www.govet.nsw.edu.au.

**Assessor qualifications**

Consistent with VETAB requirements, the NSW Department of Education and Training, Catholic Education Commission and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198).

Prospective teachers who already hold Certificate IV in Training and Assessment TAA40104 (or Certificate IV Assessment and Workplace Training BSZ40198) should send a copy to the region or diocese VET consultant as evidence of the qualification.
Using qualified assessors

Assessment for national recognition purposes (qualifications) must be undertaken by, or partnered through, a Registered Training Organisation (RTO). It is the RTO’s responsibility to make arrangements and to ensure that a quality assessment process is in place.

The following outlines the different ways that the requirement to use qualified assessors may be met.

**Single Assessor – an individual assessor conducts the assessment**

An Assessor is:

- required to hold formal recognition of competence in the relevant units in the Training and Assessment Training Package;
- deemed competent and, where possible, holds formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.
- demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following:
  - actual workplace experience within the last two years
  - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
  - participation in professional or industry networks.

**Partnership arrangement – an assessor works with a technical expert to conduct the assessment**

An Assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package.
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and

A technical expert shall be a person who has the relevant vocational competencies and is required to:

- be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.
- demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following:
  - actual workplace experience within the last two years
  - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
  - participation in professional or industry networks.
  - communicate and liaise with the assessor throughout the assessment process.
Assessment team/panel – a team or panel working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgments about competency.

The members of the team must collectively meet the following requirements:

- hold formal recognition of competence in the relevant units of the Training and Assessment Training Package;
- be deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.
- demonstrate comprehensive current knowledge of the industry and current industry practices as they apply to the job role against which performance is being assessed. This may be demonstrated through at least one of the following:
  - actual workplace experience within the last two years
  - attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies
  - participation in professional or industry networks.
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.
Resources/equipment requirements

This list of resources has been taken from Part B of the Stage 6 Syllabus Retail Services Curriculum Framework. Schools delivering units of competency in the Retail Services Framework must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. The following resources/equipment are required to deliver and assess the units of competency. Resources/equipment may be accessible either on-site (at school) or off-site (including the work placement).

<table>
<thead>
<tr>
<th>Common list of resources for all competencies in the Retail Services Curriculum Framework</th>
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</thead>
<tbody>
<tr>
<td><strong>Tools, equipment and resources</strong></td>
</tr>
<tr>
<td>To demonstrate competency the person will require access to:</td>
</tr>
<tr>
<td>- fixturing – shelving, wall rack, gondola, star or waterfall rack</td>
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<tr>
<td>- documentation, such as:</td>
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<tr>
<td>- stock, inventory and price lists</td>
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<tr>
<td>- financial transaction dockets and slips</td>
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<tr>
<td>- store policy and procedures manuals</td>
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<tr>
<td>- point-of-sale equipment, such as:</td>
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<tr>
<td>- cash register (manual or electronic)</td>
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<tr>
<td>- cash drawer</td>
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<tr>
<td>- scanner</td>
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<tr>
<td>- EFTPOS terminal</td>
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<tr>
<td>- electronic scales</td>
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<tr>
<td>- numerical display board.</td>
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<tr>
<td>- order forms</td>
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<tr>
<td>- promotional materials</td>
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<tr>
<td>- OHS guidelines</td>
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<tr>
<td>- appropriate PPE</td>
</tr>
<tr>
<td>- industry codes of practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIRXCCS001A Apply point-of-sale handling procedures</th>
<th>Access On-Site</th>
<th>Access Off-Site</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools, equipment and resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To demonstrate competency in this unit the person will require access to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- security tagging equipment</td>
<td></td>
<td></td>
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<tr>
<td>- lay-by slips</td>
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<td></td>
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<tr>
<td>- credit slips</td>
<td></td>
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<tr>
<td>- product return slips</td>
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<tr>
<td>- message pads</td>
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<tr>
<td>- wrapping and packaging materials</td>
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<tr>
<td>- calculator</td>
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</tr>
</tbody>
</table>
### SIRXCCS002A Interact with customers

**Access On-Site**  | **Access Off-Site**
--- | ---

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- relevant documentation, such as:
  - sales order forms
  - complaint and return forms
  - invoices
  - credit notes
  - order forms
  - lay-by slips
  - credit slips
  - product return slips
- a communication system or a range of communication equipment.

