



**Maldives National Skills Development Authority**



# **National Competency Standard for Retail Services**

**Standard Code: SOC03S09V1**

**Qualification Name: National Certificate III in Retail Services**  
**Qualification Code: SOC03SQ2L309**

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## PREFACE

The goal of the Employment Skills Training Project (ESTP) is to increase the number of Maldivians, men and women, actively participating in the labor force and employed with the assistance of the Asian development Bank the Project will support the expansion of demand driven employment-oriented skills training in priority occupations and improve the capacity to develop and deliver Competency Based Skill Training (CBST). The Project aims to (i) provide youth with employment-oriented skills training; (ii) improve public perception of training and employment in locally available skills-oriented occupations; (iii) make available employment-related information to more Maldivians; and (iv) strengthen the capacity for labor administration and for labor market analysis.

The focal point of this project is the delivery of CBST to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Initially training will be focused in five key sectors: tourism, fisheries and agriculture, transport, construction and the social sectors. These sectors are included in the national development priority and play a vital to the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Accreditation Board (MAB) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards.

NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provides explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards

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NCS are the foundation for the implementation of the Technical Vocational Education and Training (TVET) system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for the Maldives National Qualification Framework (MNQF), management by the MAB, which provides certification to those who meet the NCS.

NCS are developed by the TVET Section of Ministry of Higher Education, Employment and Social Security. The NCS are validated Employment Sector Councils of the respective sectors and endorsed by the Maldives Accreditation Board.

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Date of Endorsement		Date of revision

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## Key for coding

Coding Competency Standards and Related Material	
Description	Represented by
Industry sector	Three letter
Occupation within an industry sector	Two digits 01 - 99
Competency Standard	S
Unit of Competence in a standard	U 01 - 99
Common competency	1
Core competency	2
Optional/ Elective competency	3
Assessment Resource Material	A
Learning Resource Material	L
Curricula	C
Qualification	Q1, Q2 etc
MNFQ level of qualification	L1, L2 etc
Version of year	V1, V2 etc
Year endorsement of standard qualification	By two digits example - 07

### Key for coding and Abbreviation

SOC            Social sector

<b>1. Endorsement Application for Qualification 01</b>		
<b>2. NATIONAL CERTIFICATE I IN RETAIL SERVICE</b>		
<b>3. Qualification code: SOC03SQ1L109</b>		<b>Total Number of Credits : 48</b>
<b>4. Purpose of the Qualification</b> The holders of this qualification will be will be competent to work in the local Retail Industry as a Customer Service Assistants or entry level Sales Assistants. The level one qualification presented here will facilitate personnel ready for the entry level tasks to be performed in the retail outlets. Similarly, the competency units are mapped in such a way to fulfill the knowledge and skills requirements of the “Customer Service Assistant” or an ‘entry level Sales Assistant’ occupation within the local Retail Industry.		
<b>5. Regulations for the qualification</b>		National Certificate I in Retail Services will be awarded to those who are competent in units 1+2+3+4+5+6
<b>6. Schedule of Units</b>		
Unit	Unit Title	Code
1	Apply safe working practices	SOC03S2U01V1
2	Apply effective work discipline in a retail environment	SOC03S2U02V1
3	Communicate in the retail environment	SOC03S2U03V1
4	Organise and maintain work areas	SOC03S2U04V1
5	Apply basic computing skills	SOC03S1U01V1
6	Apply basic mathematical skills	SOC03S1U02V1
<b>7. Accreditation requirements</b>		The training provider should have a retail outlet or similar training facility to provide the trainees necessary hands-on experience related to this qualification.
<b>8. Recommended sequencing of units</b>		As appearing under the section 06

<b>1. Endorsement Application for Qualification 02</b>		
<b>2. NATIONAL CERTIFICATE III IN RETAIL SERVICE</b>		
<b>3. Qualification code: SOC03SQ3L314</b>		<b>Total Number of Credits : 114</b>
<b>4. Purpose of the Qualification</b> The holders of this qualification will be will be competent to work in the local Retail Industry as a qualified Sales Assistants. The level two qualification presented here will facilitate personnel to become effectively competent for the contemporary tasks to be performed by a Sales Assistant in the retail outlets. Similarly, the competency units are mapped in such a way to fulfill the knowledge and skills requirements of the 'Sales Assistant' occupation within the local Retail Industry.		
<b>5. Regulations for the qualification</b>		National Certificate III in Retail Services will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13
<b>6. Schedule of Units</b>		
Unit	Unit Title	Code
1	Apply safe working practices	SOC03S2U01V2
2	Apply effective work discipline in a retail environment	SOC03S2U02V2
3	Communicate in the retail environment	SOC03S2U03V2
4	Organise and maintain work areas	SOC03S2U04V2
5	Apply basic computing skills	SOC03S1U01V2
6	Apply basic mathematical skills	SOC03S1U02V2
7	Maintain security within the retail outlets	SOC03S2U05V2
8	Undertake financial transactions	SOC03S2U06V2
9	Apply basic salesmanship skills	SOC03S2U07V2
10	Perform stock control procedures	SOC03S2U08V2
11	Assist with marketing in a retail environment	SOC03S2U09V2
12	Merchandise and display of goods	SOC03S2U10V2
13	Create customer relationship a retail environment	SOC03S2U11V2
<b>7. Accreditation requirements</b>		The training provider should have a retail outlet or similar training facility to provide the trainees necessary hands-on experience related to this qualification.
<b>8. Recommended sequencing of units</b>		As appearing under the section 06

