



# Training and Assessment Strategy

## SIR30216 Certificate III in Retail



<b>Name of RTO</b>	<b>The Association of Independent Schools of NSW</b>	<b>Registration Number: 90413</b>	
<b>Delivery Sites</b>		<b>BOS course code</b>	26902
<b>Delivery Period</b>	January 2018 - December 2019		
<b>Course Duration</b>	240 hours for 2x2 units (prelim and HSC credit) to achieve a <b>SIR30216 Certificate III in Retail</b> .		
<b>Clients and environment</b>	<p>This Training and Assessment Strategy (TAS) is designed for delivery to schools students undertaking the qualification as part of the HSC in a simulated work or industry training environment. The units are suitable for the school to contextualise to local industry activities. The school has established agreements with local industry for students to have work experience. It is suitable for students undertaking SBAT.</p> <p>Students should be counseled in their course selection and its suitability in meeting their personal interest and career pathway.</p>		
<b>Pathways</b>	<p>The qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.</p> <p>Follow link for qualifications pathway information within the Training Package.  <a href="https://training.gov.au/Training/Details/SIR30216">https://training.gov.au/Training/Details/SIR30216</a></p>		
<b>Qualified Teachers</b>			
<b>Staff Qualifications</b>	<p>Teachers delivering this course hold:</p> <ul style="list-style-type: none"> <li>- SIR30216 Certificate III in Retail or equivalent and</li> <li>- TAE40116 or TAE40110 Certificate IV in Training and Assessment or its equivalent.</li> </ul> <p>Teachers maintain professional development through activities such as attending teacher network meetings, membership of professional associations, industry visits, etc. A record of the Professional Development Log is maintained on the AISRTO teacher database and verified by the schools compliance officer and AIS VET consultants.</p>		
<b>Units of Competency</b>	<p>When determining the Units of Competency to be delivered, teachers must:</p> <ul style="list-style-type: none"> <li>- Hold appropriate VET qualifications that have been approved by the AISRTO and managed on the RTO's teacher database.</li> <li>- Check testamur or Statement of Competencies achieved to ensure they are qualified for the Units they are teaching</li> <li>- Deliver only competencies and qualifications that are on the RTO Scope of Registration</li> <li>- Consult the qualification packaging rules and ensure that students are able to achieve the appropriate qualification</li> <li>- Adhere to all pre-requisite and co-requisite requirements</li> </ul>		
<b>Work placement and Partnerships</b>	<p>The student is required to undertake 70 Hours of mandatory work placement for a 240 hour course, which enhances their 'off the job' learning. Consideration needs to be given to the viability of suitable placements and the specific needs of the students.</p> <p>Industry partnerships and engagement provide enhanced opportunities to enrich work place learning.</p>		
<b>Industry Consultation</b>	<p>Industry consultation and feedback is an integral part of the development and continuous improvement of the training and assessment strategies for this course. Teachers engage in ongoing industry consultation through: network meetings, Industry visits, training upgrades, work placements visitations, WPSP, membership of industry professional associations, etc.</p> <p>McDonalds and Skills IQ</p>		

<b>Delivery Arrangements</b>	<p>Course delivery is in a simulated work or industry training environment, supported with work placements organised through WPSP (Work Placement Service Providers) or self sourced. Classroom based learning activities incorporate practical, simulated workplace activities where possible.</p> <p>Teaching and learning programs are inclusive of the BOSTES scope of learning the Retail general selling focus. (<a href="http://www.boardofstudies.nsw.edu.au">http://www.boardofstudies.nsw.edu.au</a>). Teaching and learning programs and/or assessment strategies and conditions are adjusted to meet the varying learning needs of students.</p> <p>The HSC examination is optional for Retail</p>
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<b>Qualification</b>	<b>SIR30216 Certificate III in Retail</b>											
<b>Packaging Rules</b>	Total number of units = 13 Units 13 units must be completed: 8 core units 5 elective units, consisting of: <ul style="list-style-type: none"> <li>▪ 3 units from the list below</li> <li>▪ 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course</li> </ul> Source: <a href="https://training.gov.au/Training/Details/SIR30216">https://training.gov.au/Training/Details/SIR30216</a>											
<b>Entry requirements</b>	There are no entry requirements for this qualification											
<b>Trainers are required to complete the Units of Competency to be delivered and the grid to show the planned delivery</b>												
Unit Code	Unit Title	AQF Status	HSC Status	HSC Hrs	Preliminary Year Term:				HSC Year Term:			
					1	2	3	4	1	2	3	
		<i>8 core 6 electives</i>		Indicative								
SIRXCEG001	Engage the customer	core	mandatory	20								
SIRXCOM002	Work effectively in a team	core	mandatory	15								
SIRXIND001	Work effectively in a service environment	core	mandatory	20								
SIRXRSK001	Identify and respond to security risks	core	mandatory	15								
SIRXSL001	Sell to the retail customer	core	mandatory	15								
SIRXWHS002	Contribute to workplace health and safety	core	mandatory	15								
SIRXSL002	Follow point of sale procedures	elective	mandatory	20								
SIRRMER001	Produce visual merchandise displays	elective	General Selling Stream	20								
SIRXPK001	Advise on products and services	elective	General Selling Stream	20								
SIRXCEG002	Assist with customer difficulties	core	elective	20								
SIRXCEG003	Build customer relationships and loyalty	core	elective	15								
CHCDIV001	Work with diverse people	elective	elective	20								
SIRRINV001	Receive and handle retail stock	elective	elective	15								
SIRRRTF001	Balance and secure point of sale terminal	elective	elective	15								
<b>Possible outcome: SIR30216 Certificate III in Retail</b>				<b>245 Hours</b>								