### SIRXCLM001A Organise and maintain work areas

**Access On-Site**  | **Access Off-Site**
--- | ---

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- cleaning and store housekeeping equipment and materials
- relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and OHS
  - manufacturer instructions and operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
- plant and equipment regulations
- cleaning equipment
- display and promotion equipment
- food preparation equipment
- storage equipment

### SIRXCOM001A Communicate in the workplace

**Access On-Site**  | **Access Off-Site**
--- | ---

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- a range of communication equipment
- retail documents, such as:
  - stock sheets
  - planograms
  - timetables, staff record forms
  - lay-by slips
  - credit slips
  - product return slips
  - manufacturer instructions
  - telephone message pads
### SIRXICT001A Operate retail technology

**Tools, equipment and resources**

To demonstrate competency in this unit the person may require access to:
- electronic bar coding equipment for price labelling and stocktaking
- portable data entry equipment
- printers
- EFTPOS terminals
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines
- thermometers
- security tag systems
- trolley return equipment
- computers
- scanners
- numerical keyboard equipment, including calculators

<table>
<thead>
<tr>
<th>Tools, equipment and resources</th>
<th>Access On-Site</th>
<th>Access Off-Site</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SIRXIND001A Work effectively in a retail environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tools, equipment and resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To demonstrate competency in this unit the person will require access to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• relevant documentation, such as:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- store or sample policy and procedures in regard to workplace ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- store or sample job descriptions and organisational charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- store or sample documentation regarding mission and goals for the company</td>
<td></td>
<td></td>
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<tr>
<td>- store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace</td>
<td></td>
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<tr>
<td>- awards and agreements</td>
<td></td>
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<tr>
<td>- government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Store or sample policies on OHS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)</td>
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</tr>
<tr>
<td>• Equal Opportunity for Women in the Workplace Act 1999 (Cth).</td>
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</tr>
<tr>
<td>• Anti-Discrimination Act 1977 (NSW)</td>
<td></td>
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</tr>
<tr>
<td>• Sex Discrimination Act 1984 (Cth)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Racial Discrimination Act 1975 (Cth)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Disability Discrimination Act 1992 (Cth)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Age Discrimination Act 2004 (Cth)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SIRXINV001A Perform stock control procedures

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- relevant equipment, including:
  - stock moving equipment
  - manual and electronic labelling and ticketing equipment
- computers and stock recording equipment
- packing materials
- receiving bay
- stock
- manual and electronic stock control system and documentation
- relevant documentation, such as:
  - invoices, packing slips, dispatch documents and order forms
  - recording and tally sheets
  - OHS regulations
  - relevant legislation and statutory requirements
  - industry codes of practice
- Equipment, such as:
  - electronic bar coding equipment
  - weighing machines
  - thermometers
  - trolley return equipment
  - portable data entry
  - cutting equipment
  - personal protective equipment

## SIRXOHS001A Apply safe working practices

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- suitable equipment and materials for lifting
- relevant documentation, such as:
  - manufacturer instructions and operation manuals
  - OHS regulations
  - legislation and statutory requirements
- industry codes of practice
- material safety data sheets

## SIRXRSK001A Minimise theft

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- relevant documentation, such as:
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices Act 1974
  - Fair Trading Act 1987
- relevant security equipment
### SIRXMER001A Merchandise products

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- packing materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and OHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
- relevant legislation and industry codes of practice.
- labeling and ticketing equipment (manual and electronic), such as:
  - pricing gun
  - shelf tickets
  - shelf talkers
  - written labels
  - swing ticketing
  - bar coding
  - price boards
  - header boards

### SIRXSLS001A Sell products and services

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information
- a real or simulated work environment
- range of customers with different requirements

### SIRXSLS002A Advise on products and services

**Tools, equipment and resources**

To demonstrate competency in this unit the person will require access to:

- a range of stock and merchandise
- relevant documentation, such as price lists
- a range of communication equipment
- Trade Practices Act 1974
- Fair Trading Act 1987
- range of customers with different requirements
SIRXFIN001A Balance point-of-sale terminal

<table>
<thead>
<tr>
<th>Tools, equipment and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate competency in this unit the person will require access to:</td>
</tr>
<tr>
<td>- relevant documentation, such as:</td>
</tr>
<tr>
<td>- sample debit card and credit card vouchers</td>
</tr>
<tr>
<td>- recording and tally sheets</td>
</tr>
<tr>
<td>- store policy and procedure manuals in regard to register or terminal balance</td>
</tr>
</tbody>
</table>

SIRXFIN002A Perform retail finance duties

<table>
<thead>
<tr>
<th>Tools, equipment and resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate competency in this unit the person will require access to:</td>
</tr>
<tr>
<td>- relevant documentation, such as:</td>
</tr>
<tr>
<td>- banking deposit forms</td>
</tr>
<tr>
<td>- purchase requisitions</td>
</tr>
<tr>
<td>- purchase orders</td>
</tr>
<tr>
<td>- invoices</td>
</tr>
<tr>
<td>- receipts</td>
</tr>
<tr>
<td>- delivery dockets and receipts</td>
</tr>
<tr>
<td>- credit notes</td>
</tr>
<tr>
<td>- statements</td>
</tr>
<tr>
<td>- remittance advices</td>
</tr>
<tr>
<td>- cash register rolls</td>
</tr>
<tr>
<td>- deposit books</td>
</tr>
<tr>
<td>- relevant financial management systems</td>
</tr>
</tbody>
</table>

It may be possible to negotiate with a local retailer to use one or more of their registers in training units.
Quality assurance requirements

The implementation of HSC VET courses must be monitored to ensure compliance with the Australian Quality Training Framework (AQTF) and the Board of Studies HSC requirements.

The following checklists have been designed to assist schools in this process:
- teacher qualifications
- student work placement
- student assessment
- resources/equipment.

The checklists have been designed to be photocopied and completed by teachers implementing this course. Checklists for resources/equipment must be completed for both core and elective strands. Principals should use these checklists to monitor the implementation of HSC VET courses to ensure compliance with AQTF and the Board of Studies HSC requirements.

It is the responsibility of the principal to complete the following forms and to forward them to the School Education Director:
- checklists for the Retail Services Curriculum Framework to be delivered in that year
- Principal’s Confirmation of Quality Assurance Requirements (see General Information: Appendix 1)
- Monitoring Higher School Certificate Requirements (distributed to schools in February each year).

In addition, at the start of each year as part of the Board of Studies student entry requirements, schools are required to indicate via Schools On-line the qualification and units of competency that each student will be undertaking in the current calendar year and generating the Confirmation of VET Competencies report. This requires the completion of the competencies entered component of the eBOS-VCS. At the end of each year schools are responsible for entering for each student, via Schools On-line, the outcome of each unit of competency entered (using the Competency Outcomes shown in the list below). This information will be used to generate an AQF Statement of Attainment or Certificate and enables school-based RTOs to comply with reporting requirements.

### Competency Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved</td>
<td>Student has completed the unit of competency and has been assessed as competent in all elements.</td>
</tr>
<tr>
<td>Continuing</td>
<td>Student is enrolled in the unit of competency and training has commenced, however the final assessment for the unit will be conducted in the next calendar year. Note: If assessment was conducted in the same calendar year as the enrolment and the student was not competent, then a result of ‘Competency not achieved’ should be recorded. If the student attempts the unit of competency again in the next calendar year a new enrolment should be recorded.</td>
</tr>
<tr>
<td>Credit Transfer</td>
<td>Student has been awarded a recognised credential in the unit of competency at the same or another RTO and has provided evidence of this.</td>
</tr>
<tr>
<td>Not Achieved</td>
<td>Student has been assessed and is not competent in one or more elements of the unit of competency.</td>
</tr>
<tr>
<td>Did Not Start</td>
<td>Student was enrolled in the unit of competency, but training for the unit was</td>
</tr>
<tr>
<td>Status</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Recognition of Prior Learning</td>
<td>Student has been assessed as competent for the whole unit of competency as a result of recognition of prior skills and knowledge.</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>Student commenced training in the unit of competency but has withdrawn from the unit before assessment has been completed.</td>
</tr>
</tbody>
</table>
Retail Services Checklists

