SIR Retail Services Training Package V3.0

Case for Endorsement

July 2017

Contents

A. Administrative details of the Case for Endorsement

Name of allocated IRC

Wholesale, Retail and Personal Services Industry Reference Committee (WRAPS IRC)

Name of the SSO

SkillsIQ Limited

Case for Change reference

Case for Change Reference

- SkillsIQ/BC/2015-16-005. Approved by the Australian Industry and Skills Committee (AISC) 22 September 2016. **Appendix A: Retail Case for Change**.

Activity Order Reference

- SkillsIQ/TPD/2016-17-001.

Title and code for each of the training package components that are submitted for approval.

This Case for Endorsement seeks the approval of new and revised training package products for inclusion in the SIR Retail Services Training Package, inclusive of:

- Two Qualifications
- Thirty Units of Competency
- Three Skill Sets.

A full list of proposed training package products can be found in **Appendix B: List of Training Package Products proposed for endorsement.**

Note: The Activity Order associated with this Case for Endorsement required the transition of 19 existing Units of Competency and development of 21 new native units of competency, a total of 40 units of competency. As a result of consolidation and streamlining efforts, and extensive industry consultation, the total number of Units of Competency proposed within this Case for Endorsement is 30.

B. Description of work and request for approval

Description of work undertaken and why

Employing over 1.2 million workers, or around one in nine working Australians, the retail trade is the second largest employing industry in Australia. It provides jobs in almost every location, including more than 400,000 in regional Australia.[1]

Australian retailers face complex challenges and operating environments, characterised by change and ongoing disruption. The entrance and influence of big-brand international retailers and rapid digital technology advancements have created ongoing competitive pressures. The ability to innovate and drive improved processes is now critical to remaining relevant. Deloitte's *Global Powers of Retailing 2015* report provides an overview of the global economy and how it will impact the retail sector. The report identifies five trends reshaping retail: travel retailing, mobile retailing, faster retailing, experience retailing and innovative retailing.[2] Success in each of these areas is directly attributable to the skills held in key technical functions such as merchandise management, visual merchandising, and online retailing. These functions, and associated job roles, have been the focus of this training package development process.

Australian retailers have long been challenged by the availability of local talent for these key technical functions, with retailers identifying the retail roles in shortest supply as being merchandise planners, retail buyers and digital managers. Shrinking investments in internal training programs and years of cost cutting have resulted in critical, industry-wide skills shortages. Local searches for talent are failing, with many retailers unable to find suitably skilled individuals domestically, leading to international searches. Retailers report extensive, often-failed off-shore recruitment efforts that incur significant cost and, where unsuccessful, lead to productivity loss.

Experienced merchandise buyers, planners and ecommerce managers are in high demand in international markets, primarily the US and UK, as global retailers strengthen their online and multi-channel operations. The comparative strength of the international retail workforce is attributed to retail-specific education and a high propensity towards work-related training and development. With this knowledge, and shallow local talent pools, retailers have looked globally to create a skilled workforce that delivers a competitive advantage.

The assumption that these skills will directly correlate to successes locally is often a misconception held by retail employers. The pressures of adapting to a foreign marketplace often mean that skills developed internationally are not applicable in domestic markets, the resulting impact being individuals returning to familiar operating environments. Additionally, stresses caused by significant life disruptions and unsettled families cause many to return home. Where recruitment efforts fail, retailers report huge financial burdens incurred by the offering of attractive relocation packages and inflated salaries in desperation to attract talent.

Recent changes to 457 Visa arrangements may impair the ability of retailers to source talent globally. A recent study conducted by the Australian Retailers Association (ARA) demonstrated a high degree of concern, held by retail employers, for the impacts associated with these changes affecting both business and the broader economy. Businesses fear a loss of access to a primary talent source will slow growth, inhibit competitiveness and lead to even greater skills shortage pressures. Retailers too fear that a downturn in productivity and profitability will create viability issues, forcing additional

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[1] Department of Employment, 2016, Australian jobs 2016
2 Global Powers of Retailing 2015 Embracing Innovation. Deloitte, 2015. Web. 20 May 2016.

retail business closures and the attendant loss of employment. The amended Skilled Visa Occupations Lists, effective 1 July 2017, included Retail Buyer on the Short Term Skilled Occupation List (STSOL). However, retailers remain concerned that Merchandise Planners, Merchandise Designers and Digital Commerce were not added to the STSOL.

More broadly, the high staff turnover rates experienced across retail sectors, attributed to relatively low award wages and the perceived view that the industry cannot provide long-term career pathways, make it challenging for retailers to grow their own internal talent. This is especially true where formalised training options are not available to support career and succession planning. The vast majority of employers are well attuned to their people's needs for sound employment prospects and supported professional development.

Currently, there are no nationally recognised qualifications in the areas of Merchandise Management and Online Retailing to support this development. Industry has stressed the need for industry-defined, nationally recognised standards to provide skills development options for its current and future workforce. Further, industry has confirmed the need for a revised Diploma of Visual Merchandising that reflects contemporary industry practice.

Training package products proposed within this Case for Endorsement have been developed in response to the above-identified workforce challenges and needs.

Through the development of the Retail Case for Change (SkillsIQ/BC/2015-16-005) the risks associated with no change, and the benefits associated with change, have been identified:

- Impact and risk associated with **no** change:
    - sustained shortages of local skills, driving employers to continue to recruit talent from international sources at a commercially unsustainable level
    - significant recruitment costs and loss of productivity for employers as a result of failed recruitment efforts
    - inability of the Australian retail industry to operate at a globally competitive standard due to a lack of skills in key specialist functions
    - decreased ability for businesses of all sizes to expand into markets, both foreign and domestic
    - continued lack of training and limited ongoing development opportunities for skills growth in key retail functions
    - inability of Australian retail employers to grow their talent internally.

- Impact and benefits associated with the endorsement of training package products proposed within this Case for Endorsement:
    - creation of industry-defined and supported national training products
    - new platforms for professional development to build sustained talent and productivity improvements within the retail industry
    - creation of improved career pathways and workforce development opportunities
    - development of Australian retail talent to a globally competitive standard
    - ability of retail employers to develop their own talent and source skills locally, contributing to the upskilling and employment of the Australian population
    - improved retention and attraction within the industry, through the availability of qualifications aligned to job roles, that provide entry into specialised job roles
    - creation of consistency and currency in skills for specialised retail functions

- o strengthened partnerships between industry and the vocational education and training sector
- o improved perception of the retail sector as able to provide viable career pathways.

Decision being sought from the AISC

SkillsIQ, under the direction of the WRAPS IRC, is seeking that the Training Package Products, listed in **Appendix B: List of Training Package Products proposed for endorsement,** be endorsed by the AISC and approved for release on the national training register, www.training.gov.au.

C. Evidence of industry support

Written evidence of support by the IRC(s) responsible for the relevant training package components.

Members of the WRAPS IRC have provided confirmation of their support for new and revised training package products proposed for endorsement.

Letters of support from industry stakeholders can be found at **Appendix C: Letters of Support**.

Evidence of consultation with all relevant stakeholders.

This review process was overseen by the WRAPS IRC and guided by the Retail Technical Advisory Committee (TAC). The primary role of TACs is to provide:

- guidance at the national level to ensure training package products are flexible and responsive to changing industry and client needs and workplace practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- support and facilitation of communication and consultation with industry, including other members of their organisations, association members and other industry networks.

A list of TAC members can be found at **Appendix D: Retail Technical Advisory Committee (TAC) membership.**

The development of training package products included in this Case for Endorsement commenced in 2014 (undertaken by the former Industry Skills Council, Service Skills Australia). The stages in the development process and consultation activities are detailed below in Table 1: Training Package Product development process and industry consultation.

To ensure consultation and validation considered the needs of all groups and ensured inclusivity, activities were made available via teleconference and webinar to ensure national access, and more specifically access of those operating in regional and remote locations.

A complete list of organisations and individuals involved in this development work can be found at **Appendix E: Stakeholder consultation and engagement list**.

A key method of consultation used was the New Retail Series, a series of innovative training pilots, comprising face-to-face workshops led by industry experts, eLearning modules and workplace projects. The New Retail Series trialled the delivery of draft training package products and engaged learners from a diverse range of retail sectors, locations and business types. Feedback gained from participants and their employers was used to inform ongoing development and provided invaluable commentary regarding the relevance of content.

Table 1: Training Package Product development process and industry consultation

Project Stage	Details
Scoping 2014 - 2017	Project scoping captured current industry workforce issues and defined skills needs via a functional analysis of industry job roles. Scoping activities with industry stakeholders included: - meeting of Visual Merchandising subject matter experts - meeting of Merchandise Management subject matter experts - meeting of Online Retail subject matter experts - New Retail Series training pilot - Industry survey

Project Stage	Details
	• Ongoing engagement of key stakeholders and subject matter experts through one-on-one meetings.
	Scoping activities commenced in 2014 and were undertaken by the former Industry Skills Council, Service Skills Australia. Ongoing scoping activities occurred throughout 2014 – 2017.
	An activity order was executed between SkillsIQ and the AISC in July 2016 for the completion of a Case for Change presenting an industry rationale and justification for change. (**Appendix A: Retail Case for Change**). The Case for Change linked to information presented within the WRAPS Industry Skills Forecast (http://www.skillsiq.com.au/IndustryEngagement/IndustryReferenceCommittees/WholesaleRetailandPersonalServicesIndustryReferenceCommitte) and provided additional detail of industry priorities, skills needs and workforce challenges to be addressed through training package development.
	The Case for Change was approved by the AISC on 22 September 2016.
Drafting (Draft 1) January 2017	Draft 1 was developed based on the outcomes from scoping activities and ongoing input from key industry stakeholders. Subject matter experts were engaged to inform this development work. Draft 1 was finalised in January 2017.
Consultation and Feedback February and March 2017	SkillsIQ worked with key stakeholder groups and TAC members to undertake a range of consultation activities and seek feedback and comment on proposed training package products. The consultation period was promoted across SkillsIQ communication channels inclusive of social media, eblasts and targeted emails. Stakeholder groups promoted this consultation through their local and national networks. In addition, activities were promoted in various retail industry publications and websites. Consultation activities included: • Industry consultation workshops • Industry consultation teleconferences • Industry workplace visits • Face-to-face meetings • RTO webinars (cancelled due to limited attendance. Meetings conducted one-on-one) • Consultation activities conducted by state representatives and bodies. In addition to the above activities, stakeholders had an opportunity to provide feedback via online response mechanisms.
Drafting (Draft 2) March – April 2017	Feedback received during the consultation period informed the development of Draft 2.

Project Stage	Details
	Draft 2 was finalised based on Retail TAC discussions and decisions.
Validation May 2017	Draft 2 was made available for validation online. The validation period was promoted across SkillsIQ communication channels inclusive of eblasts and targeted emails. In addition, stakeholder groups promoted this consultation through their local and national networks. Summaries of feedback were made available and key issues addressed by the Retail TAC.
Drafting (Final Draft) May 2017	Feedback received during the validation period informed the development of the Final Draft. Final draft training package products have been included in this Case for Endorsement.
Quality Assurance June 2017	The Final Draft proposed training package components underwent an independent quality assurance review to confirm compliance with: ● Standards for Training Packages 2012 ● Training Package Products Policy ● Training Package Development and Endorsement Process Policy.
Submission June 2017	Submission to the Australian Industry and Skills Committee (AISC) for endorsement consideration.

Evidence that states/territories have been actively engaged and provided advice on the possible impact of implementing the proposed training package component(s), including the implementation issues relating to components proposed for deletion from the National Register.

States and territories have been involved during each key stage of development through the engagement of employers, ITABs, State Training Authorities and various state and territory networks and representative bodies. These stakeholders have been provided access to draft training package products and supporting documentation. Through these materials stakeholders have gained an understanding of the implementation requirements and potential issues.

Advice on the management of implementation is provided within the supporting Companion Volume Implementation Guide (CVIG).

State Training Authorities were provided with access to Final Draft training package products, the Case for Endorsement and the Companion Volume Implementation Guide for final comment prior to submission for endorsement. All States and Territories provided confirmation of their support with the exception of Tasmania who was non-responsive despite attempts by SkillsIQ to follow up their response. Western Australia noted the Report by Exception submitted by their stakeholders.

The Victorian State Training Authority raised concern regarding the Entry Requirements for the Diploma of Retail Merchandise Management and Assessor Requirements prescribed, in addition to those outlined within the *Standards for Registered Training Organisations 2012.* The Victorian State Training Authority believes Entry Requirements act as a barrier to qualification entry and Assessor Requirements unnecessarily exceed the conditions legislated within the *Standards for Registered Training Organisations 2012.* In response, SkillsIQ provided the Victoria State Training Authority with commentary regarding industry rationale for the inclusion of Entry Requirements and additional Assessor Requirements. The retail industry provided strong and consistent feedback reiterating the

need for Entry Requirements and Assessor Requirements that would promote quality outcomes for both learners and employers.

Where appropriate, advice about the alternative approaches explored and any competing views expressed by the allocated IRC(s) or other industry stakeholders, and how these competing views were resolved.

Given the diverse nature of the retail industry, a variety of skills needs and priorities exist across sectors, locations and business types. Throughout the development process a number of alternative approaches to, and options for, meeting industry skills needs were explored. Consideration was given to the ability of proposed training package products to provide the skills and knowledge required of job roles and the capacity for smooth implementation and provision of quality training outcomes. Throughout this process stakeholders were provided opportunities to identify their preferred approaches to development through scoping, consultation and validation activities.

Where competing views existed TAC members explored the issues, and associated supporting evidence, to make decisions that reflected the needs of industry from a national perspective.

Report(s) by exception on all remaining divergent stakeholder views and efforts made to resolve divergent or outstanding issues and reasons why the IRC is recommending training package component(s) be approved despite these divergent views.

The following report by exception was received from the Retail and Personal Services Training Council WA.

Issue raised by RAPSTC Western Australia	SkillsIQ Response	Outcome
Final Draft of the Merchandise Management Skill Set **The following feedback has been formally submitted by the Retail and Personal Services Training Council (RAPSTC) WA to indicate non-support of the proposed Merchandise Management Skill Set.** The proposed Merchandise Management Skill Set should not be included within the SIR Retail Services Training Package as it undermines the integrity of the proposed Diploma of Retail Merchandise Management. The group consulted by RAPSTC has concerns regarding the motive and impact that the structure of the Skill Set could have on the full qualification (Diploma of Retail Merchandise	SkillsIQ values the input of the Western Australian Industry Training Advisory Body. SkillsIQ has engaged in ongoing consultation with RAPSTC to understand and clarify the concerns raised regarding the proposed Merchandise Management Skill Set. SkillsIQ has provided RAPSTC with confirmation of the intent and rationale for the proposed Skill Set. Evidence of industry support for this Skill Set has been provided. The issues have been raised with the Retail TAC. Retail TAC members have considered the feedback and confirmed that the Skill Set reflects an industry-defined and supported pathway. Industry stakeholders	No consensus was able to be reached between SkillsIQ and the RAPSTC. No further action to be taken. Extensive consultation and validation has occurred with industry during the review which has reiterated the need for the Merchandise Management Skill Set.

Issue raised by RAPSTC Western Australia	SkillsIQ Response	Outcome
Management)	supporting the Merchandise Management Skill set value the flexible pathway it provides where a full qualification may not be suitable. Industry stakeholders value skill sets that provide highly relevant and explicit skills and allow individuals to build upon existing skills. Further, industry stakeholders are supportive of the pathway, provided by the Merchandise Management Skill Set, into the Diploma of Retail Merchandise Management.	
There is a high degree of concern that training providers will be incentivised to offer the skill set, as opposed to the full qualification, as it can be delivered in reduced timeframes and at a lower cost. Learners will be at a disadvantage as they will not gain the full suite of skills required to fulfil a merchandise management job role.		
Further, the Skill Set does not mandate any entry requirements, thus allowing direct entry into the Skill Set. RAPSTC believes this will enable parties to circumvent the entry requirements placed on the Diploma of Retail Merchandise Management.		
The RAPSTC group considers this to be leading to a result of 'Let's KILL IT' before a 'specialised qualification' starts.		