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## Unit Details

Unit Title	Unit Title	Code	Level	No of credits
1	Apply safe working practices	SOC03S2U01V1	3	6
2	Apply effective work discipline in a retail environment	SOC03S2U02V1	3	10
3	Communicate in the retail environment	SOC03S2U03V1	3	10
4	Organise and maintain work areas	SOC03S2U04V1	3	10
5	Apply basic computing skills	SOC03S1U01V1	3	6
6	Apply basic mathematical skills	SOC03S1U02V1	3	6
7	Maintain security within the retail outlets	SOC03S2U05V1	3	8
8	Undertake financial transactions	SOC03S2U06V1	3	6
9	Apply basic salesmanship skills	SOC03S2U07V1	3	16
10	Perform stock control procedures	SOC03S2U08V1	3	8
11	Assist with marketing in a retail environment	SOC03S2U09V1	3	6
12	Merchandise and display of goods	SOC03S2U10V1	3	12
13	Create customer relationship a retail environment	SOC03S2U11V1	3	10

## Packaging of National Qualifications:

National Certificate I in Retail services will be awarded to those who are competent in units  
1+2+3+4+5+6

Qualification Code: SOC03SQ1L109

National Certificate III in Retail services will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12+13

Qualification Code: SOC03SQ3L314



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## Competency Standard for

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### THE RETAIL SERVICES

Unit No	Unit Title
1	Apply safe working practices
2	Apply effective work discipline in a retail environment
3	Communicate in the retail environment
4	Organise and maintain work areas
5	Apply basic computing skills
6	Apply basic mathematical skills
7	Maintain security within the retail outlets
8	Undertake financial transactions
9	Apply basic salesmanship skills
10	Perform stock control procedures
11	Assist with marketing in a retail environment
12	Merchandise and display of goods
13	Create customer relationship a retail environment

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## Description of A Retail service

This document provides the foundation for benchmarking occupations within the Maldives Retail Sector. In this regard, the *Occupational Standard for the Retail Service Sector* provides the occupational competencies identified to be associated with Customer Service Assistants and Sales Assistants currently working in the Maldives Retail Sector.

## Competency Standard Development Process

In preparing the document, consultations were undertaken among the industry representatives comprising of both employee and employer and finally endorsing identified Occupational Standards directly by the owners of reliable, reputed and recognized private companies in the retail industry in order to ensure the developed Occupational Standards for the Retail Service Sector satisfactorily meets the expectations of the Retail Industry of Maldives.

## Situational Analysis of the Retail Industry

Situation Analysis of the Retail Industry in Maldives was conducted thoroughly by emphasising and incorporating the following stakeholders:-

1. Collection of firsthand information from Owners/Employers currently operating Retail Service Outlets.
2. Collection of firsthand information from Employees currently working in the Retail Service Sector.
3. Close and concise observations were made based on the amount of service, product line, relative price, control of outlets, and type of store cluster of Retail Outlets in the domestic industry

UNIT TITLE	Apply safe working practices				
DESCRIPTOR	This unit encompasses the guidelines for occupational health and safety. It describes the performance outcomes, skills and knowledge required to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.				
CODE	SOC03S2U01V1	LEVEL	2	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe basic safety procedures.	1.1 Follow and maintain safety procedures to achieve a safe work environment. 1.2 Identify and report unsafe working practices, including faulty plant and equipment. 1.3 Manage dangerous goods and substances accordingly. 1.4 Identify potential manual handling risks and manage them appropriately. 1.5 Report work-related incidents and accidents to designated personnel. 1.6 Demonstrate consultative processes and follow procedures for everyone working within the retail outlet.
2. Apply fire fighting and first-aid Skills	2.1 Follow fire and emergency procedures, including store evacuation, according to store policy. 2.2 Accurately identify safety alarms 2.3 Develop basic first-aid skills

## Range Statement

The Range Statement provides the range of applications of this unit of competency to allow for differences within various workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to the following.

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- Safety procedures may include:
    - fire or store evacuation involving staff or customers
    - emergency, fire and accident procedures
    - personal safety procedures
  - Workplace health and safety procedures may deal with:
    - safe manual handling and lifting
    - dangerous goods
    - customers
    - staff
    - equipment/tools
    - premises
    - stock
  - Emergency procedures may include:
    - sickness
    - accidents
    - fire
    - storms
    - store evacuation
  - Safe manual handling practices may include:
    - lifting practices
    - use of equipment such as ladders, trolleys
    - job procedures

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

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## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applies safe working practices, in all areas of the store, according to maximum safety practice
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures
- reads, interprets and applies manufacturer instructions for storage and use of hazardous goods
- know store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• identification of hazards in the workplace, including:<ul style="list-style-type: none"><li>◦ managing broken or of faulty equipment</li><li>◦ storage of dangerous goods and hazardous substances</li><li>◦ fire, chemical and electrical hazards</li><li>◦ spills and leakage of materials</li><li>◦ waste</li><li>◦ slip, trips and falls</li></ul></li><li>• controlling risks through the hierarchy of control, including:<ul style="list-style-type: none"><li>◦ eliminating hazards</li><li>◦ isolating hazards</li><li>◦ use of engineering controls</li><li>◦ use of administrative controls</li></ul></li></ul>	<ul style="list-style-type: none"><li>• locating and using safety alarms, fire extinguishers and emergency exits</li><li>• identifying hazardous goods and substances</li><li>• interpreting symbols used for safety signage</li><li>• storing and using chemicals and hazardous substances</li><li>• handling broken or damaged equipment</li><li>• manual handling procedures</li><li>• using personal protective gear and equipment</li><li>• first aid skills</li><li>• basic fire fighting skills</li></ul>