1. Teacher qualifications

Teachers delivering and assessing the Retail Services Curriculum Framework must meet the VET teacher requirements (refer to page 3 of this document). Only teachers who have (i) completed the approved training program, (ii) commenced the approved training program, or (iii) been approved to deliver and trained to assess may deliver this course. Teachers delivering and assessing this course must maintain industry currency.

List the names of teachers delivering Retail Services in the current year and indicate their training status and maintenance of industry currency by placing a ✓ in the appropriate box.

<table>
<thead>
<tr>
<th>Name of teacher</th>
<th>Approved Training Program</th>
<th>Approved to deliver/assess through RPL</th>
<th>Industry Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed</td>
<td>In Progress</td>
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</tbody>
</table>

School: __________________________________________________________

RTO: _____________________________________________________________

Principal’s Name: ________________________________________________

Principal’s Signature: ___________________________________________

Date: ____________________________

Please ensure that this is the most current version of this document by referring to the online version.
Retail Services Checklist

2. Student work placement

Students have been fully informed of the:

☐ mandatory BOS work placement hours required for this course
☐ purposes of the work placement, and the
☐ due dates for completion of the work placement
☐ collection of evidence towards integrated competency assessments.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

☐ structure and timing of the work placements
☐ competencies to be addressed during work placements
☐ procedures to address the relevant occupational health and safety regulations.

The school has procedures in place to ensure that the:

☐ Employer’s Guide to Workplace Learning [see Workplace Learning Handbook: Appendix 3] has been provided to the host employer prior to placement commencing
☐ Student Placement Record [see Workplace Learning Handbook, Appendix 2] is fully completed prior to placement (ie. signed by the host employer, school principal or nominee, student and parent or care giver) and stored according to Departmental requirements following placement.

3. Student assessment

☐ Assessment requirements for the Retail Services Curriculum Framework have been explained to students
☐ An assessment program has been developed using appropriate assessment tasks to allow students to properly demonstrate achievement of units of competency and has been issued to all participating students
☐ Information on intended qualifications, units of competency to be delivered and units of competency achieved is being progressively updated on eBOS-VCS via Schools Online in accordance with the timeline advised by the Board of Studies

School: _____________________________________________
RTO: ______________________________________________
Principal’s Name: ____________________________________
Principal’s Signature: _________________________________
Date: ______________________________________________

Retail Services Checklist

4. Resources/equipment

Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. Resources/equipment may be accessible either on-site (at school) or off-site (including the work placement). On the following checklist, indicate whether students access the specified resources/equipment (p8-13) on-site, off-site or both.

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Access On Site</th>
<th>Access Off Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common resources for competencies in the Retail Services Curriculum Framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXCCS001A Apply point-of-sale handling procedures</td>
<td></td>
<td></td>
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<tr>
<td>SIRXCCS002A Interact with customers</td>
<td></td>
<td></td>
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<tr>
<td>SIRXCLM001A Organise and maintain work areas</td>
<td></td>
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<tr>
<td>SIRXCOM001A Communicate in the workplace</td>
<td></td>
<td></td>
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<tr>
<td>SIRXICT001A Operate retail technology</td>
<td></td>
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<tr>
<td>SIRXIND001A Work effectively in a retail environment</td>
<td></td>
<td></td>
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<tr>
<td>SIRXINV001A Perform stock control procedures</td>
<td></td>
<td></td>
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<tr>
<td>SIRXOHS001A Apply safe working practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXRSK001A Minimise theft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXMER001A Merchandise products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXSLS001A Sell products and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXSLS002A Advise on products and services</td>
<td></td>
<td></td>
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<tr>
<td>SIRXFIN001A Balance point-of-sale terminal</td>
<td></td>
<td></td>
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<tr>
<td>SIRXFIN002A Perform retail finance duties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXMER005A Create a display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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