CERTIFICATE II IN RETAIL SIR20212

STUDENT INFORMATION BOOKLET

2016

Name: _____ **Class _____**

CERTIFICATE II IN RETAIL - SIR20212

Description

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic retail operational knowledge and limited practical skills in a defined context. Work would be undertaken in various retail store settings, such as specialty stores, supermarkets, department stores and retail outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

Job roles

Individuals with this qualification are able to perform roles, such as:

- provide product and service advice in a retail store
- sell products and services in a variety of retail settings
- work as a checkout operator
- check stock and replenish shelves
- organise and maintain work areas and displays.

Possible job titles

- sales assistant
- customer service assistant

This qualification leads to a Certificate II in Retail Services and may support an entry level career as a customer service assistant or sales assistant.

SIT10112 Certificate I in SIR10112 Certificate I in Retail Services

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SIR20212 Certificate II in Retail Operations

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SIR30212 Certificate III in Retail Operations

Qualification Structure

To attain the *Certificate II in Retail* 14 units must be achieved:

- 8 core unit; plus
- 6 elective units

Unit Number	Unit Name	Type
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	Core
SIRXIND101	Work effectively in a customer service environment	Core
SIRXCCS202	Interact with Customers	Core
SIRXWHS101	Apply safe work practices	Core
SIRXCLM101	Organise and maintain work areas	Core
SIRXCCS201	Apply point-of-sale handling procedures	Core
SIRXICT001A	Operate retail technology	Core
SIRXRSK201	Minimise Loss	Core
SIRXINV001A	Perform stock control procedures	Elective
SIRXFIN201	Balance and secure point-of-sale terminal	Elective
SIRXMER201	Merchandise products	Elective
SIRXMER202	Plan, create and maintain displays	Elective
SIRXSLS201	Sell products and services	Elective
SIRXIND102	Plan a career in the retail industry	Elective

CORE UNIT

SIRXCOM101 Communicate in the workplace to support team and customer outcomes

This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

The unit covers the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

http://training.gov.au/Training/Details/SIRXCOM101

SIRXIND101 Work effectively in a customer service environment

This unit describes the performance outcomes, skills and knowledge required to work effectively in a customer service business environment

http://training.gov.au/Training/Details/SIRXIND101

SIRXCCS202 Interact with customers

This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It involves being able to communicate effectively with customers, respond to their complaints, receive and process sales orders, and identify special customer requirements.

The unit covers the consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to identify and resolve customer complaints.

http://training.gov.au/Training/Details/SIRXCCS202

SIRXWHS101 Apply safe work practices

This unit describes the performance outcomes, skills and knowledge required to apply safe work practices, including identifying and reporting faults and problems, according to work health and safety (WHS) legislation and store policies.

It also covers procedures for emergency situations, evacuation, accident and illness. It encompasses the National Occupational Health and Safety Commission (NOHSC) guidelines for WHS.

http://training.gov.au/Training/Details/SIRXWHS101

SIRXCLM101 Organise and maintain work areas

This unit describes the performance outcomes, skills and knowledge required to organise and maintain work areas in a retail environment. It involves applying personal hygiene practices and the organised use of equipment and chemicals to keep the workplace tidy, clean and safe.

This unit covers the ability to demonstrate and apply knowledge of workplace policies, legislative requirements and manufacturer instructions in order to use tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas.

http://training.gov.au/Training/Details/SIRXCLM101

SIRXCCS201 Apply point-of-sale handling procedures

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions, and process a number of methods of payment, according to store policies.

http://training.gov.au/Training/Details/SIRXCCS201

SIRXICT001A Operate retail technology

This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

http://training.gov.au/Training/Details/SIRXICT001A

SIRXRSK201 Minimise Loss

This unit describes the performance outcomes, skills and knowledge required to minimise theft and loss of stock in a retail environment.

It involves applying store policy and procedures and industry codes of practice in regard to store security, theft prevention and correct stock usage; reporting theft or suspicious behaviour to relevant personnel; and monitoring stock, work areas, customers and staff to minimise opportunities for theft

http://training.gov.au/Training/Details/SIRXRSK201

ELECTIVE UNITS

SIRXINV001A Perform stock control procedures

This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

http://training.gov.au/Training/Details/SIRXINV001A

SIRXFIN201A Balance and secure point-of-sale terminal

This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions, and reconciling and recording takings.

The unit requires the application of store policy and procedures in undertaking those tasks.

http://training.gov.au/Training/Details/SIRXFIN201

SIRSMER201 Merchandise products

This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storing stock. It also includes the application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, and relevant legislation.

http://training.gov.au/Training/Details/SIRXMER201

SIRXMER202 Plan, create and maintain displays

This unit describes the performance outcomes, skills and knowledge required to identify requirements for displays, develop display ideas, obtain approval from relevant personnel, and plan and build displays. It also covers maintaining displays to meet the requirements of the product, the audience and the organisation.

http://training.gov.au/Training/Details/SIRXMER202

SIRXSLS201 Sell products and services

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

http://training.gov.au/Training/Details/SIRXSLS201

SIRXIND102 Plan a career in the retail industry

This unit describes the performance outcomes, skills and knowledge required to identify and document current skills and interests, and explore related retail career options. It also covers planning future skills development with the help of advisory personnel or experienced retail industry staff.