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<ul style="list-style-type: none"><li>○ appropriate use of personal protective clothing.</li><li>• first aid procedures</li><li>• Fire handling procedures</li></ul>	
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UNIT TITLE	Apply effective work discipline in a retail environment				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including job descriptions or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.				
CODE	SOC03S2U02V1	LEVEL	2	CREDIT	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Act responsibly.	1.1 Provide notification of shift availability, or non-attendance for shift, according to set timeframes and according to store policy and procedures. 1.2 Interpret staff rosters accurately. 1.3 Recognise and describe organisational culture.
2. Act in a non-discriminatory manner.	2.1 Display non-discriminatory attitudes when interacting with customers, staff or management. 2.2 Use non-discriminatory language.
3. Develop retail industry knowledge.	3.1 Identify and access sources of information on the retail industry. 3.2 Obtain information to assist with effective work performance and career planning within the retail industry. 3.3 Identify and interpret relevant awards and agreements. 3.4 Identify and analyse role of employee and employer associations in industrial relations system.
4. Maintain personal presentation.	4.1 Maintain personal dress and presentation in a neat and tidy manner. 4.2 Maintain personal hygiene according to store policy and legislation.
5. Follow routine instructions.	5.1 Receive and act upon instructions. 5.2 Use effective questioning to elicit information. 5.3 Assess, comprehend and act upon store information relevant to the particular task.

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	5.4 Plan and organise daily work routine within the scope of the job role. 5.5 Prioritise and complete tasks according to required timeframes.
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## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Maintain work disciplines

- understand Maldives Employment Act
- maintain excellent work discipline
- understand employer and employee rights
- understand employee award system
- understand employee career pathways

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Daily work routine may include

- interacting with customers
- interacting with supervisors and other staff members
- handling telephone enquiries
- organising and maintaining work areas
- maintaining merchandise and displays



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- preparing goods for delivery
  - observing scheduled breaks
  - assisting other team members
  - working within required timelines.

Tasks may be:

- routine
- rostered
- non-routine.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- act responsibly applies store policy and procedures stipulated in the Maldives Employment Act in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description
- recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals
- applies good behaviour and procedures in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes

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- knows employee's own rights and responsibilities in regard to awards and agreements as stipulated in the Maldives Employment Act
  - applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct
  - consistently meets store scheduling routines and uses time effectively.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• store policy and procedures in regard to: <ul style="list-style-type: none"> <li>○ workplace ethics</li> <li>○ shift availability or non-attendance</li> <li>○ staff rosters</li> <li>○ interpersonal conflict</li> <li>○ dealing with grievances</li> <li>○ full-time work, contract employment</li> <li>○ hygiene and self-presentation</li> </ul> </li> <li>• store organisational structure</li> <li>• structure of the retail industry</li> <li>• rights and responsibilities of employers and employees in retail workplace</li> <li>• following set routines and procedures</li> <li>• relevant legislation and statutory requirements, such as Maldives Employment Act, workplace relations, awards and agreements.</li> </ul>	<ul style="list-style-type: none"> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>○ follow routine instructions through clear and direct communication</li> <li>○ ask questions to identify and confirm requirements</li> <li>○ use language and concepts appropriate to the context of varying situation</li> <li>○ use and interpret non-verbal communication</li> </ul> </li> <li>• ability to follow store policy and procedures</li> <li>• maintaining personal presentation</li> <li>• interpersonal communication skills, including: <ul style="list-style-type: none"> <li>○ non-discriminatory verbal and non-verbal communication</li> <li>○ listening, questioning and observation</li> </ul> </li> <li>• literacy skills in reading and interpreting Maldives Employment Act and be aware of the employee and employer rights and obligations.</li> </ul>

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UNIT TITLE	Communicate in the retail environment				
DESCRIPTOR	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.				
CODE	SOC03S2U03V1	LEVEL	2	CREDIT	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Establish contact with customers	1.1 Maintain a welcoming customer environment. 1.2 Greet customer warmly according to store policy and procedures. 1.3 Create effective service environment through verbal and non-verbal interaction according to store policy and procedures. 1.4 Use questioning and active listening to determine customer needs. 1.5 Demonstrate confidentiality and tact.
2. Process information.	2.1 Answer telephone according to store procedures. 2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements. 2.3 Use telephone system functions according to instructions. 2.4 Record and promptly pass on messages or information. 2.5 Inform customer of any problems and relevant action being taken. 2.6 Perform follow-up action as necessary.
3. Work in a team.	3.1 Demonstrate a courteous and helpful manner at all times. 3.2 Complete allocated tasks willingly according to set timeframes. 3.3 Actively seek or provide assistance by approaching other team members when difficulties arise.

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	<p>3.4 Identify lines of communication with supervisors and peers according to store policy.</p> <p>3.5 Encourage, acknowledge and act upon constructive feedback provided by other team members.</p> <p>3.6 Use questioning to minimise misunderstandings.</p> <p>3.7 Identify and avoid signs of potential workplace conflict wherever possible.</p> <p>3.8 Demonstrate participation in team problem solving.</p>
4. Read and interpret retail documents.	<p>4.1 List and describe a range of retail documents.</p> <p>4.2 Read and interpret information from a range of retail documents</p>

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of backgrounds and with varying physical and mental abilities.

