

CERTIFICATE II in Retail

SIR20207 Certificate II in Retail

2009

**The advice provided in this publication must be used in conjunction with the nationally endorsed
SIT07 Retail Services Training Package**

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 speciality stores, supermarkets, department stores and retail fast food outlets. Individuals may work with some autonomy or in a team but usually under close supervision.

This qualification is suitable for an Australian Apprenticeship pathway.

PROGRAM REVISION

This program replaces the *VCE VET Retail Program Booklet* published in February 2003.

From 2009 credit arrangements for SIR20207 Certificate II in Retail will be determined under the Block Credit Recognition process.

This revision to the Retail program is a consequence of the revision to the national Retail Services Training Package.

Students commencing in 2009 and beyond

All students commencing SIR20207 Certificate II in Retail in 2009 and beyond must comply with the requirements outlined in the SIR07 Retail Services Training Package.

PROGRAM DETAILS

AIMS

The aims of SIR20207 Certificate II in Retail are to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Retail and related industries
- enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

COMPLETION REQUIREMENTS

The following information needs to be read in conjunction with the SIR07 Retail Services Training Package.

PROGRAM STRUCTURE

Completion of SIR20207 Certificate II in Retail contributes towards the VCE through the Block Credit Recognition process.

SIR20207 Certificate II in Retail

To be eligible for the award of Certificate II in Retail students must complete 14 units of competence including:

- all nine core units of competence
- three units of competence from either Elective Units Group A (General Selling) or Elective Units Group B (General Food Selling)
- two elective units of competence from the General Elective list.

PROGRAM DURATION

Certificate II in Retail involves a minimum nominal duration of 330 hours, the final qualification size and structure will depend on the electives selected.

The nominal hours attached to each unit of competence are calculated by Skills Victoria as an indicator of the training time required to become competent. They are a guide only, and the actual duration of the training is affected by students' readiness to be assessed for the particular unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery and assessment.

RECOGNITION IN THE VCE

Contribution towards the VCE for students undertaking SIR20207 Certificate II in Retail is handled via Block Credit Recognition. The contribution to a student's VCE program is determined by the number of units of competence successfully completed. Certificate II in Retail will provide credit at Units 1 and 2 level.

RECOGNITION WITHIN THE VCAL

SIR20207 Certificate II in Retail is available for students who are enrolled in the VCAL.

The contribution of Certificate II in Retail to a student's VCAL program is determined by the number of units of competence successfully completed. When a student has been assessed as competent in units of competence totalling 100 nominal hours, this will contribute one VCAL unit towards satisfactory completion of the VCAL.

Certificate II in Retail will satisfy learning outcomes for the Industry Specific Skills and Work Related Skills strands.

Certificate II in Retail (either full or partial completion) may contribute to the VCAL at the Foundation, Intermediate or Senior levels.

PROGRAM STRUCTURE

SIR20207 CERTIFICATE II IN RETAIL

Code	Unit of competence	Nominal Hours
CORE		
SIRXCCS001A	Apply point-of-sale handling procedures	20
SIRXCCS002A	Interact with customers	30
SIRXCLM001A	Organise and maintain work areas	20
SIRXCOM001A	Communicate in the workplace	40
SIRXICT001A	Operate retail technology	20
SIRXIND001A	Work effectively in a retail environment	45
SIRXINV001A	Perform stock control procedures	35
SIRXOHS001A	Apply safe working practices	20
SIRXRSK001A	Minimise theft	20
ELECTIVES		
Group A: General Selling Stream		
Sales		
SIRXSLS001A	Sell products and services	20
SIRXSLS002A	Advise on products and services	30
Merchandising		
SIRXMER001A	Merchandise products	30
SIRXMER005A	Create a display	35
Finance		
SIRXFIN001A	Balance point-of-sale terminal	20
Retail Post		
SIRRPOS001A	Process postal outlet transactions	35

Group B: General Food Selling Stream		
Food Safety		
SIRRFSA001A	Apply retail food safety practices	40
Merchandising		
SFIDIST202B	Retail fresh, frozen and live seafood	20
SIRRMER001A	Merchandise food products	25
SIRRMER002A	Pack and display meat products	25
SIRRMER003A	Prepare and display fast food items	25
SIRRMER004A	Prepare and display bakery products	25
Product Knowledge		
SIRRRPK001A	Advise on food products and services	24
SIRRRPK002A	Advise on meat products	20
SIRRRPK003A	Advise on fast food products	20
SIRRRPK004A	Advise on bakery products	20
SIRRRPK005A	Advise on seafood products	20
GENERAL ELECTIVE UNITS		
Administration		
BSBCM212A	Handle mail	15
SIRXADM001A	Apply retail office procedures	20
SIRXADM002A	Coordinate retail office	35
Computer Operations and ICT Management		
BSBCM205A	Use business technology	30
SIRXICT002A	Use computers as part of business and e-commerce processes	35
Finance		
SIRXFIN001A	Balance point-of-sale terminal	20
SIRXFIN002A	Perform retail finance duties	25
Food Safety		
SIRRFSA001A	Apply retail food safety practices	40
Goods Handling		
TDTA1197B	Package goods	20
TDTA2197B	Despatch stock	20
TDTD197B	Shift materials safely using manual handling methods	20
Inventory		
SIRXINV002A	Maintain and order stock	35