http://training.gov.au/Training/Details/SIRXIND102

COURSE ORGANISATION – TRAINING PLAN

4 LESSONS PER WEEK FOR TWO SEMESTERS

PROPOSED DELIVERY & ASSESSMENT SCHEDULE

Term	Topic / Theme / Guidelines	Units of competency
1	Planning a career in the retail sector Work health and safety Working with customers in a customer service environment	SIRXIND102 SIRXWHS101 SIRXCCS202 SIRXCOM101 SIRXIND101
2	Merchandising Selling products and services using retail technology	SIRXMER201 SIRXMER202 SIRXSLS201
3	Control of stock Control of cash using point-of-sale handling and balancing.	SIRXICT001A SIRXRSK201 SIRXINV001A SIRXCCS201 SIRXFIN201
4	An integrated project which reflects the units studied in the course	SIRXCLM201

ASSESSMENT

Competency Based Assessment

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course

Assessment in these units will consist of:

a) Observations

b) Portfolios

c) Workbooks

d) 3rd party reports from workplace supervisor and/or Seton College assessor

All assessment tools will address the knowledge and skills (including employability skills) required as evidence for the unit of competency

AQF SKILLS LEVEL

Certificate II skills allow a student to:

- undertake defined activities
- provide solutions to a limited range of predictable problems

*** For more information on Certificate II in Business refer to the*

Seton College Homepage

➢ *Life at Seton*

   ➢ *Curriculum*

      ➢ *Vocational Education*

CREDIT TRANSFER

Credit Transfer recognizes previous formal learning. It is a system whereby successfully completed units of study from one course can be transferred to another course

For example. If you have completed a "workplace communication unit" in Business it may also be the same for the Active Volunteering.

Therefore you only have to do the unit once.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

a) Formal learning referees to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (eg, a certificate, diploma or university degree);

b) Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (eg, in-house professional development programs conducted by a business); and

c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (eg the acquisition of interpersonal skills developed through several years as a sales representative).

RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

Remember, you can only apply for RPL at the beginning of each semester. The steps below are in sequential order. Use the boxes on the left to tick when you have completed that step.

☐ Obtain information about RPL

☐ Obtain a copy of the Units of Competency for the vocational training program(s) of your subject

☐ Read the relevant learning outcomes or competencies for the training program/s

☐ Complete a self-assessment form for each unit

    (i) assess your abilities/competencies, with the guidance from your teacher and/or counsellor in the learning outcomes or competencies in the training programs

    (ii) decide if you think you possess the knowledge and skills of the learning outcome or competencies in the training programs and if so, you should apply for RPL

☐ Complete an RPL Application Form within 5 days of completing step 4

☐ Gather evidence that supports your application

☐ Give the completed RPL Application Form and evidence to your teacher

☐ Receive notification from your teacher to show either:

    (i) that you have gained RPL

    (ii) that you need to supply more information AND/OR attend an interview

    (iii) that you have not gained full/partial RPL and you receive feedback

- ☐ **(If you are successful)** you will be exempt from those learning outcomes or competencies in the training program.
    - o ensure your Units of Competency are signed off

- ☐ **(If you were partially successful)** you may decide to progress more quickly through the training program by completing only those aspects for which you do have prior learning. This completes the RPL process for your application

- ☐ **(If you were unsuccessful)** you may decide to request an RPL Appeals Form that must be lodged within 7 days of written notification that you were initially unsuccessful.

- ☐ Gather further evidence that supports your application

- ☐ Submit your completed RPL Appeals Form and further evidence to the nominated person in the school's appeals policy, who will arrange for a second suitably qualified person to assess the evidence

- ☐ Receive a notification about whether either:

    - (iv) *you have gained RPL or*
    - (v) *you have not gained full/partial RPL and receive feedback*

- ☐ Seek to progress more quickly through the training program by completing only those aspects for which you do not have prior learning.

Employability Skills

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	‣ use questioning and active listening to determine and respond to customer needs to ensure customers enjoy a positive retail experience that reflects store values ‣ persuade customers to purchase goods by communicating their features and benefits ‣ regularly carry out verbal instructions from other team members and supervisors ‣ read and interpret workplace documents, complete written workplace forms and share work-related information with other team members
Teamwork	‣ work collaboratively with other team members, supporting the team, respecting and understanding others' views, and giving and receiving feedback in the context of a retail customer service environment where employees are expected to perform their individual tasks but also look for opportunities to assist others
Problem-solving	‣ demonstrate sensitivity to customer needs and concerns ‣ anticipate problems and act to avoid them where possible ‣ solve problems in the context of a team structure where, after clarification, customer service issues or recognition of risk may be referred to another team member or a supervisor for resolution depending on store policy and procedures
Initiative and enterprise	‣ look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role ‣ positively accept and adapt to changes in procedures or arrangements at the store level ‣ take positive action to report hazards or risk situations to supervisors
Planning and organising	‣ understand how a personal job role fits into the context of the wider business values and directions ‣ plan daily work tasks and priorities in the context of the job role to achieve outcomes within set timelines ‣ plan tasks to work safely and manage risk according to store procedures
Self-management	‣ understand and follow store policies regarding work availability, rosters and work duties ‣ work within the store culture by practising inclusive behaviour ‣ manage personal presentation, hygiene and time ‣ prioritise and complete delegated tasks under instruction
Learning	‣ identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best ‣ accept opportunities to learn new ways of doing things and implement changes under instruction in the context of store procedures
Technology	‣ select and use a range of retail technology, such as point-of-sale systems, according to available equipment and store procedures ‣ recognise and report faulty equipment and follow store occupational health and safety procedures