Evidence that key stakeholders (including training providers) are aware of the expected impact of the changes. It is important that SSOs clearly identify any training package components proposed for deletion from the National Register. Where a qualification or unit of competency is identified for deletion in the Case for Endorsement, the IRC must provide clear advice, informed by state/territory government authority feedback, about the downstream impacts and optimal timing for that deletion to take effect.

The majority of training package products proposed within this Case for Endorsement are newly created based on skills needs identified and defined by industry. Employers will be positively impacted as they gain access to improved skills development options and pathways. They will be given an improved ability to offer strong career pathways that articulate into highly sought-after and professional job roles.

Employers operating in rural and regional locations identified challenges associated with accessing skills that support online retail operations. Access to training package products that deliver skills required for online retail and ecommerce will ensure these employers are supported in developing their internal talent.

Several components proposed for development will replace and supersede the corresponding existing components of the SIR07 Retail Services Training Package.

In the short term, it is anticipated that there will be an administrative burden on Registered Training Organisations (RTOs) as they transition to delivery of the new training package products and update their scope of registration.

One of the most significant changes for RTOs will be gaining familiarity with the format of the training package components and the location of supporting implementation information in the form of the Companion Volume Implementation Guide. However, impacts here will be minimal as a majority of providers will have commenced use of the endorsed SIR Retail Services Training Package and will therefore be familiar with the revised format.

RTO administration and enrolment systems, as well as marketing materials, will require updating as a result of proposed development of training package components. This impact will be relatively low with the vast majority of this work already undertaken to update and reflect changes made in the March 2016 endorsement of the SIR Retail Services Training Package 2.0.

Changes to packaging rules and the number of units required for qualifications may mean that RTOs will need to re-structure their course offerings. This will depend on the way in which an individual RTO structures its delivery.

Based on ongoing consultation with key stakeholders, SkillsIQ has addressed key issues in the mandatory CVIG. To facilitate a smooth implementation process, State Training Authorities, RTOs, VET regulators and industry stakeholders were continually engaged and consulted during the development process and kept fully informed of the proposed changes.

The introduction of more specific and stringent Assessment Requirements will have an impact. Many units now include performance evidence content that specifies requirements around:

- frequency of performance
- assessor requirements
- assessment environment.

Another key area of change that will impact RTOs is the addition of Knowledge Requirements and improved clarity of those knowledge requirements in many units. This will require providers to update assessment tools accordingly to ensure compliance with Assessment Requirements.

Deleted training package products have been identified within mapping tables provided in the CVIG. These training package products have been deleted as a result of streamlining efforts that have seen consolidation of content. Content has not been lost, but has rather been embedded or incorporated into new or revised training package products. The deleted training package products will be listed on the National Register www.training.gov.au with teach-out managed by Registered Training Organisations (RTOs) through appropriate teach-out provisions.

The following measures will need to be put in place to address systemic issues and ensure effective implementation:

- strong and ongoing relationships between industry/businesses and training providers, and industry involvement in the validation of learning and assessment materials/activities
- robust and reliable assessment by RTOs, including in relation to prior recognition practices
- the creation of new and improved training and assessment resources to reflect the new and revised units of competency, particularly in relation to the specification of foundation skills and Assessment Requirements
- ongoing negotiations with higher education authorities to ensure RTOs and relevant institutions are able to enact suitable mutual recognition and credit transfers for participants.

D. Industry expectations about training delivery

Advice about industry's expectations of training delivery: duration of training, delivery modes and pathways, work-based learning strategies, assessment and learner characteristics is included in the Companion Volume Implementation Guide.

The expectation of industry is that graduates will be equipped with the skills and knowledge to operate in the current and emerging business environment. Industry values training and assessment that provides exposure to real and current work environments, scenarios and business contexts.

Industry also has expectations of quality training delivery and assessment from all RTOs involved in the sector. In particular, it has concerns about whether RTOs are providing sufficient time for learners to develop the skills and knowledge they require to participate effectively in the workplace.

Recommendation from the allocated IRC/s as to whether the proposed training package component(s) may be the basis for a traineeship or an apprenticeship and the nominal duration of the traineeship or apprenticeship.

Training Package Products proposed within this Case for Endorsement have been deemed as **not** suitable for delivery through an apprenticeship pathway.

Delivery as a traineeship pathway will be determined by the appropriate state and territory bodies based on stakeholder feedback in the relevant jurisdiction.

E. Implementation of the new training packages

Advice about how training package component(s) meet occupational and licensing requirements.

Wherever a specific law, regulation, business or occupational licensing arrangement exists, it is mentioned in the Application statement of a unit of competency. Required knowledge of that law is also described, as above, in the Knowledge Evidence field, and any required resources are also prescribed in the Assessment Conditions.

No licensing, legislative or certification requirements apply to training package products included within this Case for Endorsement.

Implementation issues of note and management strategy.

In the short term, it is anticipated that there will be an administrative burden on RTOs as they transition to delivery of the new training package. RTOs across the system may also require education and support in relation to the implementation of the Standards for Training Packages.

The following measures will need to be put in place to address systemic issues and ensure effective implementation:

- strong and ongoing relationships between industry/businesses and training providers, and industry involvement in the validation of learning and assessment materials/activities
- robust and reliable assessment by RTOs, including in relation to prior recognition practices
- the creation of new and improved training and assessment resources to reflect the new and revised units of competency, particularly in relation to the specification of foundation skills and Assessment Requirements
- ongoing negotiations with higher education authorities to ensure RTOs and relevant institutions are able to enact suitable mutual recognition and credit transfers for participants.

Training package products proposed within this Case for Endorsement do not have associated work placement requirements. There will be no requirement for industry to support the availability of workplace opportunities.

Allocation and management of funding associated with the delivery of new and revised training package products will be determined by the appropriate state and territory bodies.

F. Quality assurance reports

This Case for Endorsement supports the training package products, listed in **Appendix B: List of Training Package Products proposed for endorsement**, proposed for inclusion in the SIR Retail Services Training Package. SkillsIQ declares that these training package products have been developed in accordance with the requirements of the *Standards for Training Packages 2012, Training Package Products Policy* and *Training Package Development and Endorsement Process Policy.*

An independent review of the SIR training package products submitted for endorsement was undertaken by Tina Berghella of Oggi Consulting. The Quality Report (**Appendix F: Quality Assurance Reports**) confirms that the proposed components meet the requirements of the Standards for Training Packages 2012, inclusive of the Training Package Quality Principles. Prior to the completion of the Quality Report, all Qualifications, Units of Competency and Assessment Requirements were reviewed against the Standards for Training Packages. The Editorial Report and the Equity Report were completed by Caitlin Harris of Stylus Group. (**Appendix F: Quality Assurance Reports**).

The SIR Retail Services CVIG will be available on VETNet with links provided on training.gov.au.

G. Implementation of the COAG Industry and Skills Council reforms to training packages

The development of Training Package Products proposed within this Case for Endorsement considered and actioned opportunities to support the COAG Industry and Skills Council and used consultation activities and stakeholder engagement to identify:

- opportunities to identify and remove obsolete training package products from the system
- industry expectations for training delivery and assessment to be documented within the Companion Volume Implementation Guide
- opportunities to enhance the portability of skills from one related occupation to another
- opportunities to remove unnecessary duplication within the system and create training package products that may have application to multiple industry sectors
- opportunities for the development of skill sets.

Following job role analysis and industry consultation a number of opportunities were identified to delete and/or streamline existing training package products. This activity resulted in a reduction of duplication across existing Training Package Products and the creation of Units of Competency that directly reflect job role skills needs. This review has proposed the removal of sixteen Units of Competency no longer required.

The development of new Training Package Products has occurred with consideration given to the need to reduce duplication within the national training system. Where available, imported Units of Competency from existing training packages have been made available through the packaging rules of proposed qualifications. Qualifications proposed within this Case for Endorsement import eleven different Units of Competency from training packages other than the SIR Retail Services Training Package.

Table 2 below demonstrates superseded, deleted and new units of competency. Mapping information, demonstrating deletion and streamlining of Training Package Products, and lists of imported Units of Competency can be found within the CVIG.

Portability of skills across industry sectors was also a focus of consultation efforts, with industry and other stakeholders asked to consider the relevance of proposed Training Package Products to their sector and business models. Training Package Products have been developed in a manner which addresses the needs of a diverse range of industry sectors and business sizes, allowing for portability of skills across the industry. Further, a number of Units of Competency will be applicable to sectors outside the retail industry, creating greater skills applicability and transferability.

This Case for Endorsement proposes the addition of three new Skill Sets to the SIR Retail Services Training Package. These Skill Sets will provide employers with access to discrete suites of skills that directly reflect skills required within their businesses. The retail industry has confirmed the value of skill sets as a means of gaining highly relevant skills that create improved skills development pathways. The report by exception included within the Case for Endorsement details non-support for one of the three included skill sets.

SkillsIQ confirms that development work addresses work assigned by the AISC.

Table 2: Superseded, deleted and new Training Package Products

SUPERSEDED TRAINING PACKAGE PRODUCTS

Qualification Code	Qualification Title	
SIR50212	Diploma of Visual Merchandising	Superseded by SIR50217 Diploma of Visual Merchandising

Unit Code	Unit Title	
SIRRMER405	Produce visual merchandising signs	Superseded by SIRRMER011 Design and install merchandise signage
SIRRMER511	Plan, organise and maintain display lighting	Superseded by SIRRMER009 Plan and organise display lighting
SIRRMER516	Style merchandise for photography	Superseded by SIRRMER008 Plan and style merchandise photo shoots

DELETED TRAINING PACKAGE PRODUCTS

Unit Code	Unit Title	
SIRRMER406	Design, construct and maintain props	Deleted
SIRRMER407	Design merchandisers	Deleted
SIRRMER508	Produce retail visual illustrations	Deleted
SIRRMER509	Manufacture visual merchandising signage and support structures	Deleted
SIRRMER510	Produce working drawings	Deleted
SIRRMER512	Produce perspective drawings, plans and elevations	Deleted
SIRRMER513	Develop concept visuals	Deleted
SIRRMER514	Design and produce store plans and floor layouts	Deleted
SIRRMER515	Manage visual merchandise projects	Deleted
SIRRMER517	Develop and apply strategies for merchandising corporate presentations	Deleted
SIRRMER518	Present design concepts	Deleted
SIRRMER519	Design and produce merchandising and in-store presentations	Deleted
SIRXMER304	Present products	Deleted
SIRXMER405	Manage store presentation and pricing	Deleted

Unit Code	Unit Title	
SIRXMER406	Monitor in-store visual merchandising display	Deleted
SIRXMER407	Plan and build visual presentations for a range of merchandising categories	Deleted

NEW TRAINING PACKAGE PRODUCTS

Qualification Code	Qualification Title	
SIR50317	Diploma of Merchandise Management	New

Skill Set Code	Skill Set Title	
SIRSS00015	Online retail coordination	New
SIRSS00016	Ecommerce management	New
SIRSS00017	Merchandise management	New

Unit Code	Unit Title	
Cross-Sector		
Customer Engagement		
SIRXCEG006	Provide online customer service	New unit
SIRXCEG007	Develop online customer service standards	New unit
Ecommerce		
SIRXECM001	Monitor and interpret online data analytics	New unit
SIRXECM002	Prepare digital content	New unit
SIRXECM003	Design an ecommerce site	New unit
Marketing		
SIRXMKT006	Develop a social media strategy	New unit
SIRXMKT007	Develop a digital marketing plan	New unit
Sales		
SIRXSLS005	Plan to trade internationally	New unit
Strategy		
SIRXSTR001	Develop an ecommerce strategy	New unit
Working in Industry		
SIRXIND006	Review retail business fundamentals	New unit
Retail		
Merchandise Management		
SIRRMRM002	Develop a merchandise strategy	New unit

Unit Code	Unit Title	
SIRRMRM003	Conduct a post-trade analysis	New unit
SIRRMRM004	Develop a merchandise financial plan	New unit
SIRRMRM005	Develop a category financial plan	New unit
SIRRMRM006	Plan a merchandise product range	New unit
SIRRMRM007	Negotiate and establish supply arrangements	New unit
SIRRMRM008	Develop a merchandise promotional plan	New unit
SIRRMRM009	Plan merchandise buying trips	New unit
SIRRMRM010	Plan product development	New unit
SIRRMRM011	Manage merchandise quality and compliance	New unit
Merchandising		
SIRRMER004	Develop visual merchandising creative concepts	New unit
SIRRMER005	Implement visual merchandising concepts	New unit
SIRRMER006	Achieve visual merchandising targets	New unit
SIRRMER007	Design and install visual merchandising displays	New unit
SIRRMER010	Style using visual merchandising aids	New unit
SIRRMER012	Develop retail space and product management plans	New unit
SIRRMER013	Develop visual merchandising guidelines	New unit

H. A copy of the full content of the proposed training package component(s)

Training Package Products proposed for endorsement can be found at **Appendix G: Copy of Training Package Products proposed for endorsement.** The Training Package Products have been loaded on the National Register through the Training Package Content Management System (TPCMS).

Appendix A: Retail Case for Change

Executive Summary

Employing over 1.2 million workers, or around one in nine working Australians, the Retail trade is the second largest employing industry in Australia. It provides jobs in almost every location, including more than 400,000 in regional Australia.[3]

Australian retailers face complex challenges and operating environments, characterised by change and ongoing disruption. The entrance and influence of big-brand international retailers and rapid digital technology advancements have created ongoing competitive pressures. The ability to innovate and drive improved processes is now critical to remaining relevant. Deloitte's *Global Powers of Retailing 2015* report provides an overview of the global economy and how it will impact the retail sector. The report identifies five trends reshaping retail: travel retailing, mobile retailing, faster retailing, experience retailing and innovative retailing.[4] Success in each of these areas is directly attributable to the skills held in key technical functions such as merchandise management, visual merchandising, and online retailing.

Australian retailers have long been challenged by the availability of local talent for these key technical functions. Shrinking investments in internal training programs and years of cost cutting has resulted in critical, industry-wide skills shortages. Retailers report on extensive, often-failed off-shore recruitment efforts that incur significant cost and lead to productivity loss.

To address these issues, and ensure the continued success and viability of the sector, the Wholesale Retail and Personal Services (WRAPs) Industry Reference Committee (IRC), through this business case, proposes:

- new development in the following areas:
    - development of a stand-alone qualification to address the skills needs of Merchandise Buying, Planning and Production functions (Merchandise Management)
    - development of skill sets to address the skills needs for online retailing and ecommerce management (Online Retailing).

- a thorough review of the following, existing training package products:
    - Diploma of Visual Merchandising
    - 19 x Visual Merchandising units of competency.

Currently, there are no nationally recognised qualifications in the areas of Merchandise Management and Online Retailing. Industry stresses the need for industry-defined, nationally recognised standards to provide skills development options for the current and future workforce. Further, industry reports on the need to review the existing Diploma of Visual Merchandising to ensure it remains reflective of current industry needs. Industry proposes that this work be considered for priority development.

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[3] Department of Employment, 2016, Australian jobs 2016
4 Global Powers Of Retailing 2015 Embracing Innovation. Deloitte, 2015. Web. 20 May 2016.

Through the development of this business case the risks associated with **no** change, and the benefits associated **with** change, have been assessed. The following have been identified:

- Impact and risk associated with no change:
    - sustained shortages of local skills, driving employers to continue to recruit talent from international sources at a commercially unsustainable level
    - significant recruitment costs, and loss of productivity, for employers as a result of failed recruitment efforts
    - inability of the Australian retail industry to operate at a globally competitive standard due to a lack of skills in key specialist functions
    - decreased ability for businesses of all sizes to expand into markets, both foreign and domestic
    - continued lack of training and limited ongoing development opportunities for skills growth in key retail functions
    - inability of Australian retail employers to grow their talent internally.