Merchandising		
SFIDIST202B	Retail fresh, frozen and live seafood	20
SIRRMER001A	Merchandise food products	25
SIRRMER002A	Pack and display meat products	25
SIRRMER003A	Prepare and display fast food items	25
SIRRMER004A	Prepare and display bakery products	25
SIRXMER001A	Merchandise products	30
SIRXMER005A	Create a display	35
Marketing and Public Relations		
SIRXMPR002A	Provide marketing and promotion program support	30
SIRXMPR003A	Conduct telemarketing	35
Occupational Health and Safety		
THHGHS01B	Follow workplace hygiene procedures	15
Product Knowledge		
BSBSLS301A	Develop product knowledge	30
SIRRRPK001A	Advise on food products and services	24
SIRRRPK002A	Advise on meat products	20
SIRRRPK003A	Advise on fast food products	20
SIRRRPK004A	Advise on bakery products	20
SIRRRPK005A	Advise on seafood products	20
SIRRRPK006A	Recommend liquor products	35
SIRXRPK001A	Recommend health and nutritional products and services	25
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	25
SIRRRPK014A	Recommend specialised products and services	35
Retail Food		
THHBKA01B	Organise and prepare food	20
THHBKA03B	Receive and store kitchen supplies	10
THHBFB09B	Provide responsible service of alcohol	10
THHBFB10B	Prepare and serve non-alcoholic beverages	15
THHBFB12B	Prepare and serve espresso coffee	30
Retail Post		
SIRRPOS001A	Process postal outlet transactions	35
SIRRPOS002A	Handle mail received in a retail environment	20
SIRRPOS003A	Deliver mail in a retail environment	20
Sales		
SIRXSLS001A	Sell products and services	20
SIRXSLS002A	Advise on products and services	30

STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA has determined that SWL is an appropriate and valuable component of all VCE VET programs. SWL complements the training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competence, as determined by the RTO
- increased employment opportunities and marketability.

The VCAA advises that students enrolled in this program undertake a minimum of 300 hours SWL. This may be undertaken as paid employment.

SWL or employment should be spread across the duration of the training program.

The school/RTO should keep evidence of the student's structured workplace learning which may take place over weekends and during school holidays as well as during the school week.

SIRXOHS001A Apply safe working practices must be undertaken prior to SWL.

The SWL Occupational Health and Safety (OH&S) arrangements are outlined in Ministerial Order 55.

A *Structured Workplace Learning Manual* developed by the Office of Learning and Teaching in 2005 is available. Although it has been designed primarily for structured workplace learning coordinators, employers may find it a useful reference. Included in the manual is a supporting video entitled *Workwise – workplace safety for students*. This video highlights Occupational Health and Safety issues in the industry areas of hairdressing, engineering, automotive, primary industry and business.

These kits have been distributed free to schools, Local Community Partnerships (LCP), Local Learning and Employment Networks (LLEN), key industry bodies and other stakeholders. The *Structured Workplace Learning Manual* is also accessible from the following website:

www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm

Local Community Partnerships

SWL has grown rapidly in recent years. So that industry is not overwhelmed with requests, clusters of government and non-government schools work together with business to maximise the benefits of SWL. Clusters usually operate through a LCP which employs staff specifically to coordinate placements and monitor their quality. LCPs are incorporated bodies with a board of management with representatives from education, industry and the community. The partnerships are now funded and managed by the Department of Education, Employment and Workplace Relations (DEEWR) as part of the Career Advice Australia (CAA) Initiative. There are over 200 partnerships across Australia.

Sourced from the Department of Education, Employment and Workplace Relations website:

www.dest.gov.au

OCCUPATIONAL HEALTH AND SAFETY

Schools/RTOs must ensure that occupational health and safety issues are fully addressed in the training program. To assist principals in meeting the schools' responsibilities for students in SWL, delivery of training for the unit of competence *SIRXOHS001A Apply safe working practices* must be completed before students begin their structured work placement.

Students must be informed of the significance of work related hazards. They must understand the need for, and the nature of, workplace risk controls such as safe working procedures and the use of personal protective clothing.

Schools must also be satisfied, through their review of the acknowledgment provided by employers in the SWL Arrangement Form, that the workplace in question and the activities proposed will not expose a student to risk during their structured work placement.

Employers must view their duty of care toward students as essentially no different from that owed to their employees. They must understand that students cannot be expected to possess the judgment or maturity to undertake any task which presents potential risk. This means that no student may be exposed at any time to dangerous plant, equipment, substances, work environments or work practices.*

On the first morning of their placement, students should be introduced to their supervisor and provided with a formal induction to the workplace. This will include first aid, emergency and incident reporting arrangements. The student should be given an 'orientation tour' of the workplace and any excluded areas or activities should be pointed out.

Close supervision of students undertaking SWL is essential. Supervisors nominated by the employer must understand all requirements for safely managing the student's activities.

These websites may provide useful resources for schools/RTOs:

www.worksafe.vic.gov.au/wps/wcm/connect/WorkSafe

www.careeradviceaustralia.gov.au

* Employers should be provided with the Department of Education and Early Childhood Development (DEECD) Structured Workplace Learning Guidelines for Employers, which sets out their responsibilities and provides information to assist them with induction and supervision of students. This is available on the DEECD website: www.education.vic.gov.au/sensecyouth/careertrans/worklearn/structuredlearning.htm