Information may include:

- telephone
- written
- electronic media such as email
- verbal feedback
- observation.

Colleagues may include:

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- management
  - other staff members
  - full-time, part-time staff

Verbal and non-verbal communication may include:

- speaking and listening
- reading and writing
- body language
- facial expression.

Teams may include:

- small work teams
- store team
- corporate team.

Retail documents may include:

- stock sheets
- timetables, staff record forms
- product return slips
- manufacturer instructions
- telephone message pads.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

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## Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>○ internal and external customer contact</li><li>○ verbal and non-verbal presentation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• demonstrated use of positive and inclusive language</li><li>• questioning and listening</li></ul>

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<ul style="list-style-type: none"><li>○ code of conduct</li><li>○ allocated duties and responsibilities</li><li>• goods and services provided by the store</li><li>• location of store departments</li><li>• functions and procedures for operating telephones and other communication equipment.</li></ul>	<ul style="list-style-type: none"><li>• resolving conflict</li><li>• negotiating</li><li>• managing stress</li><li>• demonstrating self-esteem</li><li>• literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.</li></ul>
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UNIT TITLE	Organise and maintain work areas				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to maintain and organise 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.				
CODE	SOC03S2U04V1	LEVEL	1	CREDIT	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Organise work area.	1.1 Maintain work areas in a safe, uncluttered and organised manner according to store policy and procedures. 1.2 Carry out all routines safely, effectively and efficiently with minimum inconvenience to customers and staff according to store policy. 1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.
2. Clean work area	2.1 Apply store policy and procedures for personal hygiene. 2.2 Apply store policy and procedures for cleaning of work area. 2.3 Remove and dispose of waste promptly according to store policy 2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy 2.5 Promptly display signage in regard to unsafe areas. 2.6 Maintain equipment and consumable materials and store correctly after use. 2.7 Use and clean tools and equipment (including guards) according to manufacturer instructions

### Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work areas may include:



- 
- counters
  - benches
  - sinks
  - storage areas
  - point-of-sale areas
  - preparation areas
  - walkways and aisles
  - displays
  - fixtures and working surfaces.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- consistently applies housekeeping duties to work area, cashier terminals, walkways, fixtures and display areas
- consistently applies safe working practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
  - store policy and procedures

- 
- manufacturer instructions and design specifications
  - applies store housekeeping program for work area and reports faults and problems to relevant person or department
  - reads, interprets and applies manufacturer instructions for cleaning products, tools and equipment
  - completes tasks in set timeframe.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• store policy and procedures in regard to:               <ul style="list-style-type: none"> <li>○ housekeeping</li> <li>○ use and maintenance of store cleaning equipment</li> <li>○ personal hygiene</li> <li>○ waste disposal and environmental protection</li> <li>○ reporting problems and faults</li> </ul> </li> <li>• relevant safety regulations</li> <li>• relevant labels to identify chemicals and hazardous substances</li> <li>• manufacturer instructions for use of cleaning materials or hazardous substances</li> <li>• manufacturer instructions for use of cleaning equipment</li> </ul>	<ul style="list-style-type: none"> <li>• using and maintaining cleaning equipment</li> <li>• using and storing chemicals, hazardous substances and flammable materials</li> <li>• using electrical and other equipment safely</li> <li>• literacy and numeracy skills in reading and understanding manufacturer instructions</li> <li>• reading and understanding warning labels and instructions for the use of chemicals and hazardous substances</li> </ul>

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UNIT TITLE	Apply basic computing skills				
DESCRIPTOR	This unit covers the safe operation of computers including input, editing and printing of simple computer word processing documents and formatted reports.				
CODE	SOC03S1U01V1	LEVEL	2	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Operate Computers Safely	1.1 Computer is turned on in accordance with manufacturer's instructions. 1.2 Appropriate software is loaded or selected from the menu. 1.3 Appropriate directory is selected or created. 1.5 New file is correctly opened and named.
2. Produce Document from Written Text Using Standard Format.	2.1 Keyboard/mouse is operated within the designated speed and accuracy requirements. 2.2 Document produced is an accurate reflection of the written notes provided. 2.3 Document is produced in required style and format. 2.4 Document is produced within designated timelines. 2.5 Document is saved regularly to avoid loss of data.
3. Print Document.	3.1 Print preview used to check document for format and layout. 3.2 Document is printed as required. 3.3 Appropriate stationery is loaded into the printer. 3.4 Defaults altered to suit document if necessary.
4. Save, Exit and Shutdown	4.1 Files are saved, closed and programs are exited in accordance with specified procedures. 4.2 Data are filed and stored in accordance with workplace procedures. 4.3 Back up files are made in accordance with specified procedures if required.