- Impact and benefits associated with changes proposed within this business case:
    - creation of industry-defined and supported national training products
    - new platforms for professional development to build sustained talent and productivity improvements within the retail industry
    - creation of improved career pathways and workforce development opportunities
    - development of Australian retail talent to a globally competitive standard
    - ability of retail employers to develop their own talent and source skills locally, contributing to the upskilling and employment of the Australian population
    - improved retention and attraction within the industry through the availability of qualifications aligned to job roles, that provide entry into specialised job roles
    - creation of consistency and currency in skills for specialised retail functions
    - strengthened partnerships between industry and the vocational education and training sector
    - improved perception of the sector as able to provide viable career pathways.

A. Administrative Information

Name of IRC: Wholesale, Retail and Personal Services Industry Reference Committee (WRAPS IRC)
Name of SSO: SkillsIQ Limited

Qualifications, skill sets and/or units of competency reviewed as part of the development of this business case

This business case supports the proposed training package products listed below that form part of the SIR Retail Services Training Package. These products address current industry trends and workforce needs in the retail sector, specifically for the functions of Visual Merchandising, Merchandise Management and Online Retailing.

The proposed products comprise the following (see full list at **Attachment A**):
- 2 Qualifications
- 40 Units of Competency
- 2 Skill Sets.

Additional direction given by the AISC (where applicable)

SkillsIQ has been issued with an activity order to directly transition the SIR50212 Diploma of Visual Merchandising to the Standards for Training Packages, due 30 June 2018. To achieve efficiencies and maximise the time of stakeholders, SkillsIQ proposes that both the transition and full review of the Visual Merchandising training package products occur at the same time.

Were there any dissenting views? Please list stakeholder and issue.

Industry has been united in its decision-making with agreement that the respective training package products must be considered as priorities for development. This consensus has been achieved through TAC and IRC discussions.

Given the diverse nature of the retail industry, some differences in skills needs across sectors have been identified. All parties have agreed and concluded that widely applicable qualifications, contextualised to meet individual business needs and industry sectors, are most appropriate. This is particularly the case for merchandise management where each sector has great disparity and no two retailers operate in the same manner.

Proposals have been received for the inclusion of a second Visual Merchandising qualification at the Advanced Diploma level. Additional input is required to determine alignment to job roles and relevance to the sector. This proposal is not included within this business case and will be discussed for inclusion in the WRAPS IRC Industry Skills Forecast.

The consultation phase of this review will be used as an opportunity to further explore issues raised and gain input of specialists in the field. TAC and IRC members have acknowledged that input from other specialists is required to ensure appropriate decisions are made.

B. Methodology for review

Describe the approach taken to review the relevant training product(s). This should include:

An overview of who was involved and what their role was

To guide the development of products proposed within this business case, Technical Advisory Committees (TACs) have been convened to provide industry intelligence on skills needs, workforce directions and industry trends. Representatives from peak industry associations and both large and small employers hold positions across these groups to ensure broad and inclusive representation of industry sectors and business sizes. Approval has been provided by the WRAPS IRC for the continued role of TACs in training product development. Membership of TACs will be reviewed by the IRC to ensure appropriate representation.

Three TACs have formed, and collectively members provide national representation across each state and territory:

- Merchandise Management TAC
- Online Retailing TAC
- Visual Merchandising TAC

Attachment D includes a list of members of each TAC involved in the initial consultation phases of this review.

The primary role of TACs is to provide:

- guidance at the national level to ensure training package products are flexible and responsive to changing industry and client needs and workplace practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- support and facilitation of communication and consultation with industry, including other members of their organisations, association members and other industry networks.

TACs operate under the direction of the IRC. IRC members have ultimate and final decision-making authority regarding training package development.

A full list of the individuals involved can be found at **Attachment E**.

Information about the industry stakeholders consulted and how the consultation took place

Each group has met in face-to-face forums with ongoing dialogue occurring via individual meetings and phone conferences. Members have been united in their decision-making, with agreement that the respective training package products must be considered a priority for development.

It is proposed that the consultation phase of training package development be used to further explore issues raised and gain the input of subject matter experts. TAC and IRC members will continue to play an integral role in training component development with the following stakeholders to be consulted during the review process:

- Industry Reference Committee (IRC) members
- Commercial enterprises and large and small employers
- Peak bodies and industry associations
- Employee associations
- Regulators
- Government departments and agencies
- State ITABs
- State Training Authorities (STAs)
- Registered Training Organisations (RTOs).

Methodology for the review

The review methodology involves six key and distinct stages of development. Central to this process is the ongoing involvement of industry and national stakeholder engagement.

1. Project scoping

Project scoping captures current industry workforce issues and defines skills needs via a functional analysis of job roles. Project scoping occurs through meetings, focus groups and surveys. Outcomes of the scoping phase inform the technical development of training package material. This stage is the most extensive, requiring substantial engagement effort and preliminary development work. As a result scoping activities attract the greatest resourcing needs of the six-stage process.

2. Technical Development

Recommendations formed during project scoping are incorporated into draft training package products. Drafting is undertaken by technical writers and will often involve targeted meetings of subject matter experts to assist in the development of new or revised content. During this stage skills and knowledge are mapped to existing training package products to ensure duplication within the national system is not created and competency standards are built only where gaps exist.

Consultation on draft products is next undertaken and provides an opportunity for industry and stakeholders to give feedback on draft material and training outcomes for their industry. This stage ensures that training packages are driven by industry and best facilitate contemporary skilling needs. Consultation takes place via a number of avenues that support broad national and inclusive engagement. This includes dedicated RTO forums to gain input and perspective on implementation and delivery.

Feedback collated during consultation is analysed and, where nationally consistent and agreed by industry, is incorporated into a revised draft. Where inconsistencies arise, the feedback is discussed with the reference group to devise and agree on an appropriate outcome.

3.   Validation

Stakeholder validation of the revised draft training package products ensures that updates accurately reflect feedback received during the consultation phase and allow an opportunity for final stakeholder comment.

4.   Final Draft

Following validation, a final draft is prepared based on any input received. Typically, changes made at this stage are minimal.

5.   Quality check

Draft products undergo a series of quality assurance checks to ensure training package products meet quality assurance principles and requirements. Prior to submission for endorsement, three reports are produced – Editorial Report, Equity Report and Quality Report (external independent review). The final step is to ensure that all stakeholders, including the IRC and State and Territory Training Authorities, review and provide support for the proposed training package content.

6.   Endorsement

Proposed training package products and required submission documentation are submitted to the Australian Industry and Skills Committee (AISC) for endorsement consideration. During this time draft products and companion volumes are made publicly available via the SkillsIQ website. Following endorsement, SkillsIQ publishes the training package products on the National Register, www.training.gov.au

How parties have arrived at consensus

Industry has been united in its decision-making, with agreement that the respective training package products must be considered a priority for development. This consensus has been achieved through TAC and IRC discussions.

Given the diverse nature of the retail industry some differences in skills needs across sectors have been identified, but all parties have agreed and concluded that widely applicable qualifications, contextualised to meet individual business needs and industry sectors, are most appropriate. This is particularly the case for merchandise management, where each sector has great disparity and no two retailers operate in the same manner.

Proposals have been received for the inclusion of a second Visual Merchandising qualification at the Advanced Diploma level. Additional input is required to determine alignment to job roles and

relevance to the sector. This proposal is not included within this business case and will be discussed for inclusion in the WRAPS IRC four-year work plan/Industry Skills Forecast.

The consultation phase of this review will be used as an opportunity to further explore issues raised and gain the input of specialists in the field. TAC and IRC members have acknowledged that input from other specialists is required to ensure appropriate decisions are made.

Confirmation of consultation with states and territories

Industry stakeholders involved in the development process provide national representation and coverage. The WRAPS IRC similarly provides national representation through its membership and broader network base.

This business case was circulated to each State and Territory Training Authority (STA) with responses received confirming no objections to the proposed development. Tasmania provided no response, indicating no objection to the business case.

It is to be noted that STAs, at this early stage, have not indicated any known issues within their respective state or territory. Ongoing consultation with the STAs will be required throughout the training package development process to ensure potential issues are identified and addressed appropriately.

C. Outcome of the review

Description of how industry use the relevant training product(s), including:

How the training product links to occupations or higher level qualifications

Training package products proposed within this business case link to the following occupations:

- Merchandise Buyer
- Merchandise Planner
- Visual Merchandiser
- Ecommerce Manager
- Online Retail Assistant.

Training package products proposed within this business case have no direct link to higher level qualifications. Often it is the case that retail employees will have completed broad university studies and look to specialised qualifications to develop skills and knowledge that are required by their current job role. A survey of individuals employed in entry-level merchandise management roles showed that 57.8% of respondents held a Bachelor degree or above, either related or unrelated to their job role. The majority of the same survey participants felt it was either very important (33%) or important (36%) that nationally recognised training be available to address skills required by their job role.

Advice about whether a qualification is suitable to be delivered as a traineeship or an apprenticeship arrangement

Preliminary consultation with State Training Authorities (STAs) has occurred. At this point in time, without final content for the proposed training package product, STAs are unable to provide comment in regards to possible traineeship and apprenticeship arrangements. SkillsIQ will continue to engage STAs throughout the training package development process.

Advice about industry's expectations of training delivery (including expectations around the duration of training, mode of delivery, work-based learning strategies and learner characteristics)

The expectation of industry is that graduates will be equipped with the requisite skills and knowledge to operate in current and emerging business environments. Whilst some dialogue has been had regarding delivery, industry imperatives lie in quality assessment outcomes. Employers are vocal in their desire to build and retain the integrity of any newly developed qualification to ensure employer confidence in the skill level of graduates and potential candidates.

To build such confidence industry has proposed rigorous Assessment Requirements that may temporarily impact a provider's ability to deliver and assess the proposed training package products. This is especially applicable to the proposed Diploma of Retail Merchandise due to its highly specialised nature. Industry cautions underestimating the skill and experience level required to sufficiently deliver on, and assess the skills required by, merchandise functions and as a result has proposed assessor requirements that stipulate a highly specific skill set and experience level.

Industry recommends that learners be exposed to situations that reflect the workplace as often as practicable. Exposure to the workplace allows learners to gain a better understanding of the types of work they will be undertaking and apply their newly developed skills and knowledge in a live environment.

Further, industry recommends that learners undertaking the proposed Diploma of Retail Merchandise Management possess a base level of skill and knowledge in the relevant field prior to the commencement of training. As such, entry requirements, reflecting industry needs, will form part of this qualification.

Industry will continue to work with SkillsIQ to clearly define and articulate the expected outcomes of training and assessment. This information, along with other industry imperatives, will be made available in the Companion Volume Implementation Guide.

In addition, industry is supportive of the 2015 Standards for Registered Training Organisations that require training providers to implement a range of strategies for industry engagement, to ensure industry relevance in their training and assessment strategies, practices and resources. It is through this direct engagement between employers and training providers that industry will be able to express, and advise on, their enterprise-specific and local industry workforce skills needs.

Why the training product should be nationally recognised

Nationally recognised training products are developed through the Vocational Education and Training (VET) sector. Australia's VET system is one of the world's best, providing people the skills and knowledge to:

- enter the workforce for the first time
- train or re-train for a new job
- upgrade skills
- move into further studies or higher education.

Underpinning this system is a framework of quality measures including standards for registered training organisations, standards for training packages and regulation provided by the national regulator. Together these measures facilitate robust training outcomes across Australia.

Central to the VET system is the concept of national recognition, whereby training products are recognised equally across all states and territories, allowing national portability of skills and knowledge. The creation of a workforce which enables employers, operating in a diverse range of

settings and locations, to have access to the skills required by their businesses is particularly important. The retail industry has suffered ongoing skills issues and has clearly articulated the need for nationally recognised training products to address talent shortages. These identified issues will be further explored within this business case.

Nationally recognised training products promote quality delivery and provide national consistency. The requirement for broad and inclusive consultation ensures nationally recognised training products are truly reflective of current workforce skilling needs. Industry's ingrained role in defining skills standards allows employer confidence in the skill level of graduates. Here learners can be assured their newly learnt skills and knowledge will lead to employment outcomes.

Overview of the issues identified in the review, including issues about the:

Training product (for example, the qualification does not address emerging skills needs)

Merchandise Management and Online Retailing training package products included within this business case are newly proposed products. As they do not currently exist, there have been no issues identified.

The current SIR50212 Diploma of Visual Merchandising was endorsed in 2012. Since that time the retail landscape in Australia has been characterised by change, impacting the skills and knowledge requirements of job roles. Industry has identified a need to review this qualification to ensure it remains reflective of, and responsive to, contemporary industry skills needs.

Secondary to development occurring on the basis of industry skills needs is the requirement to update products to reflect the Standards for Training Packages. The yet-to-be transitioned state of Visual Merchandising products causes issues for the implementation of the 2016-endorsed SIR Retail Services Training Package. Work should be completed as a priority to limit the extent of impacts experienced by the implementation of the broader training package.

Delivery of the training product (for example, the qualification is being delivered with no workplace component)

Merchandise Management and Online Retailing training packages are newly proposed products. As they do not currently exist, there have been no issues identified.

The yet-to-be transitioned state of the Visual Merchandising products causes issues for the implementation of the 2016-endorsed SIR Retail Services Training Package. Work should be completed as a priority to limit the extent of impacts experienced by the implementation of the products included within this broader training package.

The occupations to which the training product maps (for example, international/national trends suggest that workplace design and or job design will change in a significant way and the qualification does not currently reflect those changes)

There have been no issues identified for the occupations to which newly-proposed training products map.

The current SIR50212 Diploma of Visual Merchandising was endorsed in 2012. Since that time the retail landscape in Australia has been characterised by change impacting the skills and knowledge requirements of job roles. Industry has identified a need to review this qualification to ensure it remains reflective of, and responsive to, contemporary industry skills needs.

Identify the training products where the IRC recommends no change and detail the evidence on which that advice is based

Training package products included within this business case will form part of the SIR Retail Services Training Package. Commencing in 2013 the SIR Retail Services Training Package underwent an extensive review process, resulting in the March 2016 endorsement of 10 qualifications and 107 units of competency. Substantial national stakeholder support was gained, with industry confirming that qualifications had been updated to satisfactorily reflect current job roles and skills needs.

As a result of this recent review the Wholesale, Retail and Personal Services (WRAPS) IRC confirms there is no change required to 2016-endorsed SIR training package products. Recently-endorsed Units of Competency and associated Assessment Requirements will be utilised across qualifications proposed within this business case.

Identify the training products where the IRC recommends change and detail the following:

The drivers for change [5] (including any problems/opportunities identified through the review and the evidence on which that advice is based)

This business case proposes a thorough review of the following existing training package products:

- SIR50212 Diploma of Visual Merchandising.

The current SIR50212 Diploma of Visual Merchandising was endorsed in 2012. Since that time the retail landscape in Australia has been characterised by change impacting the skills and knowledge requirements of job roles. Industry has identified a need to review this qualification to ensure it remains reflective of, and responsive to, contemporary industry skills needs.

Secondary to development occurring on the basis of industry skills needs is the requirement to transition products to the Standards for Training Packages. The yet-to-be transitioned state of Visual Merchandising training package products causes issues for the implementation of the recently endorsed training package. Work should be completed as a priority to limit the extent of impacts experienced for the implementation of the broader training package.

The proposed change and how this would alleviate the problem or capitalise on the opportunity[6]

An extensive and full review, as proposed within this business case, of Visual Merchandising training package products will provide industry with an opportunity to both define and shape the standard of skills required by the workplace.

At the completion of the proposed work employers will gain access to a talent pool of graduates who are equipped with the requisite skills and knowledge required by industry. Further, enhanced training and development options will be available, allowing employers to grow their own talent from within.

In order to remain competitive, the retail industry relies heavily on the skills possessed by its workforce. Examples provided within this business case demonstrate how shallow local talent pools and limited training and development opportunities can have vast negative financial and performance-related impacts on a business.

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[5] Drivers for change may include, but are not limited to, regulatory change, health and safety concerns, complaints or serious issues raised about the training, economic imperatives (such as new and emerging skills not being sufficiently addressed) or where an expected change in the occupation will require new skills.