## Training and Assessment Arrangements

Students must demonstrate competence through the collection of a portfolio of evidence. Assessment of competence must be comprehensive with evidence collected over time in a range of retail tasks and/or settings. Appropriate assessments include retail projects; observations; case studies, portfolios.

Unit of competence		A	B	C	D	E	F
SIRXCEG001	Engage the customer	✓	✓		✓		
SIRXCOM002	Work effectively in a team	✓			✓		✓
SIRXIND001	Work effectively in a service environment			✓		✓	
SIRXRSK001	Identify and respond to security risks	✓	✓	✓			
SIRXSLS001	Sell to the retail customer	✓		✓	✓		
SIRXWHS002	Contribute to workplace health and safety	✓		✓		✓	✓
SIRXSLS002	Follow point of sale procedures	✓	✓		✓		
SIRRMER001	Produce visual merchandise displays		✓				✓
SIRXPDK001	Advise on products and services	✓			✓		
SIRXCEG002	Assist with customer difficulties	✓				✓	
SIRXCEG003	Build customer relationships and loyalty	✓				✓	
CHCDIV001	Work with diverse people			✓	✓		✓
SIRRINV001	Receive and handle retail stock		✓			✓	
SIRRRTF001	Balance and secure point of sale terminal	✓		✓	✓		

### Key

- A** Classroom observation with checklists (role plays)
- B** Practical Project
- C** Written Test
- D** Signed record over a period of time of workplace activities

- E** Presentation using oral/digital media
- F** Portfolio (a collection of activities or tasks using a range of techniques)

### Assessment design and evidence collection

VET assessment guidelines are available in the *VET Delivery Guide* and are inclusive of the principles of validity, reliability, flexibility and fairness. Assessments are designed to relate directly to the unit of competency, in particular the:

- ↔ Element and performance criteria
- ↔ Performance evidence
- ↔ Knowledge evidence
- ↔ Assessment conditions
- ↔ Foundation skills

Competency assessment are holistic; capable of assessing students in a number of units/competencies. Teachers should engage in a variety of assessment tools to collect the evidence required to determine competency achievement.

The course Assessment Plan is provided to students at the commencement of the course. Written notification of formal assessment tasks is to be provided to students at least two weeks in advance.

Feedback is provided for each assessment tasks and review is made to adjust the task if necessary.

The assessment schedule and competency achievement records for each student are maintained and students are given access to this record to monitor and reflect on their progress.

<b>Assessment validation and moderation</b>	<p>VET assessment validation guidelines are available in the <i>VET Delivery Guide</i>. The RTO assessment validation strategies include:</p> <ul style="list-style-type: none"> <li>- AISRTO Assessment validation tool and competency mapping grid</li> <li>- The AISRTO will provide a suite of Assessment Tasks that have been validated by a team of experienced trainers and Industry representatives. If a teacher wishes to use an alternative assessment task it can be lodged with the AISRTO and reviewed by the Assessment validation team. The task will then be made available to all sites delivering the course through it VET Website.</li> <li>- Annually VET teachers meet to validate the suite of assessment tasks, recording their outcomes and making the appropriate changes to implement strategies that aim towards continuous improvement</li> </ul>
<b>Evaluation and Continuous Improvement</b>	<p>Learning and assessment strategies are continuously improved through feedback from all stakeholders. Feedback may be obtained through interviews, discussions, surveys, evaluations, employer reports, etc.</p> <p>Teachers will obtain feedback from students on completion of units of work, formal assessments and at the end of each year.</p> <p>The RTO will obtain feedback through the 'Quality Indicator' survey and reporting process, internal audits at site validation visits and the feedback from teachers at Network Meetings.</p>
<b>Learning materials</b>	<p>Identified resources for delivery include;  <a href="http://www.boardofstudies.nsw.edu.au/syabus_hsc/">www.boardofstudies.nsw.edu.au/syabus_hsc/</a></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Support Documents</li> <li>• Resource List</li> </ul> <p>The AISRTO Resource Guide –lists all physical resources and equipment .</p>

	<b>Name and Position</b>	<b>Signatures</b>
<b>Completed by</b>	<a href="#">[Insert name and position]</a>	
<b>Verified by</b>	<a href="#">[Name and position of VET Compliance Officer / HOD]</a>	