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## Range statement

### Range description

- Routine documents may include formatted proformas and reports, electronic mail and general correspondence.
- Documents may also include word-processing, databases (edit/print only) and spreadsheets (edit/print only).
- Printing may be required to a range of available printers within a network.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applying personal and operational safety procedures
- interpreting and communicating information on computer operations
- completing start-up and shut-down procedures

Completing essential functions including:

- creating a file
- producing a document
- editing information
- printing a document

- 
- saving a document
  - completing operator maintenance

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• occupational health and safety requirements for keyboard and screen based equipment</li> <li>• the site computing environment</li> <li>• information processing facilities generally available within the work area</li> <li>• the printer support options available for use and systems for direction to printer</li> <li>• file storage options and procedures</li> <li>• site file management requirements and procedures</li> <li>• types and uses of standard layout and templates</li> </ul>	<ul style="list-style-type: none"> <li>• apply keyboard and screen based occupational health and safety requirements and practices</li> <li>• access, read, interpret and apply relevant technical information</li> <li>• perform simple word processing</li> <li>• create new documents</li> <li>• format documents</li> <li>• apply formatting enhancements</li> <li>• use available spell and grammar check facilities</li> <li>• back up information</li> <li>• save information to file</li> <li>• exit the software</li> <li>• print documents</li> <li>• replenish consumables/paper in printer</li> </ul>

UNIT TITLE	Apply basic mathematical skills				
DESCRIPTOR	This unit covers the basic mathematical skills required for the retail service sector. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to quickly calculate discounts and other retail-related calculations.				
CODE	SOC03S1U02V1	LEVEL	1	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Apply basic mathematical skills	1.1 Items are counted singly and in batches and sorted numerically, as required in retail industry. 1.2 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division. 1.3 Calculations involving fractions, percentages and mixed numbers, and using the four basic processes, are performed as required to complete workplace tasks
3. Perform calculations using calculator	2.1 The functions of a calculator, numeric keypad or computer are used to perform workplace tasks 2.2 Numerical information is self-checked and corrected for accuracy

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Basic mathematical skills may include but not limited to

- Addition
- Subtraction
- Multiplication

- 
- Division
  - Percentages

Basic calculator skills may include but not limited to

- Undertake all the above calculations using the calculator
- Workout discounts

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Addition
- Subtraction
- Multiplication
- Division
- Percentage
- Calculation of discounts
- Perform referred operations on a calculator

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## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Basic mathematical knowledge in performing operations such as,<ul style="list-style-type: none"><li>○ Addition</li><li>○ Subtraction</li><li>○ Multiplication</li><li>○ Division</li><li>○ Percentage</li><li>○ Calculation of discounts</li></ul></li><li>• Develop appropriate knowledge on using calculator to undertake these operations competently.</li></ul>	<ul style="list-style-type: none"><li>• Basic mathematical skills in,<ul style="list-style-type: none"><li>○ Addition</li><li>○ Subtraction</li><li>○ Multiplication</li><li>○ Division</li><li>○ Percentage</li><li>○ Calculation of discounts</li></ul></li><li>• Develop appropriate skills on using calculator to undertake these operations competently.</li></ul>



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UNIT TITLE	Maintain security within the retail outlets				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers or terminals and keys.				
CODE	SOC03S2U05V1	LEVEL	2	CREDIT	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Apply routine store security.	1.1 Apply store security systems and procedures according to store policy. 1.2 Handle and secure cash according to store policy and procedures. 1.3 Observe and deal with suspect behaviour by customers according to store policy and legislative requirements. 1.4 Deal with internal and external theft according to store policy and legislative requirements. 1.5 Store products and equipment in a secure manner.
2. Minimise theft	2.1 Take appropriate action to minimise theft by applying store procedures. 2.2 Match merchandise to correct price tags. 2.3 Maintain surveillance of merchandise according to store policy and legislative requirements. 2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements. 2.5 Maintain security of cash, cash register and keys according to store policy. 2.6 Maintain security of stock, cash and equipment in regard to customers, staff and outside contractors according to store policy and legislative requirements. 2.7 Deal with suspected or potential thieves according to store policy and procedures.

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## Range statement

The range statement provides the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
- Security equipment may include:
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

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Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- consistently applies store policy and procedures in regard to store security and theft prevention in a range of contexts and situations
- consistently applies store policy and procedures in regard to following security procedures and for reporting theft or suspicious behaviour to relevant personnel
- monitors stock, work area, customers and staff to minimise opportunities for theft.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>◦ security</li><li>◦ checking customers' bags and purchases</li><li>◦ reporting problems and faults</li></ul></li><li>• relevant legislation and statutory requirements in handling suspicious situations</li><li>• security procedures relating to cash and non-cash transactions</li><li>• location and operation of store security equipment</li><li>• reporting procedures for internal and external theft or suspicious circumstances.</li></ul>	<ul style="list-style-type: none"><li>• literacy and numeracy skills in:<ul style="list-style-type: none"><li>◦ recording of stolen items</li><li>◦ reporting of theft.</li></ul></li><li>• Identifying customers with suspicious behaviour</li></ul>

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UNIT TITLE	Undertake financial transactions				
DESCRIPTOR	This unit deals with the skills and knowledge required to process simple financial transactions in a retail outlet, apply store policy and procedures to a range of transactions, interact with customers and package or wraps an item for transportation.				
CODE	SOC03S2U06V1	LEVEL	2	CREDIT	6

ELEMENTS COMPETENCIES	OF	PERFORMANCE CRITERIA
1. Perform cash/card transactions.		1.1 Operate cash register and card machines according to design specifications. 1.2 Handle cash and card according to store security procedures. 1.3 Maintain supplies of change in according to store policy 1.4 Complete transactions according to store policy 1.5 Complete records for transaction errors according to store policy. 1.6 Maintain adequate supplies of dockets, vouchers and official receipts 1.7 Identify and apply store procedures in regard to exchanges and returns. 1.8 State price or total and amount of cash received verbally to customer. 1.9 Tender correct change.
2. Complete sales		2.1 Complete customer order forms, invoices and receipts accurately. 2.2 Accurately identify and process customer delivery requirements according to set timeframes. 2.3 Process sales transactions or direct customers to point-of-sale terminals