[6] This should include a description of alternative approaches that were explored and why the IRC does not recommend these.

The evidence of industry support for the proposed change, information about any dissenting views and reasons for the IRC's recommendation for change

During the course of 2014 and 2015, considerable scoping and industry engagement occurred to define the extent and nature of development required to proactively respond to skills development needs in Visual Merchandising. This engagement primarily occurred through a TAC with a dedicated consultant working with members and Visual Merchandising specialists to extensively scope the work required and the priorities of industry. During this time a framework outlining the proposed Units of Competency and their content was created and validated by industry. This framework will inform the basis of technical development moving forward.

The ongoing industry contributions and commitment to supporting workforce skills development during this time were undisputedly extensive. Momentum gained and industry contributions should not be lost, nor the industry goodwill that will be generated if this work is continued in a timely manner and efforts to date are not wasted.

Advice on critical timeframes associated with the proposed change

It is anticipated that the time required to complete the proposed development to the time of submission for endorsement will be 10 months. This timeframe is subject to change based on unforeseen issues or industry disagreement that may create the need for further work. Consideration is also given to the unavailability of many industry stakeholders during the November – January Christmas period.

Identify any new training products that are required and detail the following:

The drivers for a new training product[7] (including any problems/opportunities identified through the review and the evidence on which that advice is based)

Industry has proposed new development in the following areas to address identified industry issues and critical skills shortages:

- development of a stand-alone qualification to address the skills needs of merchandise buying, planning and production functions (Merchandise Management)
- development of skill sets to address the skills needs for online retailing and ecommerce management (Online Retailing).

Australian retailers have long been challenged by the availability of local talent for key technical functions such as merchandise management and online retailing. Shrinking investments in internal training programs and years of cost cutting have resulted in critical, industry-wide skills shortages.

Experienced merchandise buyers, planners and e-commerce managers are in high demand in international markets, primarily the US and UK, as global retailers strengthen their online and multi-channel operations. The comparative strength of the international retail workforce is attributed to retail-specific education and a high propensity towards work-related training and development. With this knowledge, in conjunction with shallow local talent pools, retailers have looked globally to create a skilled workforce that delivers a competitive advantage.

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[7] Drivers for change may include, but are not limited to, regulatory change, health and safety concerns, complaints or serious issues raised about the training, economic imperatives (such as new and emerging skills not being sufficiently addressed) or where an expected change in the occupation will require new skills.

The assumption that these skills will directly correlate to successes locally is often a misconception held by retail employers. The pressures of adapting to a foreign marketplace often mean that skills developed internationally are not applicable in domestic markets with the resulting impact being individuals returning to familiar operating environments. Additionally, stresses caused by significant life disruptions and unsettled families cause many to return home. Where recruitment efforts fail, retailers report huge financial burdens incurred by the offering of attractive relocation packages and inflated salaries in desperation to attract talent.

Local searches for talent are similarly attracting high recruitment costs. Employers report spending between $5,000 - $10,000 on advertising costs alone, for positions with an average salary of $55,000. These figures demonstrate the extensive and desperate efforts of employers to source skilled individuals.

More broadly the high staff turnover rates experienced across retail sectors, attributed to relatively low award wages and the perceived view that the industry cannot provide long term career pathways, make it challenging for retailers to grow their own internal talent. This is especially true where formalised training options are not available to support career and succession planning. A vast majority of employers are well attuned to their people's needs to have sound employment prospects and supported professional development. Limited or no formalised training options make this a challenging proposition to offer.

Australian retailers continue to face complex challenges and operating environments characterised by disruption. The entrance and influence of big-brand international retailers has created ongoing competitive pressures. The ability to innovate and drive improved processes is now critical to remaining relevant. Deloitte's Global Powers of Retailing 2015 report provides an overview of the global economy and how it will impact the retail sector. The report identifies five trends reshaping retail: travel retailing, mobile retailing, faster retailing, experience retailing and innovative retailing.[8] Success in each of these trends is directly correlated to merchandise management, inclusive of visual merchandising, and online retailing.

Currently the national training system delivers no option for skills development in Merchandise Management or Online Retailing. The issues explored above demonstrate the critical need to develop national training products for these areas to ensure the ongoing growth of a sector that contributes so greatly to Australian employment and the economy.

Whether there is an opportunity to develop 'generic' units[9] as part of the new product

Generic units of competency, as defined within the *Funding Agreement to Operate as a Skills Service Organisation,* are not proposed within this business case.

However, a number of newly created Units of Competency included within this business case will have applicability across a range of settings. These Units of Competency address capabilities common to a variety of industry sectors and will be developed in a manner that facilitates broad application and use by other industries that perform retail functions.

Whether the new product would deal with unestablished ways of working[10]

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8 Global Powers of Retailing 2015 Embracing Innovation. Deloitte, 2015. Web. 20 May 2016.
9   As per the reference in Schedule 6 of the Funding Agreement to Operate as a Skills Service Organisation
10 As per the reference in Schedule 6 of the Funding Agreement to Operate as a Skills Service Organisation.

This business case proposes only training package products that deal with established ways of working.

How the proposed new training product would alleviate the problem or capitalise on the opportunity[11]

The development of Merchandise Management and Online Retailing training package products, as proposed within this business case, will provide industry with an opportunity to both define and shape the standard of skills required by the workplace, in particular for merchandise management and online retailing functions.

At the completion of the proposed work employers will gain access to a talent pool of graduates who are equipped with the requisite skills and knowledge required by industry. Further, enhanced training and development options will be available, allowing employers to 'grow their own' talent from within.

In order to remain competitive the retail industry relies heavily on the skills possessed by its workforce. Examples provided within this business case demonstrate how shallow local talent pools and limited training and development opportunities can have vast negative financial and performance-related impacts on a business.

The evidence of industry support for the new training product, information about any dissenting views and reasons for the IRCs recommendation for a new product rather than the modification or adoption of an existing product

During the course of 2014 and 2015 considerable scoping and industry engagement occurred to define the extent and nature of development required to proactively respond to skills development needs in Online Retailing and Merchandise Management. Recommendations for development were confirmed during meetings of the relevant TACs and approved by WRAPs IRC members. Additionally, industry professionals and specialists outside the TAC and IRC have validated work completed to date. As identified in earlier sections of this business case, industry has been united in its decision-making with complete agreement that the respective training package products must be considered as priorities for development. This consensus has been achieved through TAC and IRC discussions.

Collaboration with employers resulted in a first-of-kind training pilot (The New Retail Series) comprising face-to-face workshops with industry and education experts, eLearning modules and workplace projects. Feedback gained from participants and their employers was used to inform initial development. The New Retail Series, a highly sought-after program, received great accolades from employers and generated interest in further pilot style training development. The New Retail Series further demonstrated industry support for the newly proposed training products.

These training package products have been proposed based on industry need for skills development in these areas where no nationally recognised options currently exist. Therefore, there was no available option to modify or adopt existing training products.

Advice on critical timeframes associated with the proposed new product

It is anticipated that the time required to complete the proposed development to the time of submission for endorsement will be 10 months. This timeframe is subject to change based on unforeseen issues or industry disagreement that may create the need for further work.

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[11] As per the reference in Schedule 6 of the Funding Agreement to Operate as a Skills Service Organisation.

Consideration is also given to the unavailability of many industry stakeholders during the November – January Christmas period.

D. Estimated impacts of proposed change

Describe the expected impact (both positive and negative) of the proposed change or new product on the following:

Industry/employers[12]

For retailers to thrive and remain competitive in today's climate, access to a skilled workforce is imperative.

Retailers report public perceptions that retail can only provide interim employment solutions and consider retail employment a poorly respected career choice. Through the provision of robust qualifications, retailers aim to lift the professionalism of the industry. The resulting impact will be the alleviation of recruitment and retention issues and the encouragement of individuals to make a conscious decision to enter the industry.

Employers will be given an improved ability to offer strong career pathways supported by professional development that articulates into highly sought-after and professional roles. In addition, the costs associated with international recruitment will be lessened. Anecdotal industry reports see enterprises each facing costs of more than $100,000 to access international talent. This is accompanied by inflated labour costs where increased salaries are offered to compete for talent.

The expansion and uptake of online retail allows businesses to operate in a truly borderless environment. The proposed online retailing training package products will deliver the skills required to successfully enter an online environment. Significant opportunities exist for businesses in rural and remote locations as the ability to access an otherwise unattainable domestic and international customer base is improved tenfold.

Registered training organisations[13]

A number of products proposed for development will replace and supersede the corresponding existing products of the SIR07 Retail Services Training Package. Each of these products will be developed to comply with the Standards for Training Packages and Training Package Products Policy using the required templates and in accordance with the structured authoring rules for the national register, www.training.gov.au.

The most significant change for RTOs will be gaining familiarity with the format of the training package products and the location of supporting implementation information in the form of the Companion Volume Implementation Guide. However, impacts here will be minimal as a majority of providers will have commenced use of the recently endorsed SIR Retail Services Training Package and will therefore be familiar with the revised format.

Based on ongoing consultation with key stakeholders, SkillsIQ has determined key issues to be addressed in the mandatory Companion Volume Implementation Guide. To facilitate a smooth implementation process, State Training Authorities, RTOs, VET regulators and industry stakeholders

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[12] Expected impacts on industry could include, for example, that more businesses will be able to take up new technologies or more businesses will need to provide work placements.

[13] Expected impacts on registered training organisations include, for example, where there are additional assessment requirements or new requirements for work placements.

will continue to be consulted during the development process and kept fully informed of the proposed changes.

RTO administration and enrolment systems, as well as marketing materials, will require updating as a result of the proposed development of training package products. This impact will be relatively low with the vast majority of this work already undertaken to update to reflect changes made in the March 2016 endorsement of the SIR Retail Services Training Package 2.0.

Changes to packaging rules and the number of units required for qualifications may mean that RTOs will need to re-structure their course offerings. This will depend on how an individual RTO structures its delivery.

The introduction of more specific and stringent Assessment Requirements will have an impact. Many units now include performance evidence content that specifies requirements around:

- a number or range of customers
- a range of products or service types
- performance across a nominated number of work shifts
- the assessment environment.

Another key area of change that will impact RTOs is the addition of knowledge requirements and improved clarity of knowledge requirements in many units. This will require providers to update assessment tools accordingly to ensure compliance with Assessment Requirements.

In the short term, it is anticipated that there will be an administrative onus on RTOs as they transition to delivery of the new training package. This is inevitable given the transition to the Standards for Training Packages and applies across all sectors. RTOs across the system may also require education and support in relation to implementation of the Standards for Training Packages.

The following measures will need to be put in place to address systemic issues and ensure effective implementation:

- strong and ongoing relationships between industry/businesses and training providers and industry involvement in the validation of learning and assessment materials/activities
- robust and reliable assessment by RTOs, including in relation to prior recognition practices
- the creation of new and improved training and assessment resources to reflect the new and revised units of competency, particularly in relation to the specification of Foundation Skills and Assessment Requirements
- ongoing negotiations with higher education authorities to ensure RTOs and relevant institutions are able to enact suitable mutual recognition and credit transfer for participants.

Other stakeholders

Prospective learners wishing to pursue a career in retail will have access to a greater range of qualifications and increased confidence that skills gained will reflect the expectations and needs of employers. Those individuals currently employed in retail will have enhanced options when considering furthering their skill base and moving into specialised roles.

Describe the consultations that have been undertaken with each affected stakeholder group and how any negative impacts will be managed to achieve the desired outcome for industry.

To guide this review, and the development of products proposed within this business case, Technical Advisory Committees (TACs) have been convened to provide industry intelligence on skills needs, workforce directions and industry trends. Representatives from peak industry associations and both

large and small employers hold positions across these groups to ensure broad and inclusive representation of industry sectors and business sizes. Approval has been provided by the WRAPS IRC for the continued role of TACs in training product development. Membership of TACs will be reviewed by the IRC to ensure appropriate representation.

Three TACs have formed, and collectively members provide national representation across each state and territory:

- Merchandise Management TAC
- Online Retailing TAC
- Visual Merchandising TAC

Attachment B includes a list of TAC members involved in the initial consultation phases of this review.

The primary role of TACs is to provide:

- guidance at the national level to ensure training package products are flexible and responsive to changing industry and client needs and workplace practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- support and facilitation of communication and consultation with industry, including other members of their organisations, association members and other industry networks.

TACs operate under the direction of the IRC. IRC members have the ultimate and final decision-making authority regarding training package development.

Each group has met in face-to-face forums with ongoing dialogue occurring via individual meetings and phone conferences. Members have been united in their decision-making, and are in agreement that the respective training package products must be considered a priority for development.

Given the diverse nature of the retail industry, differences in skills needs between sectors have been identified, and all parties have agreed and concluded that widely applicable qualifications, contextualised to meet individual business needs and industry sectors, are most appropriate. This is particularly the case for merchandise management where each sector has great disparity and no two retailers operating in the same manner.

The consultation phase of this review will be used to further explore issues raised and gain input of subject matter experts. TAC and IRC members will continue to play an integral role in training component development with the following stakeholders to be consulted during the review process:

- Industry Reference Committee Members
- Commercial enterprises and large and small employers
- Peak bodies and industry associations
- Employee associations
- Regulators
- Government departments and agencies
- State ITABs
- State Training Authorities (STAs)
- Registered Training Organisations (RTOs).

A description of any:

Interdependencies – for example where the proposed change or new product would have an impact on another training product

Cross-sectoral training products proposed in this business case will create portability of skills and broader options for qualification packaging. Sectors outside of retail but with a retail function will have access to these skills and improved elective choice.

Implementation and/or delivery risks identified and advice about how these will be addressed (you may wish to include a risk matrix, which details the likelihood of each risk, its impact and mitigation strategy; and risks of no change).

A number of products proposed for development will replace and supersede the corresponding existing products of the SIR07 Retail Services Training Package. Each of these products will be developed to comply with the Standards for Training Packages and Training Package Products Policy using the required templates and in accordance with the structured authoring rules for the national register, www.training.gov.au.

The most significant change for RTOs will be gaining familiarity with the format of the training package products and the location of supporting implementation information in the form of the Companion Volume Implementation Guide. However, impacts here will be minimal as a majority of providers will have commenced use of the recently endorsed SIR Retail Services Training Package and wioll therefore be familiar with the revised format.

Based on ongoing consultation with key stakeholders, SkillsIQ has determined the key issues to be addressed in the mandatory Companion Volume Implementation Guide. To facilitate a smooth implementation process, State Training Authorities, RTOs, VET regulators and industry stakeholders will continue to be consulted during the development process and kept fully informed of the proposed changes.

RTO administration and enrolment systems, as well as marketing materials, will require updating as a result of the proposed development of training package products. This impact will be relatively low, with the vast majority of this work already undertaken to reflect changes made in the March 2016 endorsement of the SIR Retail Services Training Package 2.0.

Changes to packaging rules and the number of units required for qualifications may mean that RTOs will need to re-structure their course offerings. This will depend on how an individual RTO structures its delivery.

The introduction of more specific and stringent Assessment Requirements will have an impact. Many units now include performance evidence content that specifies requirements around:

- a number or range of customers
- a range of products or service types
- performance across a nominated number of work shifts
- the assessment environment.

Another key area of change that will impact RTOs is the addition of knowledge requirements and improved clarity of knowledge requirements in many units. This will require providers to update assessment tools accordingly to ensure compliance with Assessment Requirements.

In the short term, it is anticipated that there will be an administrative onus on RTOs as they transition to delivery of the new training package. This is inevitable given the transition to the

Standards for Training Packages and applies across all sectors. RTOs across the system may also require education and support in relation to implementation of the Standards for Training Packages.

The following measures will need to be put in place to address systemic issues and ensure effective implementation:

- strong and ongoing relationships between industry/businesses and training providers and industry involvement in the validation of learning and assessment materials/activities
- robust and reliable assessment by RTOs, including in relation to prior recognition practices
- the creation of new and improved training and assessment resources to reflect the new and revised units of competency, particularly in relation to the specification of foundation skills and Assessment Requirements
- ongoing negotiations with higher education authorities to ensure RTOs and relevant institutions are able to enact suitable mutual recognition and credit transfer for participants.

E. Outstanding issues

Provide details of:

Any outstanding issues that stakeholders have

No outstanding stakeholder issues exist. Industry has been united in its decision-making, with agreement that the respective training package products must be considered a priority for development.

Given the diverse nature of the retail industry some differences in skills needs across sectors have been identified. All parties have agreed and concluded that widely applicable qualifications, contextualised to meet individual business needs and industry sectors, are most appropriate. This is particularly the case for merchandise management where each sector has great disparity and no two retailers operating in the same manner.

Proposals have been received for the inclusion of a second Visual Merchandising qualification at the Advanced Diploma level. Additional input is required to determine alignment to job roles and relevance to the sector. This proposal is not included within this business case and will be discussed for inclusion in the WRAPS IRC four-year work plan.

The consultation phase of this review will be used as an opportunity to further explore any issues raised and gain input from specialists in the field. TAC and IRC members have acknowledged that input from other specialists is required to ensure appropriate decisions are made.

Efforts made by the IRC/SSO to address those

The consultation phase of this review will be used as an opportunity to further explore any issues raised and gain input from specialists in the field. TAC and IRC members have acknowledged that input from other specialists is required to ensure appropriate decisions are made.

Reasons for the IRC recommendation to proceed in light of the outstanding issues.

Not Applicable. There are no outstanding issues identified at the time of business case development.

F. Proposed approach and estimated timeframes for undertaking development work

Provide a detailed description of how the training package development work is proposed to be undertaken, including information about how the proposed approach is efficient and cost-effective in the circumstances

The proposed development will follow the review methodology outlined in **Section B***: Methodology for review* of this business case.

Consultation completed to date has clearly demonstrated that considerable time and resourcing is required to facilitate a quality review process. This is particularly relevant here due to the highly specialised, and first-of-kind, nature of the work proposed.

Industry forums and TAC meetings already held have provided invaluable industry insights, yet were supplemented by one-on-one meetings with field specialists to gain deeper understanding and facilitate truly meaningful input. The next phase in this review requires highly focused feedback and therefore individualised meetings. Group forums deliver only high level and industry-wide perspectives and will not provide the required intelligence. In addition, the specialised nature of this work, where each sector and businesses within each sector operate in a unique and individualised manner, supports this approach.

Specialists in these areas, as demonstrated in this business case, are in high demand and with this comes a highly demanding job role. As a result, specialists possessing the skills and knowledge so critical to informing this development are often unavailable and unreachable. To secure their input, SkillsIQ must provide flexibility in timing and the nature of engagement activities. The WRAPS IRC, relevant TACs and SkillsIQ will collaborate to identify the individuals and organisations that possess the most reputable skills and background in their respective fields to inform this work.

Further, the competitive advantage gained through highly productive merchandise management and online retailing functions sees retailers reluctant to fully disclose information to competing employers. Again, this issue is alleviated through face-to-face and highly targeted meetings.

Whilst targeted and one-on-one consultation efforts attract greater costs and increased time allocation, historical efforts have proved beyond any question that it is essential to delivering a quality outcome and ensuring that the costs of change are much less significant than the benefits of change.

Considerable time has lapsed since this work commenced and, as a result, significant momentum has been lost. Time and effort will now be required to reconnect and reengage industry in this development. SkillsIQ will demonstrate genuine intent to industry to continue this work as a priority, without further disruption. This will be achieved through highly individualised approaches to engagement in the form of direct contact and dialogue with employers and industry stakeholders.

Finally, it is to be noted that training package development must adhere to the Standards for Training Packages inclusive of the Training Package Development and Endorsement Process Policy. This policy ensures that training package products are developed to an agreed quality standard and includes a number of quality principles. If it cannot be demonstrated that these principles have been met, the training package will not be endorsed.

Efficiencies and cost effectiveness will be achieved by:

- Thorough project planning and allocation of resources
- Allocation and management of budget and project costings
- Use of teleconferences, webinars, document-sharing platforms and video conferencing to engage stakeholders and facilitate ongoing dialogue outside of face-to-face meetings
- Contracting of specialist consultants and quality assurance services with demonstrated success in the respective field of work.

Identify key timeframes and milestones for proposed development work and the rationale for this timing

The proposed time to complete work is ten months to submission for endorsement. This timeframe is informed by the extensive training package development experience development held by SkillsIQ.

G. Training product review status

- Please complete table at Attachment A

H. IRC Sign-off

This is a revised version of the WRAPS' business case. The original business case was approved by the WRAPS IRC and signed by the Chair, Fiona Heslop, on 8 June 2016. Changes in this revised version have been made based on feedback provided by the Department of Education and Training.

Case for Change Attachment A

Schedule of Review of Training Products: 2016-17
SSO Name: SkillsIQ
Contact details: Melinda Brown, General Manager
Date submitted: 08 June 2016

Training Package Code	Training Package Name	Qualification Code	Qualification Name	Unit Code	Unit Name	Skill Set Code	Skill Set Name	Review Status	Change Required
SIR07	Retail Services Training Package	SIR50212	Diploma of Visual Merchandising						3.5
SIR07	Retail Services Training Package			SIRRMER405	Produce visual merchandising signs				3.5
SIR07	Retail Services Training Package			SIRRMER406	Design, construct and maintain props				3.5
SIR07	Retail Services Training Package			SIRRMER407	Design merchandisers				3.5
SIR07	Retail Services Training Package			SIRRMER508	Produce retail visual illustrations				3.5
SIR07	Retail Services Training Package			SIRRMER509	Manufacture visual merchandising signage and support structures				3.5
SIR07	Retail Services Training Package			SIRRMER510	Produce working drawings				3.5

Training Package Code	Training Package Name	Qualification Code	Qualification Name	Unit Code	Unit Name	Skill Set Code	Skill Set Name	Review Status	Change Required
SIR07	Retail Services Training Package			SIRRMER511	Plan, organise and maintain display lighting				3.5
SIR07	Retail Services Training Package			SIRRMER512	Produce perspective drawings, plans and elevations				3.5
SIR07	Retail Services Training Package			SIRRMER513	Develop concept visuals				3.5
SIR07	Retail Services Training Package			SIRRMER514	Design and produce store plans and floor layouts				3.5
SIR07	Retail Services Training Package			SIRRMER515	Manage visual merchandise projects				3.5
SIR07	Retail Services Training Package			SIRRMER516	Style merchandise for photography				3.5
SIR07	Retail Services Training Package			SIRRMER517	Develop and apply strategies for merchandising corporate presentations				3.5
SIR07	Retail Services Training Package			SIRRMER518	Present design concepts				3.5
SIR07	Retail Services Training Package			SIRRMER519	Design and produce merchandising and in-store presentations				3.5

Training Package Code	Training Package Name	Qualification Code	Qualification Name	Unit Code	Unit Name	Skill Set Code	Skill Set Name	Review Status	Change Required
SIR07	Retail Services Training Package			SIRXMER304	Present products				3.5
SIR07	Retail Services Training Package			SIRXMER405	Manage store presentation and pricing				3.5
SIR07	Retail Services Training Package			SIRXMER406	Monitor in-store visual merchandising display				3.5
SIR07	Retail Services Training Package			SIRXMER407	Plan and build visual presentations for a range of merchandising categories				3.5
		SIR40216	Diploma of Retail Merchandise						New
				SIRRBUY001	Plan and execute buying trips				New
				SIRRBUY002	Construct a merchandise product range				New
				SIRRBUY003	Determine and place merchandise orders				New
				SIRRMRM002	Manage merchandise production				New
				SIRRMRM003	Construct post-trade analysis				New

Training Package Code	Training Package Name	Qualification Code	Qualification Name	Unit Code	Unit Name	Skill Set Code	Skill Set Name	Review Status	Change Required
				SIRRMRM004	Develop a merchandise strategy				New
				SIRRPLN001	Develop implement and monitor a merchandise plan				New
				SIRRPLN002	Develop a merchandise buying plan				New
				SIRRPLN003	Allocate merchandise				New
				SIRRPRD002	Manage suppliers				New
				SIRRPRD003	Manage merchandise quality and compliance				New
				SIRXCEG006	Provide online customer support				New
				SIRXCEG007	Manage online customer service standards				New
				SIRXECM001	Monitor and interpret online data analytics				New
				SIRXECM002	Prepare content for ecommerce platform				New
				SIRXECM003	Design ecommerce site usability				New
				SIRXECM004	Plan to trade internationally				New
				SIRXMKT004	Develop, execute and review social media plans				New

Training Package Code	Training Package Name	Qualification Code	Qualification Name	Unit Code	Unit Name	Skill Set Code	Skill Set Name	Review Status	Change Required
				SIRXMKT005	Develop, execute and review digital marketing plans				New
				SIRXRSK004	Maintain ecommerce security				New
				SIRXSTR001	Develop, implement and review an ecommerce strategy				New
						SIRSS00015	Online Retail Fundamentals		New
						SIRSS00016	Ecommerce Management		New
				Total Qualifications		2			
				Total Units of Competency		40			
				Total Skill Sets		2			

Case for Change Attachment B

Merchandise Management Technical Advisory Committee	
Angie Bell	National Retail Association
Candice Deal	Fantastic Furniture
Carley Hartigan	Jeanswest
Concetta Violi	Just Group
Darrell Maillet	Myer
Emma Kumsing	Woolworths
Garry Terrill	Australian Retailers Association
Jacky Morgan	Woolworths
Josh Thompson	LS Travel Retail Pacific
Julie West	Breakaway Apparel
Kelly Bloore	Dick Smith Electronics
Lenore Harris	Myer
Linda Chiodo	Harris Scarfe
Maureen Thompson	ABC Retail
Milista Micalessi	Myer
Penny Cervetto	7eleven
Robyn Batson	Susan Group
Shona Tarrant	Harris Farm Markets
Sue Anderson	Australian Retailers Association
Trevor Maher	7eleven
Virginia Folwer	Metalicus
Online Retailing Technical Advisory Committee	
Alan Handsaker	Australian Retailers Association
Anne Hurely	James and Co
Brad Low	Foundation Education
Diane Shelton	Twist of Lime
Emma Kumsing	Woolworths
Faye Browne	Motto Fashions
Garry Terrill	Australian Retailers Association
Greg Smith	The Co Op
James Pope	Australian Retailers Association
Jane Cay	Birdsnest
Julie Stevanja	Stylerunner
Kevin Kalinko	Foundation Education
Lauren Browne	Motto Fashions
Lenore Harris	Myer
Lisa Powell	Amblique
Louise Bilston	Just Group
Madeline Robins	Groupon
Mike Wallace	First Impressions Resources
Nati Harpaz	Octomedia
Nick Molnar	Iceonline/Afterpay
Paul Greenburg	National Online Retailers Association
Paul Tulip	Yorkshire Bridge
Peter Knock	The Co Op

Robyn Batson	Sussan Group
Robyn Casey	Sussan Group
Russell Zimmerman	Australian Retailers Association
Shannon Walker	Sporting Goods Association Australia
Sue Anderson	Australian Retailers Association
Visual Merchandising Technical Advisory Committee	
Amanda Henderson	Gloss Creative
Annette Cook	RMIT University
Annie Bloom	Visual Empire
Karen McKechnie	Myer
Morgan Westman	Cotton On Group
Nick Avard	Target
Paul Giannangeli	Williams Sonoma
Tony Paterno	Myer
Samuel Falanga	RMIT University

Appendix B: List of Training Package Products proposed for endorsement

Qualifications

Qualification Code	Qualification Title
SIR50217	Diploma of Visual Merchandising
SIR50317	Diploma of Retail Merchandise Management

Skill Sets

Skill Set Code	Skill Set Title
SIRSS00015	Online retail coordination
SIRSS00016	Ecommerce management
SIRSS00017	Merchandise management

Units of Competency and Assessment Requirements

Unit code	Unit title
Cross-Sector	
Customer Engagement	
SIRXCEG006	Provide online customer service
SIRXCEG007	Develop online customer service standards
Ecommerce	
SIRXECM001	Monitor and interpret online data analytics
SIRXECM002	Prepare digital content
SIRXECM003	Design an ecommerce site
Marketing	
SIRXMKT006	Develop a social media strategy
SIRXMKT007	Develop a digital marketing plan
Sales	
SIRXSLS005	Plan to trade internationally
Strategy	
SIRXSTR001	Develop an ecommerce strategy
Working in Industry	
SIRXIND006	Review retail business fundamentals

Unit code	Unit title
Retail	
Merchandise Management	
SIRRMRM002	Develop a merchandise strategy
SIRRMRM003	Conduct a post-trade analysis
SIRRMRM004	Develop a merchandise financial plan
SIRRMRM005	Develop a category financial plan
SIRRMRM006	Plan a merchandise product range
SIRRMRM007	Negotiate and establish supply arrangements
SIRRMRM008	Develop a merchandise promotional plan
SIRRMRM009	Plan merchandise buying trips
SIRRMRM010	Plan product development
SIRRMRM011	Manage merchandise quality and compliance
Merchandising	
SIRRMER004	Develop visual merchandising creative concepts
SIRRMER005	Implement visual merchandising concepts
SIRRMER006	Achieve visual merchandising targets
SIRRMER007	Design and install visual merchandising displays
SIRRMER008	Plan and style merchandise photo shoots
SIRRMER009	Plan and organise display lighting
SIRRMER010	Style using visual merchandising aids
SIRRMER011	Design and install merchandise signage
SIRRMER012	Develop retail space and product management plans
SIRRMER013	Develop visual merchandising guidelines

Appendix C: Letters of support

- Australian Retailers Association (ARA)
- Billabong
- Dymocks
- Jeanswest
- Lagardère Travel Retail Pacific
- Leading Edge Group
- Marguerite Bell Consulting
- National Retail Association (NRA)
- Retail and Personal Services Training Council of WA (RAPSTC)
- RMIT University
- Shop, Distributive and Allied Employees' Association (SDA)
- SkillsIQ NSW ITAB
- Smart in Planning
- Specialty Fashion Group
- Sussan Group
- The Reject Shop
- Yorkshire Bridge

28 June 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing Australian Retailers Association I can confirm Australian Retailers Association believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

Australian Retailers Association believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Australian Retailers Association believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Australian Retailers Association will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Garry Terrill
Director ARA – Retail Institute
Australian Retailers Association

Phone: 1300 368 041
Fax: (03) 8660 3399

MELBOURNE OFFICE
Address: Level 1, 112 Wellington Parade
East Melbourne VIC 3002

⚡BILLABONGGROUP

9th June 2017
Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing Billabong Group I can confirm Billabong Group believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

Billabong Group believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Billabong Group believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.
Billabong Group will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Tim Duxbury
Training & Development
Billabong Group

7th June 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing Dymocks Book Arcade Pty Ltd I can confirm Dymocks Book Arcade Pty Ltd believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

Dymocks Book Arcade Pty Ltd believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Dymocks Book Arcade Pty Ltd believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Dymocks Book Arcade Pty Ltd will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Kind Regards,

Paul Swain   Date

Head of HR

Dymocks Book Arcade Pty Ltd

DYMOCKS BOOK ARCADE PTY LTD

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13 June 2016

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Dear Lauren,

Re: Endorsement of the SIR Retail Services Training Package V3.0

As a member of the Retail Technical Advisory Committee (TAC) representing Jeanswest Corporation Pty Ltd (Jeanswest,) I can confirm that Jeanswest believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

Jeanswest believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Jeanswest believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Jeanswest is in particular support of the development of skills in Merchandise Management and Digital & eCommerce, as new, emerging and talent shortage areas. Skills IQ has worked closely with industry in both identifying and addressing the needs of industry in these areas.