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3. Wrap and pack goods.	<p>3.1 Maintain and request adequate supplies of wrapping and packaging materials.</p> <p>3.2 Select appropriate wrapping or packaging material.</p> <p>3.3 Wrap merchandise neatly and effectively where required.</p> <p>3.4 Pack items safely to avoid damage in transit, and attach labels where required.</p> <p>3.5 Arrange transfer of merchandise for parcel pick-up or other delivery methods if required.</p>
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## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Equipment used for transaction may include:

- cash register/card machines
- cash drawer
- scanner
- electronic scales

Transactions may include:

- cheques
- travellers cheques
- credit cards/Debit cards
- returns
- exchanges

Wrapping and packaging materials may include:

- boxes
- bags
- paper

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- gift wrapping
  - adhesive tape
  - ribbon
  - string

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- ability to conduct accurate and secure financial transactions
- ability to accurately balance transactions within acceptable enterprise timeframes
- knowledge of security principles and procedures in relation to tender and other financial documentation.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

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## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• basic numeracy knowledge</li><li>• procedures for processing different types of transactions using cash and cards</li><li>• underpinning principles of the reconciliation/balancing process</li><li>• security procedures for cash and other financial documentation</li></ul>	<ul style="list-style-type: none"><li>• basic numeracy skills</li><li>• procedures for processing different types of transactions using cash and cards</li><li>• underpinning principles of the reconciliation/balancing process</li><li>• security procedures for cash and other financial documentation</li></ul>

UNIT TITLE	Apply basic salesmanship skills				
DESCRIPTOR	This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.				
CODE	SOC03S2U07V1	LEVEL	2	CREDIT	16

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Apply product knowledge	1.1 Knowledge of the use and application of relevant products and services demonstrated according to the store. 1.2 Product knowledge developed by accessing relevant sources in information.
2. Approach customer	2.1 Timing of customer approach determined and applied. 2.2 Effective sales approach identified and applied. 2.3 Positive impression conveyed to arouse customer interest. 2.4 Knowledge of customer buying behaviour demonstrated.
3. Gather information	3.1 Questioning techniques applied to determine customer buying motives. 3.2 Listening skills used to determine customer requirements. 3.3 Non-verbal communication cues interpreted and clarified. 3.4 Customers identified by name where possible. 3.5 Customer directed to specific merchandise.
4. Sell benefits	4.1 Customer needs matched to appropriate products and services. 4.2 Knowledge of products' features and benefits communicated clearly to customers. 4.3 Product use and safety requirements described to customers. 4.4 Customers referred to appropriate product specialist as required. 4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more



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	experienced senior sales staff.
5. Overcome objections	5.1 Customer objections identified and accepted. 5.2 Objections categorised into price, time and merchandise characteristics. 5.3 Solutions offered according to store policy. 5.4 Problem solving applied to overcome customer objections.
6. Close sale	6.1 Customer buying signals monitored identified and responded to appropriately. 6.2 Customer encouraged making purchase decisions. 6.3 Appropriate method of closing sale selected and applied.

## Range statement

The range statement provides the range of applications of this unit of competency to allow for differences within enterprises and workplaces.

The following may include but is not limited to:

- Product knowledge may include:
  - warranties
  - features and benefits
  - use by dates
  - handling/storage requirements
  - stock availability
  - safety features
  - price
- Selling may involve:
  - face to face
  - over the telephone
- Routine customer questions may relate to:

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- price and price reductions
  - quality
  - features and benefits

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- Uses questioning, listening and observation skills to determine customer requirements.
- Consistently applies store policies and procedures in regard to selling products and services.
- Maximises sales opportunities according to store policies and procedures.
- Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- Evaluates personal sales performance to maximise future sales.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

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## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Store policies and procedures, in regard to:<ul style="list-style-type: none"><li>○ selling products and services</li><li>○ allocated duties and responsibilities</li></ul></li><li>• Store merchandise and service range</li><li>• Specific product knowledge for area/section</li><li>• Customer types and needs including:<ul style="list-style-type: none"><li>○ customer buying motives</li><li>○ customer behaviour and cues</li><li>○ individual and cultural differences</li><li>○ demographics/lifestyle/income</li><li>○ types of customer needs, e.g. functional, psychological</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Selling techniques including:<ul style="list-style-type: none"><li>○ opening techniques</li><li>○ buying signals</li><li>○ strategies to focus customer on specific merchandise</li><li>○ add-ons and complimentary sales</li><li>○ overcoming customer objections</li><li>○ closing techniques</li></ul></li><li>• Verbal and non verbal communication skills</li><li>• Handling difficult customers</li><li>• Negotiation skills</li><li>• Sales performance appreciation</li><li>• Questioning/listening/observation</li><li>• Literacy skills in regard to:<ul style="list-style-type: none"><li>○ reading and understanding product information</li><li>○ reading and understanding store policies and procedures</li><li>○ recording information</li></ul></li><li>• Numeracy skills in regard to:<ul style="list-style-type: none"><li>○ handling of tender</li><li>○ weighing and measuring goods</li></ul></li></ul>