Jeanswest will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Yours sincerely

Kate Byrdy
General Manager Human Resources

9/6/2017

Lauren Hosking

Skills Engagement Specialist

SkillsIQ

GPO Box 4194

Sydney NSW 2001

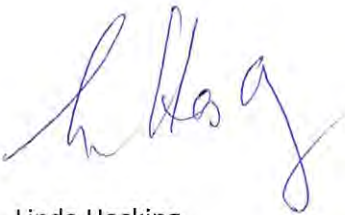**Re: Endorsement of the SIR Retail Services Training Package V3.0**

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing Lagardère Travel Retail Pacific   I can confirm Lagardère Travel Retail believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

Lagardère Travel Retail believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Lagardère Travel Retail believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Lagardère Trave Retail will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Linda Hosking

Head of Learning and Development

Lagardère Trave Retail Pacific

61 2 82181107

16th June 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing Leading Edge Group can confirm Leading Edge believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

Leading Edge Group believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Leading Edge Group believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Leading Edge Group is in particular support of:

The Skill sets as separate modules

SIRRMRM002	Develop a merchandise strategy
SIRRMRM003	Conduct a post trade analysis
SIRRMRM004	Develop a merchandise financial plan
SIRRMRM005	Develop a category financial plan
SIRRMRM006	Plan a merchandise product range

Leading Edge Group will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Lee Scott
Group General Manager

Leading Edge Group

Level 2, 72-76 Archer Street, Chatswood, NSW, 2067

P.O Box 1234 Chatswood, NSW 2067

Direct: 02 8732 9578

Mobile: 0437 046 540

Email: scottl@leadingedgegroup.com.au

Website: www.leadingedgecomputers.com.au

20th June 2017

Lauren Hosking

Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

Marguerite Bell Consulting believes that Marguerite Bell Consulting has been given the opportunity to express their needs and those needs have been appropriately responded to in the revised of the Retail Services Training Package.

Marguerite Bell Consulting believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Marguerite Bell Consulting believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Marguerite Bell Consulting will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Director

Phone: 0419 277 656

Email: marguerite@margueritebellconsulting.com.au

27 June 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Dear Lauren,

RE: ENDORSEMENT OF THE SIR RETAIL SERVICES TRAINING PACKAGE V3.0

As a member of the Wholesale, Retail and Personal Services Industry Reference Committee (IRC) representing National Retail Association (NRA), I can confirm NRA believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

NRA is in particular very supportive in the development of skill sets, as our research shows this is a preferred option for many casual retail employees.   Obtaining units of qualifications through skill set training is highly beneficial for individuals, as it gives evidence to employers of their knowledge and abilities when seeking increased hours of work. Furthermore, the completion of an accredited skill set often gives individuals the confidence to go on to undertake a full qualification.

NRA will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Yours faithfully,

Dominique Lamb
CEO

15th June 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Dear Lauren

Re: Endorsement of the SIR Retail Services Training Package V3.0

I am writing to formally advise you that Western Australia Retail Industry Consultation Group and the Retail and Personal Services Training Council of WA supports and endorses the following new qualifications:

- SIR 50317 - Diploma of Retail Merchandise Management, and
- SIR50217 - Diploma of Visual Merchandising

but only *two* of the three skills set proposed being:

- E-commerce Management, and
- Online Retail Co-ordination within the SIR Retail Training Package

Report by Exception

The Western Australia Retail Industry Consultation Group <u>does not accept, nor support</u> the remaining Merchandise Management Skills Set – which was included during the same consultation process.

On behalf of the Western Australia Retail Industry Consultation Group, the Retail and Personal Services Training Council of WA submits the following feedback to formally indicate reasoning for non-support of the proposed skills set - Merchandise Management.

During the review process, consistent feedback was received from retail business owners operating in the industry regarding this issue. Concerns were expressed, regarding entry requirements, packaging and quality outcomes and requests for additional information were communicated to SkillsIQ. Although explanations and details were provided by SkillsIQ, the group did not believe that the unanimous concerns or reasoning expressed by the whole of the Western Australia Retail Industry Consultation Group was sufficiently addressed or considered by the TAC.

In particular I refer to the following points which were unanimously questioned by all participants in the permitted single formal consultation:

- The proposed Merchandise Management skills set should not be included within the SIR Retail Services Training Package as it undermines the integrity of the proposed new and specialised qualification –Diploma of Merchandise Management.

- The group consulted by RAPSTC has many concerns regarding the motive and impact that the structure of the skills set could have on the qualification.

  - The Diploma of Merchandise Management is an high-level industry, specialised and specific job role qualification that has11 units of competency which includes:
  - 7 core units and 4 elective units.

The skills set consist of:
- 5 units making up the skills set which are all taken directly from the 7 core units of competency of the Diploma of Retail Merchandise Management qualification.

- The WA Consultancy Group reiterates that the Merchandise Management - Skills Set will create an imbalance and degrade the "Diploma of Retail Merchandise Management" qualification with participants gaining minimal competence in what should be, and was intended to be, a new stand-alone high level qualification for the retail industry.

- The skills set does not mandate any entry requirements allowing direct entry into the skills set. The WA group believes this will enable parties to circumvent the entry requirements placed on the Diploma of Retail Merchandise Management.

  They also believe that the skills set will impact on the qualification participation therefore demean the value and relevance of the full qualification in retail merchandise management.

- There is a high degree of concern that training providers will be incentivised to offer the skill set, as opposed to the full qualification, as it can be delivered in reduced timeframes and at lower costs.

- The RAPSTC group considers that the inclusion of the skills set is leading to a result of **let's kill it** before a specialised diploma qualification even starts.

Summary

While the WA Retail Industry Consultation Group and the Retail and Personal Services Training Council of WA do not support the skills set as defined above we believe that industry has been given sufficient opportunity to express their needs, and after the two rounds of extensive consultation with industry were completed, both believe that industry needs have been appropriately responded to in the revised in new SIR Retail Services training package products as supported by the group.

The training package products as agreed to for endorsement, reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, the WA Retail Industry Consultation Group believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors

Western Australia Retail Industry Consultation Group and the Retail and Personal Services Training Council of WA will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Should you require any further information, please do not hesitate to contact David Ingram on: 08 9240 5221

Yours sincerely

Norma Roberts
Executive Director

Retail and Personal Services Training Council of WA

Cc: Lucinda Pita – WA Department of Training and Workforce Development, Curriculum Services
        Melinda Brown – General Manager, SkillsIQ

School of Architecture and Design

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Australia

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Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

RMIT University is a major Victorian dual sector University and RTO providing VET training for a wide range of industry needs. The School of Architecture and Design delivers a number of quality design qualifications including the Diploma of Visual Merchandising.

The key stakeholders at RMIT believe that our educators, trainers and industry advisors have been given the opportunity to express our needs and those needs have been appropriately responded to in the revised Retail Services Training Package.

We believe that the training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, the program team and management at RMIT University believe that the proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

The cluster of Visual and Graphics, within the School of Design and Architecture at RMIT will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Annette Cook

Program Manager

Visual and Graphics

School of Architecture and Design

RMIT University

Ph. 9925 9187

sda
NATIONAL

The Shop, Distributive and Allied Employees' Association
A: Level 6, 53 Queen Street, Melbourne, VIC 3000   P:03 8611 7000   E:general@sda.org.au   W:sda.org.au   ABN: 99 789 302 470

NATIONAL PRESIDENT
Joe de Bruyn

NATIONAL SECRETARY
Gerard Dwyer

22 June 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

The SDA has an interest in the Wholesale, Retail and Personal Services Industry Reference Committee (IRC) I can confirm the SDA believes that industry has been given the opportunity to express their views. The new SIR Retail Services training package products have been appropriately revised and reflect the industry's views.

The position of the SDA is that the training package products meet the needs of the retail industry in terms of specific workforce needs and career pathways.

Yours Sincerely,

Julia Fox

National Assistant Secretary

SKILLSIQ
CAPABLE PEOPLE MAKE CLEVER BUSINESS

4 July 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren

SkillsIQ NSW ITAB is supported by the NSW Department of Industry to provide independent advice to the NSW government on the training and skills needs of the service industries within NSW.

The industries we represent include retail and wholesale, sport, fitness, community recreation, outdoor recreation, travel, tourism, events, hospitality, accommodation, restaurants & cafes, holiday parks & resorts, hairdressing & barbering, beauty services, floristry, community pharmacy and funeral services.

Our Industry Advisory Committees are key industry contacts for government. They provide independent advice on the training and skills development needs of industry, to help ensure our industries have a skilled workforce that is able to meet current and future job role requirements.

SkillsIQ NSW ITAB believes that, through the NSW Wholesale, Retail and Personal Services (WRAPS) Industry Advisory Committee, relevant industry stakeholders have been given the opportunity to express their needs and those needs have been appropriately responded to in the revised of the Retail Services Training Package.

SkillsIQ NSW ITAB believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, SkillsIQ NSW ITAB believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

SkillsIQ NSW ITAB, and the NSW WRAPS Industry Advisory Committee, will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards

Julie Giuffre
Executive Officer
SkillsIQ NSW ITAB

SMART IN PLANNING

_____

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

SMART IN PLANNING is a company founded and operated by Susan Martin, offering specialist solutions in the field of Merchandise Planning, based on over 20 years of personal experience in this niche field.

I have been invited to consult on the formulation of the Retail Merchandise Management qualification, and given the opportunity to my express views as to the needs of Retailers in this area. My feedback has been appropriately responded to in the relevant sections of the revised Retail Services Training Package.

I believe the training package products (relating to Merchandise Management) that are proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.
The proposed training package products have been developed in a manner that allows quality assessment practices and training outcomes, and would facilitate skills portability across industry sectors.

I will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Susan Martin

Director
SMART IN PLANNING

28/06/2017
Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

Specialty Fashion Group believes that it has been given the opportunity to express their needs and those needs have been appropriately responded to in the revised of the Retail Services Training Package.

Specialty Fashion Group believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Specialty Fashion Group believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Specialty Fashion Group will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Ashlea Roach
Group Learning and Development Manager
SPECIALTYFASHION | GROUP

sussan

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing the Sussan Corporation, I can confirm the Sussan Corporation believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

The Sussan Corporation believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, the Sussan Corporation believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

The Sussan Corporation will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Robyn Batson
Group People & Development Manager
Sussan Group

22 June 2015

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

As a member of the Retail Technical Advisory Committee (TAC) representing The Reject Shop I can confirm The Reject Shop believes that industry has been given sufficient opportunity to express their needs, and that those needs have been appropriately responded to in revised and new SIR Retail Services training package products.

The Reject Shop believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, The Reject Shop believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

The Reject Shop will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.
Regards,

Zac Thomas
eLearning Advisor
The Reject Shop

26th June, 2017

Lauren Hosking
Skills Engagement Specialist
SkillsIQ
GPO Box 4194
Sydney NSW 2001

Re: Endorsement of the SIR Retail Services Training Package V3.0

Dear Lauren,

Yorkshire Bridge believes that Yorkshire Bridge has been given the opportunity to express their needs and those needs have been appropriately responded to in the revised of the Retail Services Training Package.

Yorkshire Bridge believes that training package products proposed for endorsement reflect the skills needs of the Australian retail industry, address identified skills gaps and allow for outcomes that meet specific workforces needs and create clearer career pathways.

Further, Yorkshire Bridge believes that proposed training package products have been developed in a manner that promotes quality assessment practices and training outcomes, removes unnecessary duplication and obsolete training package products, and promotes skills portability across industry sectors.

Yorkshire Bridge will continue to provide industry advice and intelligence to SkillsIQ to ensure that all training package products remain reflective of current industry skills needs.

Regards,

Paul Tulip

Director

Yorkshire Bridge

Appendix D: Retail Technical Advisory Committee (TAC) membership

Organisation	Name
Australian Retailers Association	Garry Terrill
Billabong	Timothy Duxbury
Country Road	Jacinta McCarthy
Country Road	Lauren Wood
Dorsett Retail	Gabriela Teleasa
Dymocks	Paul Swain
Jeanswest	Kate Byrdy
Jewellers Association of Australia	Amanda Hunter
Leading Edge	Charles Nord
Lagardere Travel Retail	Linda Hosking
National Retail Association	Yvonne Williams
Sussan Group	Robyn Batson
The Reject Shop	Zac Thomas

Appendix E: Stakeholder consultation and engagement list

Organisation	Name
7eleven	Trevor Maher
7eleven	Elle Kearsley
7eleven	James McNamara
ABC Retail	Maureen Thompson
Amblique	Lisa Powell
Anaconda	Gavin Bragg
Australian Retailers Association	Garry Terrill
Australian Retailers Association	Jim Ramsay
Australian Retailers Association	Alan Handsaker
Arnhem Land Progress Aboriginal Corporation	Angela Nolan
ARL	Brad King
Australian Retailers Association	Russell Zimmerman
Australian Sporting Goods Association	Shannon Walker
BBQs Galore	Rod Betts
Billabong Group	Ben Winduss

Organisation	Name
Billabong Group	Timothy Duxbury
Birdsnest	Janina Thomas
Birdsnest	Kristi Brendan
Birdsnest	Jane Cay
Birdsnest	Charlee Peckover
Birdsnest	Jacqui Schofield
Birdsnest	Colleen Reeks
Birdsnest	Pen Carroll
Birdsnest	Peige Eber
Birdsnest	Tahlia Nicholson
Birdsnest	Michelle Manthey
Birdsnest	Anthony Marshall
Birdsnest	Edward Walker
Birdsnest	Kat Egan
Breakaway Apparel	Julie West
Breakaway Apparel	Carla Gregory
City of Melbourne	Fides Santos-Arguelles
Computer, Electronics, Telstra & Communications Esperance	Craig Johnson
Country Road Group	Jacinta McCarthy
Country Road Group	Lauren Wood
Department of Training & Workforce Development	Lucinda Pita
Designed Kitchen Appliances	Dominic Calautti
Dick Smith Electronics	Kelly Bloore
Dorsett Retail	Gabriela Teleasa
Drakes Supermarkets	Jen Miller
Drakes Supermarkets	Vy Hookway
Dymocks Retail	Paul Swain
Dymocks Retail	Jason Redett
Dymocks Retail	Sharyn Villaverde
Dymocks Retail	Jason Readett
Dymocks Retail	Rhys Morgan
Fantastic Furniture	Candice Deale
First Impressions Resources	Mike Wallace
Forecast	Melissa Lek
Forever New	Bronwen Einhorn
Forever New	Ashifa Hirani

Organisation	Name
Foundation Education	Brad Low
Foundation Education	Kevin Kalinko
Fusion Retail Brands	Puneet Singh
Gazman	Heath Dixon
Gloss Creative	Amanda Henderson
Good Guys	John Lynch
Groupon	Madeleine Robins
Harris Farm Markets	Shona Tarrant
Harris Scarfe	Linda Chiodo
Harris Scarfe	Lynda Papas
Harris Scarfe	David Hunt
Harris Scarfe	Estelle Williams
Hybris	Graham Jackson
Iceonline	Nick Molnar
Idea Nation	Annie Harper
Jacqui E	Katherine Spell
James and Co	Anne Hurley
Jape Furnishings	Connie Jape
Jeanswest	Michaela Clayton
Jeanswest	Carley Hartigan
Jeanswest	Maria Le
Jeanswest	Kellie Richards
Jeanswest	Laura Lloyd
Jeanswest	Kate Byrdy
Jeanswest	Siew Hooke
Jeanswest	Carley Hartigan
Jewelers Association of Australia	Amanda Hunter
Just Group	Concetta Violi
Just Group	Louise Bilston
Kambo's Homemaker Stores	Sam Pantellis
Kangan	Tomce Cergovski
Lagardere Travel Retail	Shayne McNally
Lagardere Travel Retail	Scott Murray
Lagardere Travel Retail	Linda Hosking
Lagardere Travel Retail	Babita Chandra
Lagardere Travel Retail	Boris Misljenovic
Leading Edge Group	Charles Nord

Organisation	Name
Legardere Travel Retail	Jimmy Motte
Lowes	Danial Gyftakis
LS Travel Retail Pacific	Josh Thompson
Marguerite Bell Consulting	Marguerite Bell
Marguerite Bell Consulting	Jacqueline Tarazy
Marguerite Bell Consulting	Tania Tripodi
Metalicus	Virginia Folwer
Mixed Lollies	Anastasia
Motto Fashions	Faye Browne
Myer	Darrel Maillet
Myer	Milista Micalessi
Myer	Stephen Rajasingham
Myer	Natalie Schwarz
Myer	Lenore Harris
Myer	Milli Stojanovic
National Retail Association	Yvonne Williams
Nextra Newsagency	Reg Leaver
Nextra Newsagency	Rebelle Day
National Online Retail	Paul Greenberg
NRA Represenative	Angie Bell
Numensa Consulting	Beverley Chambers
Octomedia	Nati Harpaz
Peter Alexander	Brooke Anderson
Remarketable	Karen Lurati
Retail & Personal Services Training Council of WA	David Ingram
Retail Capabilities	Sue Anderson
Retail Recruitment	Paul Tulip
Rhett Stockdale (Retail Stores & service centres in Orange, Bathurst & Dubbo)	Rhett Stockdale
RMIT	Samuel Falanga
RMIT	Annette Cook
Smart in Planning	Susan Martin
Stylerunner	Julie Stevanja
Superdry	Steph Hazell
Susan Group	Shinyi Tham
Sussan Group	Lindsay Horlock

Organisation	Name
Sussan Group	Robyn Batson
Sussan Group	Robyn Casey
Sussan Group	Lindsey Horlock
TAFE NSW	Kerry Little
TAFE NSW	Cathy Bahari
TAFE SA	Nicola Danby
TAFE North Metropolitan (WA)	Cheryl Bridge
TAFE South Regional (WA)	Anita Host
Taking Shape	Lisa Mattingley
Computer retail store and service department Griffith	Tegan Le Page
The Bra Bar	Janice Dorman
The Co Op	Greg Smith
The Co Op	Peter Knock
The Good Guys	Melanee Kushwaha
The Good Guys	Susie Bailey
The Reject Shop	Zac Thomas
The Reject Shop	Kathy Stavrakis
The Reject Shop	Michelle Glassal
Top Saddlery and Bush Boutique	Jule Newton
Trak and Scarlett Recruitment	Carolyn Heyward
Transit Clothing	Tim Day
Twist of Lime	Diane Shelton
Victoria University	Alison Hollands
Woolworths	Emma Kumsing
Woolworths	Jacky Morgan
Woolworths	Kristy McAdam
Woolworths	Kieran Best
Woolworths	Shaun Cunningham
Woolworths	Caitlin Larkins
Yorkshire Bridge Pty Ltd	Paul Tulip

Appendix F: Quality Assurance Reports

Editorial Report – SIR Retail Services Training Package

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	SIR Retail Services Training Package – Retail and Wholesale components
Number of new or revised qualifications	2 qualifications and 3 Skill Sets
Number of new or revised units of competency	30 units of competency and associated assessment requirements
Confirmation that the draft endorsed components meet the requirements in Section 2	I confirm that the draft components for endorsement meet the requirements specified in Section 2.
Person completing the Editorial Report and organisation. [14]	Caitlin Harris, Stylus Group
Date completed	16 June 2017

Section 2 – Editorial checklist of draft training package components

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[14] *Persons not a member of the panel are required to provide the following additional information: demonstrated experience in editing technical and industry publications, preferably including education and/or training; demonstrated commitment by the applicant to ongoing professional development; details of relevant qualifications and/or professional membership(s).*

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Draft endorsed components have been **proofread** and **edited** against the *Standards for Training Packages 2012,* the *Training Package Products Policy* and the *Training Package Development and Endorsement Process Policy* by the SSO/SSO prior to the formal Editorial review.	All draft endorsed components have been proofread and edited. Prior to the completion of the Editorial Report, an internal review of all qualifications, units of competency and assessment requirements was completed against the *Standards for Training Packages*.	

The standards for training packages

Training packages – products

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 1: Training Packages consist of the following: 1. AISC endorsed components: • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes.	The components in this submission meet the requirements of Standard 1 of the *Standards for Training Packages*. This submission comprises: • 2 qualifications; • 30 units of competency and associated assessment requirements; • a companion volume implementation guide, the structure of which follows the required template from the Standards for Training Packages. No national credit arrangements exist for this Training Package at this time.	

Training Packages - Policy

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 2: Training Package SSOs comply with the Training Package Products Policy.	The SIR Retail Services Training Package meets the requirements of Standard 2 of the *Standards for Training Packages*. A review of all draft components indicates that the *Training Package Products Policy* has been met. • All components are correctly titled and coded, and are AVETMISS compliant. • Foundation skills are either identified in in the foundation skills field of the unit of competency template or in the performance criteria. • Mapping information is provided in the *Companion Volume Implementation Guide*. • Packaging rules are appropriate and use the correct terminologies as per the policy. • Entry requirements are justified in the Companion Volume Implementation Guide. • Qualification pathways advice is provided in the Companion Volume Implementation Guide.	
Standard 3: Training Package SSOs comply with the AISC Training Package Development and Endorsement Process Policy.	This submission meets the requirements of Standard 3 of the *Standards for Training Packages*. The SSO provided evidence in the draft *Case for Endorsement* of national consultation and industry validation and the quality assurance process undertaken during the development process.	

Training Packages – Components

Units of competency

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 4: Units of competency specify the standards of performance required in the workplace.	Direct checking of all draft components confirmed that all units specify the standards of performance required in the workplace.	
Standard 5: The structure of units of competency complies with the unit of competency template.	All units of competency contain the correct fields, as specified in the *Standards for Training Packages*. The draft *Case for Endorsement* notes that all components have been inserted into the TPCMS which confirms they comply with the template.	

Assessment Requirements

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 6: Assessment requirements specify the evidence and required conditions for assessment.	Direct checking of all draft components confirmed that all units specify the evidence and required conditions for assessment.	
Standard 7: Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	Direct checking of all draft components confirmed that that all units of competency have assessment requirements and that they comply with the assessment requirements template provided in the *Standards for Training Packages*. The draft Case for Endorsement notes that all components have been inserted into the TPCMS which confirms they comply with the template.	

Qualifications

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 8: Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	The qualifications in this submission align with the criteria of the Australian Qualifications Framework (AQF).	
Standard 9: The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	Qualifications comply with the template provided in the *Standards for Training Packages*. The draft Case for Endorsement notes that all components have been inserted into the TPCMS which confirms they comply with the template.	

Credit Arrangements

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 10: Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	Currently there are no credit arrangements for the SIR Retail Services Training Package.	

Companion Volumes

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Standard 11: A quality assured companion volume implementation guide produced by the Training Package SSO is available at the time of endorsement and complies with the companion volume implementation guide template.	The SSO provided a copy of the draft *Companion Volume Implementation Guide* (CVIG) for the SIR Retail Services Training Package. The guide meets the requirements of the template provided in the *Standards for Training Packages* and has been endorsed by retail industry stakeholders. The process for quality assuring the CVIG is detailed within the guide.	
Standard 12: Training Package SSOs produce other quality assured companion volumes to meet the needs of their stakeholders as required.	The SSO confirmed that further companion volumes will be developed to meet identified stakeholder needs as required.	

Other

Editorial Requirements	Comments Provide brief commentary on whether the draft endorsed components meet each of the Editorial Requirements/Standards for Training Packages	SSO comments
Unit codes and titles and **qualification codes and titles** are accurately cross-referenced throughout the templates including mapping information and packaging rules, and in the *companion volume implementation guide*.	A cross check has been completed between the components and the *Companion Volume Implementation Guide* to ensure accuracy of codes and titles. Minor errors in the CVIG were referred back to the and will be corrected prior to publication.	
Units of competency and their **content** are **inserted in full**, including any imported units of competency	The draft *Case for Endorsement* indicates that the units of competency provided for this review have been inserted in to the TPCMS as part of the pre-publication process.	

Equity Report – SIR Retail Services Training Package

Section 1 – Details of draft training package components

Information required	Detail
Training Package title and code	SIR Retail Services Training Package
Number of new or revised qualifications	2 qualifications and 3 Skill Sets
Number of new or revised units of competency	30 Units of Competency and associated assessment requirements
Confirmation that the draft endorsed components meet the requirements in Section 2	I confirm that the draft endorsed components meet the requirements of the Access and Equity Policy and the relevant Training Package Quality Principles.
Person completing the Equity Report and organisation. [15]	Caitlin Harris, Stylus Group
Date completed	16 June 2017

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
Draft endorsed components comply with the Training Package Products Policy (see Training Package Standard 2).	I am satisfied that the draft endorsed components comply with the Training Package Products Policy	

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[15] *Persons not a member of the Training Package Quality Assurance Panel are required to provide the following additional information: demonstrated experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; demonstrated commitment by the person to ongoing professional development; details of relevant qualifications and/or professional membership(s).*

Training Package Quality Principles

Quality Principle 4

Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners.
What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings? Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
1. What evidence demonstrates that the draft components provide flexible qualifications that enable application in different contexts?	Direct checking of all components and the draft *Companion Volume Implementation Guide* has confirmed that the components in this submission are flexible and support transferability across work contexts. For example: • All units of competency can be delivered and assessed in either the workplace or a simulated environment, addressing individual and enterprise needs, and minimising structural difficulties in delivering the unit. • The packaging rules allow importation of units from other Training Packages and accredited courses, providing clear pathways into related industries. • All qualifications include transferable skills such as workplace health and safety, customer engagement, communication skills, management and leadership.	

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
2. Is there evidence of multiple entry and exit points?	The draft *Case for Endorsement* and qualification pathway diagrams in the *Companion Volume Implementation Guide* provides evidence of multiple entry and exit points in the SIR qualifications. Direct entry is permitted in the SIR50217 Diploma of Visual Merchandising, and there are also pathways from lower AQF qualifications. Entry requirements for the SIR50317 Diploma of Retail Merchandise Management are mandatory in accordance with policy, and are justified in the *Companion Volume Implementation Guide* as deemed essential by industry. No reports by exception were received related to this issue. I am satisfied that the entry requirements for this qualification are appropriate. A report by exception was received from the Western Australian Industry Training Advisory Body indicating that the Retail and Personal Services Training Council WA does not support the proposed Merchandise Management Skill Set. From an equity perspective, the RAPSTC is concerned that learners will be at a disadvantage as they do not gain the full suite of skills required to fulfil a merchandise management job role.	

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
	The skill set is supported by the overwhelming majority of stakeholders consulted during development. Additionally, the skill set provides a clear pathway into the Diploma of Merchandise Management which may be an advantage to learners from equity groups seeking a qualification in Merchandise Management but that do not meet the entry requirements for the Diploma. For these reasons I am satisfied that the skill set should be put forward for approval.	
3. Have pre requisite units of competency been minimised? Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	Yes, as none of the units of competency in this submission have pre requisites. Further evidence that the flexibility principle is being achieved is the inclusion of cross sector units of competency, allowing for transferability of skills to other industries.	

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	Advice about pathways has been provided in the *Companion Volume Implementation Guide* and shows that qualification structures facilitate credit transfer to other SIR qualifications, providing a clear path from introductory qualifications through to higher AQF levels. There are currently no formal credit arrangements with higher education qualifications for this Training Package.	

Quality Principle 6

Support interpretation by training providers and others through the use of simple, **CONCISE LANGUAGE** and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices. Units of competency are clearly written. Training Package components are compliant with the TGA/National Register requirements for publication.

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
1. Does the Companion Volume Implementation Guide include advice about: • Pathways • Access and equity • Foundation skills? (see Training Package Standard 11)	The *Companion Volume Implementation Guide* includes advice about pathways, access and equity, and foundation skills, including: • pathways into, between and from SIR qualifications;	

Equity requirements	Equity reviewer comments Provide brief commentary on whether the draft endorsed components meet each of the equity requirements	SSO comments
	• applying the principles of reasonable adjustment to assessment in SIR qualifications; and • how to identify Foundation Skills in SIR units of competency and qualifications. The information about Foundation Skills includes examples of how to identify where they have been written explicitly in the Performance Criteria and where they are summarised in the Foundation Skills field in the unit.	

Quality Report Template

SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	SIR Retail Services Training Package
Number of new or revised qualifications	Two qualifications including one new qualification and one revised qualification.
Number of new or revised units	30 units of competency including 27 new units of competency and three revised units of competency.
Confirmation that the draft endorsed components meet the *Standards for Training Packages 2012*	The draft endorsed components meet the Standards for Training Packages 2012.
Name of panel member completing Quality Report	Tina Berghella, Oggi Consulting Pty Ltd, Quality Assurance Panel Member.
Statement that the panel member is independent of development and/or validation activities associated with the *Case for Endorsement* has not undertaken the *Equity* and/or *Editorial Report* is independent of the Training Package or Training Package components being reviewed.	Tina Berghella is independent of the Training Package and its components, has not been involved in the development and validation of this Training Package and the Case for Endorsement and has not undertaken the Editorial and Equity Reports.
Date completed	27th June 2017

SECTION 2 – COMPLIANCE WITH THE STANDARDS FOR TRAINING PACKAGES

Standards for Training Packages	Standard met –yes or no	Comments (including any relevant comments from the Equity and Editorial Reports)
Standard 1 Training Packages consist of the following: 1. AISC endorsed components: • units of competency • assessment requirements (associated with each unit of competency) • qualifications • credit arrangements. 2. One or more quality assured companion volumes.	Yes	The SIR Retail Services Training Package Version 3.0 components for endorsement include: • 30 units of competency and their associated assessment requirements • two qualifications • credit arrangements • a companion volume implementation guide There are also three skill sets.
Standard 2 Training Package developers comply with the AISC *Training Package Products Policy*.	Yes	SIR components for endorsement comply with product policy.
Standard 3 Training Package developers comply with the AISC *Training Package Development and Endorsement Process Policy*.	Yes	The processes described in the Case for Endorsement are consistent with process policy.
Standard 4 Units of competency specify the standards of performance required in the workplace.	Yes	The units clearly specify the standards of performance required in the workplace.
Standard 5 The structure of units of competency complies with the unit of competency template.	Yes	The structure of the SIR units complies with the template. This is supported by the Editorial Report.
Standard 6 Assessment requirements specify the evidence and required conditions for assessment.	Yes	The assessment requirements clearly specify the performance and knowledge evidence and the conditions of assessment.
Standard 7 Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template.	Yes	Each unit has associated assessment requirements and the structure complies with the template. This is supported by the Editorial Report.
Standard 8 Qualifications comply with the Australian Qualifications Framework specification for that qualification type.	Yes	The developer's mapping of the qualifications against the AQF was examined during this review.

Standard 9	The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template.	Yes	The structure of the qualifications complies with the template.
Standard 10	Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template.	Yes	These were sighted for all draft qualifications. At this time, no credit arrangements exist.
Standard 11	A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template.	Yes	The draft companion volume sighted in this review complies with the Companion Volume Implementation Guide template. The quality assurance process is documented within the Companion Volume Implementation Guide.
Standard 12	Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	NA	No additional companion volumes are included in this submission.