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UNIT TITLE	Perform stock control procedures				
DESCRIPTOR	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.				
CODE	SOC03S2U08V1	LEVEL	2	CREDIT	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Receive and process incoming goods.	1.1 Maintain cleanliness and orderliness in receiving goods according to store policy and procedures. 1.2 Unpack goods using correct handling techniques and equipment according to store policy. 1.3 Remove and promptly dispose of packing materials according to store policy 1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy 1.5 Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to store policy. 1.6 Record stock levels on store stock systems according to store policy. 1.7 Rotate and store stock according to the first in first out (FIFO) principle. 1.8 Dispatch stock to appropriate area or department. 1.9 Apply stock price and code labels when required according to store policy.
2. Rotate stock.	2.1 Carry out stock rotation procedures according to store routine and policy. 2.2 Perform store code checking and reporting procedures, including recording of waste and markdowns. 2.3 Place merchandise to achieve a balanced, fully-stocked display appearance and promote sales. 2.4 Place excess stock in storage or dispose of according to store

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	policy and legislative requirements. 2.5 Maintain safe lifting, shifting and carrying techniques according to store policy
3. Participate in stock take	3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures. 3.2 Stock records documentation completed according to store stock control system. 3.3 Discrepancies in stock recorded and reported to relevant personnel.

## Range statement

The range statements provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces.

The following variables may include but are not limited to

- Stock recording may be:
  - manual
  - electronic
- Stock takes may be:
  - cyclical
  - compliance driven
- Store stock control may include:
  - checking incoming or existing stock
  - special orders
- Stock may be moved:
  - manually
  - mechanically
- Reporting of faults may involve:
  - telephone
  - fax

- 
- email
    - letter
    - face to face
  - Relevant personnel may include:
    - team leader
    - supervisor
    - store/area manager

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Consistently applies store policies and procedures in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety of practice.
- Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.

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- Interprets and processes information accurately and responsibly.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• Store policies and procedures, in regard to:<ul style="list-style-type: none"><li>◦ stock control</li><li>◦ store labelling policy</li><li>◦ correct unpacking of goods</li><li>◦ out of date, missing or damaged stock</li><li>◦ equipment used</li><li>◦ stock location</li><li>◦ waste disposal</li><li>◦ methods of storage</li><li>◦ delivery documentation</li><li>◦ stock record documentation</li><li>◦ dispatch documentation</li></ul></li><li>• Reporting faults and problems</li><li>• Relevant workplace health and safety practices</li></ul>	<ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Using electronic and manual labelling/ticketing equipment and systems</li><li>• Literacy and numeracy skills in regard to:<ul style="list-style-type: none"><li>◦ stock records and delivery documentation</li></ul></li></ul>

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UNIT TITLE	Assist with marketing in a retail environment				
DESCRIPTOR	This unit describes the skills and knowledge required to assist marketing in a retail environment. It involves effectively participating in marketing related tasks and promoting the organization.				
CODE	SOC03S2U09V1	LEVEL	2	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Complete marketing related tasks.	1.1 Source a range of relevant internal and external marketing information. 1.2 Access information and assess for relevance and applicability. 1.3 Prepare and distribute promotional materials in accordance with instructions and the needs of particular activities. 1.4 Liaise with relevant colleagues in relation to marketing activities within the scope of individual responsibility.
2. Promote the organisation.	2.1 Present the organisation's identity accurately and confidently to relevant individuals and organisations. 2.2 Make appropriate contact with external stakeholders and promote the organisation in the wider community. 2.3 Maintain accurate records of contact with those external to the organisation. 2.4 Identify appropriate industry events and other networking opportunities and attend as appropriate. 2.5 Share knowledge obtained through networking with colleagues to enhance marketing activities.

## Range statement

Marketing related tasks could be very varied in nature and may include:

- document/brochure production
- liaison with internal or external stakeholders



- 
- organisational tasks

Relevant colleagues may include:

- clients
- head of department
- other personnel within the organisation
- supervisor
- suppliers.

Marketing and promotional material may include:

- advertisements
- flyers
- invitations
- newsletters
- posters

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- general knowledge of marketing activities in the context of the relevant industry sector

- 
- communication skills to source and present information effectively.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• sources of marketing-related information appropriate to the industry sector</li> <li>• general knowledge of the market for different types of products and services in the relevant industry context</li> <li>• ways in which different types of businesses present and promote products and services, relevant to the industry sector</li> <li>• formats and features of different types of promotional materials, and ways in which they can be produced</li> <li>• networking and distribution channels relevant to the industry sector.</li> </ul>	<ul style="list-style-type: none"> <li>• skills encompassing identification of sources, questioning and active listening to elicit information, note-taking, sorting and processing information</li> <li>• written and oral communication skills for conveying information clearly, concisely and coherently</li> <li>• interpersonal skills particularly in relation to networking with industry colleagues</li> <li>• literacy skills sufficient to interpret a broad range of marketing information and material.</li> </ul>

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UNIT TITLE	Merchandise and display of goods				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling and pricing stock.				
CODE	SOC03S2U10V1	LEVEL	2	CREDIT	12

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Place and arrange merchandise.	1.1 Unpack merchandise according to store policy and procedures 1.2 Place merchandise on floor, fixtures and shelves in determined locations according to safety requirements. 1.3 Display merchandise to achieve a balanced, fully-stocked appearance and promote sales. 1.4 Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedure. 1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes. 1.6 Rotate stock according to stock requirements and store procedure. 1.7 Ensure stock presentation conforms to special handling techniques and other safety requirements.
2. Prepare display labels and tickets.	2.1 Prepare labels and tickets for window, wall or floor displays according to store policy. 2.2 Prepare tickets/labels using electronic equipment or neatly by hand according to store procedures. 2.3 Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
3. Place, arrange and display price labels and tickets.	3.1 Place labels and tickets visibly and correctly on merchandise. 3.2 Replace labels and tickets according to store policy. 3.3 Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice

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	and legislative requirements.
4. Maintain displays.	<p>4.1 Reset and dismantle special promotion areas.</p> <p>4.2 Assist supervisor in selection of merchandise for display.</p> <p>4.3 Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.</p> <p>4.4 Identify, reset or remove unsuitable or out-of-date displays as directed.</p> <p>4.5 Identify optimum stock levels and replenish stock according to store policy.</p> <p>4.6 Maintain display areas in a clean and tidy condition.</p> <p>4.7 Remove excess packaging from display areas.</p>
5. Protect merchandise.	<p>5.1 Identify and apply correct handling, storage and display techniques according to stock characteristics and store procedures.</p>

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Merchandise may be characterised by:

- type
- brand
- size
- customer needs
- colour
- price

Display may include:

- setting new displays

- 
- maintaining existing displays.

Preparation of labels and tickets may involve:

- pricing gun
- shelf tickets
- shelf talkers
- written labels
- swing ticketing
- bar coding
- price boards
- header boards.

Special promotion areas may be:

- permanent or temporary
- interior or exterior
- publicly accessible
- windows
- shelves
- wall fixtures
- on floor.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

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## Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
- prepares display labels and price tickets for merchandise with regard to store policies and procedures
- arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements
- identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to safe working practices

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• store policies and procedures, in regard to:<ul style="list-style-type: none"><li>◦ merchandising, ticketing and pricing of stock</li><li>◦ correct storage of stock</li></ul></li></ul>	<ul style="list-style-type: none"><li>• use and maintenance of manual and electronic labelling and ticketing equipment</li><li>• completing tasks in a set timeframe</li></ul>

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<ul style="list-style-type: none"><li>◦store promotional themes, including advertising, catalogues and special offers</li><li>◦location of display areas</li><li>◦availability and use of display materials</li><li>◦stock rotation</li><li>◦stock replenishment</li><li>◦merchandise range</li><li>◦scheduling for building or rotating displays</li><li>◦correct storage procedures for labelling and ticketing equipment and materials</li><li>• correct manual handling techniques for protection of self and merchandise</li><li>• principles of display</li><li>• elements and principles of design and trends in retail design</li><li>• relevant safety regulations, including:<ul style="list-style-type: none"><li>◦manual handling</li><li>◦hygiene and sanitation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• literacy and numeracy skills in relation to:<ul style="list-style-type: none"><li>◦reading and interpreting store procedures and guidelines</li><li>◦machine or manual preparation of labels and tickets</li><li>◦reading and understanding manufacturer instructions.</li></ul></li><li>•</li></ul>
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UNIT TITLE	Create customer relationship a retail environment				
DESCRIPTOR	This unit specifies the outcomes required to deal with customer relationships at an introductory operational level in a retail environment. It covers the knowledge and skills required when meeting and greeting customers to create a positive impression and to establish rapport with the customer.				
CODE	SOC03S2U11V1	LEVEL	2	CREDIT	10

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Establish contact with customers	1.1 Customers are acknowledged and greeted courteously and politely according to enterprise policies and procedures 1.2 Communications with customers are clear, concise and courteous 1.3 Appropriate communication channels are used 1.4 Rapport/relationship with customer is established and a genuine interest in customer needs/requirements is expressed 1.5 Effective service environment is created through verbal and non-verbal presentation according to organisational standards, policies and procedures
2. Present a positive organisational image	2.1 Information is provided to the public and other actions taken to maintain the organisation's image and accountability 2.2 Professional ethics are maintained to enhance customer commitment and to build return customer base
3. Maintain personal presentation standards	3.1 Self-confidence and appropriate communication are used to project a good image of the organisation 3.2 Impact of presentation on different types of customers is considered and made according to organisational policies 3.3 Specific presentation and representation requirements for particular work functions are satisfied according to organisational requirements



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## Range statement

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit.

Communications may include:

- using active listening techniques
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact (for face-to-face interactions), except where eye contact may be culturally inappropriate
- using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
- using clear written information/communication

Appropriate communication channels may include:

- face-to-face interactions
- answering the telephone
- interactions with team members

Organisational standards, policies and procedures may include:

- dress/uniform code
- organisational image
- code of ethics
- staff appearance and presentation
- quality systems, standards and guidelines

## ASSESSMENT GUIDE

### Forms of assessment

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Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- deliver that service to standard and in an appropriate time frame, or
- recommend an acceptable alternative to the customer, or
- explain to the customer why the need(s) cannot be met and any further actions which will be taken in a manner which is acceptable to the customer.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"><li>• relevant practices that affect business operation and customer relations, especially in regard to:<ul style="list-style-type: none"><li>○ health and safety and environmental issues</li><li>○ consumer relations</li><li>○ privacy</li></ul></li></ul>	<ul style="list-style-type: none"><li>• ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities</li><li>• language, literacy and numeracy requirements:<ul style="list-style-type: none"><li>○ language skills which allow for adequate communication with the customer</li><li>○ literacy skills to the level required to</li></ul></li></ul>

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<ul style="list-style-type: none"><li>• relevant product knowledge and organisation presentation standards</li><li>• an understanding and application of:<ul style="list-style-type: none"><li>○ the importance of customer service</li><li>○ the importance of good communication</li><li>○ the individual's role in delivering customer service</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ acquire the required product knowledge</li><li>○ numeracy skills to the level required to interpret the customer requirements and meet their needs</li></ul>
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Reference:

Extensive references have been made to the Australian and New Zealand National Retail Standards