SECTION 3 – COMMENTS ON HOW THE DRAFT TRAINING PACKAGE COMPONENTS MEET THE QUALITY PRINCIPLES

TRAINING PACKAGE QUALITY PRINCIPLES	KEY FEATURES	EXAMPLES OF EVIDENCE	MET YES/NO	COMMENTS/ OTHER EVIDENCE DEMONSTRATED *Provide brief commentary on how the draft endorsed components meet the Quality Principles with specific reference to the evidence provided, including any evidence provided by the Equity and Editorial Reports*
1. Reflect identified workforce outcomes	1. Driven by industry's needs	• Changes demonstrate a clear link back to relevant AISC decisions commissioning the work, the IRC Skills Forecast and Proposed Schedule of Work, the National Review Schedule and/or Case for Change, or demonstrate other evidence of industry needs	Yes	The changes demonstrate a clear link back to the AISC's National Schedule and are consistent with the SIR Retail Services Training Package proposed schedule of work documented in the Wholesale, Retail and Personal Services Industry Reference Committee Industry Skills Forecast from April 2017. The changes included in this submission relate to Case for Change reference SkillsIQ/BC/2015-16-005 and Activity Order reference SkillsIQ/TPD/2016-17/001. The National Schedule describes the activity as: - Transition to the Standards for Training Packages - Meet industry need including any gaps in relation to online retailing and merchandise management
	2. Compliant and respond to broad government policy initiatives	• Evidence that the training package components respond to Ministers' policy initiatives, in particular the 2015 training package reforms	Yes	The training package components are responsive to Ministers' policy initiatives, including the move to the contestable model for the development and maintenance of training packages. This is demonstrated in the Case for Endorsement through adherence to the Training Package Development and Endorsement Process Policy approved by the AISC in November 2016. SIR is also responsive to the 2015 training package reforms including: - Removing 16 units of competency no longer required - Designing training package components that are portable across industry sectors - Using imported units of competency where available - Developing three new skill sets to support improved skills development pathways

				SIR is also responsive to other broad VET policy initiatives including an industry-led training system, transition to the Standards for Training Packages, reducing training package duplication and alignment with the Australian Qualifications Framework.
	3. Reflect contemporary work organisation and job profiles incorporating a future orientation	• Open and inclusive consultation and validation commensurate with scope and impact has been conducted	Yes	The consultation and validation processes described in the Case for Endorsement reflect the scope and impact of the changes. Stakeholders consulted included members of the Wholesale, Retail and Personal Services Industry Reference Committee, members of the Retail Technical Advisory Committee and broader retail industry stakeholders. Representatives included enterprises, industry associations, training providers, and state and territory training authorities. The Case for Endorsement lists the stakeholders consulted and confirms that consideration was given to metropolitan, regional and remote geographical areas, small and large employers, and organisations with limited representation. National communication, consultation and validation mechanisms included a mix of methods commensurate with the complexity of the work. These included industry consultation workshops, industry consultation teleconferences, industry workplace visits, face to face meetings, RTO meetings and an online feedback register. SkillsIQ also employed an innovative consultation method to engage learners that they call the New Retail Series. They describe this method as 'a series of innovative training pilots, comprising face to face workshops led by industry experts, eLearning modules and workplace projects'.
2. Support portability of skills and competencies including reflecting licensing and	4. Support movement of skills within and across organisations and sectors	• Pathways support movement within and across sectors • Identification of skill sets that respond to client needs	Yes	The qualifications support movement within and between industry sectors, jurisdictions and organisations through clear and flexible packaging rules that support industry needs. For example, the Diploma of Visual Merchandising is applicable to

regulatory requirements				a range of retail settings and allows for the packaging of up to two units from other training packages. Qualification pathways advice is provided in the Companion Volume Implementation Guide in the form of a pathway chart. The three new skill sets included with this submission contain information about their relationship with a qualification consistent with Training Package Products Policy. For example, the Ecommerce Management Skill Set states, 'Achievement of these units may provide credit towards the Diploma of Retail Leadership'.
	5. Promote national and international portability	• Other national and international standards for skills are considered	Yes	SIR is designed to support portability across Australian jurisdictions.
	6. Reflect regulatory requirements and licencing	• Solutions to incorporate licensing and regulatory requirements are brokered and there is clear evidence of support from licensing and industry regulatory bodies	Yes	No draft components lead to licensing, regulated or legislated outcomes. This is confirmed in the Companion Volume Implementation Guide. Specification of what an individual must know about legal requirements is specified in the knowledge evidence field. For example, SIRXECM002 knowledge evidence includes knowledge of the Trade Practices Act and the Privacy Act applicable to digital content development.
3. Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry	7. Reflect national consensus	• Active engagement across industry has sought to achieve a national consensus about the advice being provided to the AISC.	Yes	The Case for Endorsement provides evidence of national consultation and validation. There was one report by exception submitted by the Western Australian Retail and Personal Services Training Council (RAPSTC). The correspondence states they cannot support the Merchandise Management Skill Set because, in their view, the skill set undermines the integrity of the Diploma of Retail Merchandise Management. They are concerned that training providers will choose the skill set over the qualification because the skill set is quicker and cheaper to deliver. The developer confirmed that the skill set was supported by

				industry and was a pathway into the Diploma of Retail Merchandise Management. The details of the correspondence are included in the Case for Endorsement.
				The reviewer examined the correspondence, industry support and the skill set and confirmed that the skill set addresses a defined industry need consistent with Training Package Products Policy, is supported by industry as an alternative pathway for meeting the need for merchandising management skills and is clearly identified as a pathway into the Diploma of Retail Merchandise Management. The skill set is also consistent with the 2015 training package reforms that include providing individuals and employers with more skill development options through greater recognition of skill sets. The reviewer agrees that the skill set should be included in this submission. This view is supported by the Equity Report.
	8. Recognise convergence and connectivity of skills	• Best use is made of cross-industry and work and participation bank units	Yes	The developer has recognised the convergence and connectivity of skills through the use of imported units. This submission includes twelve imported units of competency from three training packages. Imported units packaged in the two draft qualifications included in this submission were checked and updated to reflect the most current versions at this time. Flexible qualification packaging rules also allow for cross-sector units to be used in SIR qualifications.
4. Be flexible to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces	9. Meet the diversity of individual and employer needs	• Provide flexible qualifications that enable application in different contexts	Yes	The qualifications offer flexibility in the number and choice of electives to meet individual and enterprise needs, including the option of choosing electives from outside the Retail Services Training Package.
	10. Support equitable access and progression of learners	• Provide multiple entry and exit points • Pre-requisite units of competency are used only when required	Yes	Entry and exit points summarised in the pathway chart in the Companion Volume Implementation Guide support equitable access and progression of learners and are reflective of actual job roles and career opportunities.

				Direct entry is permitted in the Diploma of Visual Merchandising. Entry requirements for the Diploma of Retail Merchandise Management are clearly stated and justified in the implementation guide. Learners may hold a Certificate IV or relevant work experience to meet the entry requirements. The reviewer agrees with the Equity Report's conclusion that the entry requirements are appropriate. No draft units included in this submission contain prerequisites.
5. Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors	11. Support learner transition between education sectors	• Provide pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications	Yes	The pathways chart confirmed that SIR provides pathways from Certificate I through to Diploma level qualifications. Pathways between VET and higher education do not appear in the credit arrangements template as there are no national arrangements.
6. Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements	12. Support implementation across a range of settings	• Industry advice about delivery is provided via a Companion Volume Implementation Guide ready for publication at the same time as the Training Package	Yes	The Companion Volume Implementation Guide was sighted as part of this review and checked against the mandatory requirements of the template.
	13. Support sound assessment practice	• Units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth	Yes	The units and associated assessment requirements have consistent breadth and depth. The content is logically sequenced and there are links between each unit and its associated assessment requirements. This is supported by the Equity Report. The performance evidence requirements are clearly stated with strong specifications of frequency and volume of evidence and the knowledge evidence items are detailed and specific to the work tasks described.

				The assessment requirements allow for assessment in both workplaces and simulated environments and include clear specifications of the mandatory conditions under which evidence must be gathered, particularly in relation to the resources that must be used and the assessor requirements. A number of queries were raised with the developer during this review, mainly editorial in nature, and addressed consistent with industry requirements.
	14. Support implementation	• Compliance with the TGA/National Register requirements for publication • Implementation advice is provided in a Companion Volume Implementation Guide that is ready for publication at the same time as the Training Package	Yes	The draft components are consistent with the required templates. This is supported by the Editorial Report. The developer has advised that the updated Companion Volume Implementation Guide will be available at the same time as the Training Package. The Case for Endorsement confirms that no implementation issues were identified or raised.

Appendix G: Copy of Training Package Products proposed for endorsement

SIR50217 Diploma of Visual Merchandising

Release:

SIR50217 Diploma of Visual Merchandising

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who operate as visual merchandising specialists. These individuals possess a broad range of technical skills and sound knowledge of visual merchandising principles to plan and coordinate visual merchandising activities. They operate independently, make a range of operational decisions, and may have some responsibility for others.

This qualification provides a pathway to work in a range of retail settings including speciality and fashion retailers, supermarkets and department stores. It also provides a pathway to work on a freelance basis.

Individuals with this qualification are able to perform roles such as visual merchandiser, retail store visual merchandiser, visual merchandising stylist and event visual merchandiser.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

16 units must be completed:

- 8 core units
- 8 elective units, consisting of:
    - 6 units from the list below
    - 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

CUAACD301	Produce drawings to communicate ideas
SIRRMER004	Develop visual merchandising creative concepts
SIRRMER005	Implement visual merchandising concepts
SIRRMER006	Achieve visual merchandising targets
SIRRMER007	Design and install visual merchandising displays
SIRRMER010	Style using visual merchandising aids
SIRRMER011	Design and install merchandise signage
SIRXWHS002	Contribute to workplace health and safety

Elective units

Art and Design

BSBDES301	Explore the use of colour
BSBDES302	Explore and apply the creative design process to 2D forms
BSBDES303	Explore and apply the creative design process to 3D forms
BSBDES305	Source and apply information on the history and theory of design
CUAACD302	Produce computer-aided drawings
CUADIG304	Create visual design components
CUADRA301	Produce drawings

Ecommerce

SIRXECM002	Prepare digital content

Management and Leadership

BSBLDR503	Communicate with influence
SIRXMGT003	Provide leadership to others
SIRXMGT004	Plan and manage retail projects

Merchandising

SIRRMER008   Plan and style merchandise photo shoots

SIRRMER009   Plan and organise display lighting

SIRRMER012   Develop retail space and product management plans

SIRRMER013   Develop visual merchandising guidelines

Training and development

SIRXTAD003   Coach others for success

Work Health and Safety

SIRXWHS003   Maintain workplace safety

Working in Industry

SIRXIND006   Review retail business fundamentals

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
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SIR50317 Diploma of Retail Merchandise Management

DRAFT

Release:

SIR50317 Diploma of Retail Merchandise Management

Modification History

Not applicable.

Qualification Description

This qualification reflects the role of individuals who undertake retail merchandise management activity to deliver profitable results for a retail organisation. They analyse merchandise performance results and follow an organisational strategy to plan and enhance ongoing merchandise performance.

These individuals operate with autonomy, are responsible for their personal outputs, and undertake decision making independently and in consultation with others.

Individuals with this qualification are able to perform roles such as buyer, merchandise planner and merchandise manager.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who:

- have achieved formal study at the Certificate IV, or higher, level and are currently employed within the retail sector in a function where they have applied knowledge of retail financials, inventory management and retail operations.

or

- have at least two years full time work experience in a retail merchandise management related function where they have applied knowledge of retail financials, inventory management and retail operations.

or

- have at least two years full time work experience in a role where they have applied knowledge of business financials and operations.

Packaging Rules

11 units must be completed:

- 7 core units
- 4 elective units, consisting of:
  - 2 units from the list below
  - 2 units from the list below, elsewhere in SIR Retail Services Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SIRRMRM002	Develop a merchandise strategy
SIRRMRM003	Conduct a post trade analysis
SIRRMRM004	Develop a merchandise financial plan
SIRRMRM005	Develop a category financial plan
SIRRMRM006	Plan a merchandise product range
SIRRMRM007	Negotiate and establish supply arrangements
SIRRMRM008	Develop a merchandise promotional plan

Elective units

Merchandise Management

SIRRMRM009	Plan merchandise buying trips
SIRRMRM010	Plan product development
SIRRMRM011	Manage merchandise quality and compliance

Management and Leadership

BSBLDR503	Communicate with influence
SIRXMGT003	Provide leadership to others
SIRXMGT004	Plan and manage retail projects

Risk Management and Security

SIRXRSK003	Manage risk in the retail environment

Working in Industry

BSBINN502	Build and sustain an innovative work environment
BSBWOR501	Manage personal work priorities and professional development

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
303188d

Australian Government

SIRRMER004 Develop visual merchandising creative concepts

DRAFT

Release:

SIRRMER004 Develop visual merchandising creative concepts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop visual merchandising concepts in response to a design brief or organisational strategy. It requires the ability to generate a range of creative ideas and present these ideas to stakeholders for feedback and approval.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine visual merchandising requirements.	1.1. Access and interpret a visual merchandising design brief. 1.2. Identify and confirm visual merchandising objectives, specifications and constraints. 1.3. Clarify budgetary and time requirements with relevant personnel. 1.4. Review existing visual merchandising activity and performance results to identify strengths and weaknesses. 1.5. Research local and global visual merchandising trends and draw inspiration to inform concept development. 1.6. Review competitor and market activity to identify trends and creative opportunities.
2. Generate options for visual merchandising concept.	2.1. Apply principles and elements of design to generate creative concept options that meet design brief or reflect organisational merchandise strategy. 2.2. Ensure concept options reflect visual merchandising objectives, specifications and constraints. 2.3. Challenge assumptions and traditional ways of working to generate concept options that promote diverse and innovative approaches to visual merchandising. 2.4. Consider the need for scalability and generate concept options accordingly. 2.5. Consider the need for consistency across channels and locations and generate concept options accordingly. 2.6. Assess commercial and creative feasibility of concept options and make any required adjustments. 2.7. Document visual and written representations of concept options.
3. Present creative options.	3.1. Prepare materials and documentation that support the presentation of concept options and aid audience visualisation. 3.2. Use visual and verbal communication techniques to present creative options to relevant stakeholders. 3.3. Promote preferred concept option demonstrating alignment to design brief or organisational merchandise strategy. 3.4. Seek feedback from stakeholders and make any required adjustments to creative options. 3.5. Agree on preferred concept options and ensure consistent understanding and expectations of all relevant stakeholders.
4. Finalise the visual merchandising concept.	4.1. Document detailed visual and written representations of the finalised and agreed visual merchandising concept. 4.2. Seek final approval. 4.3. Communicate finalised visual merchandising concept to

relevant personnel for implementation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• adapt communication techniques and styles to meet the needs of a target stakeholder audience when presenting visual merchandising concept options.
Numeracy skills to:	• determine financial feasibility of visual merchandising design options in line with budgetary requirements.
Technology skills to:	• access, document and communicate information using digital technologies.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implemenation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

SkillsIQ

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Australian Government

Assessment Requirements for SIRRMER004 Develop visual merchandising creative concepts

DRAFT

Assessment Requirements for SIRRMER004 Develop visual merchandising creative concepts

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising design brief and develop two different visual merchandising concept options that reflect:
    - target audience
    - brand and product objectives
    - commercial objectives
    - resourcing specifications and constraints
    - implementation specifications and constraints
    - use elements and principles of design
- research local and global visual merchandising trends and use findings to inform concept development
- present one of the above concept options using:
    - visual and verbal communication techniques
    - digital and non-digital representations of concept option
- document one finalised visual merchandise creative concept.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of legal and ethical considerations as they relate to visual merchandising concept development:
  - copyright
  - intellectual property
- role of a design brief in visual merchandising concept development
- role of an organisational merchandise strategy in visual merchandising concept development
- principles of visual merchandising and their application in visual merchandising concept development
- current visual merchandising trends
- sources of creative influence
- key considerations made in visual merchandising concept development and common types of:
  - objectives
  - specifications
  - constraints
- creative concept development and application of:
  - design processes
  - creative thinking techniques
  - innovative approaches
- scalability and its role in visual merchandising concept development
- techniques to determine commercial and creative feasibility of visual merchandising concepts
- elements and principles of design and their application in visual merchandising:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - light
    - contrast
- visual and written techniques for representing visual merchandising creative concepts
- digital and non-digital methods for creating visual representations of design ideas
- presentation techniques for:

- story-telling
- increased sensory engagement
- aiding visualisation
- communicating concept options:
  - visual
  - verbal
- communicating to a range of audiences
- managing feedback and critiquing
- gaining agreement.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising design briefs
- sources of information on current local and global visual merchandising trends
- digital and non-digital tools for creating visual representation of design ideas
- stakeholders with whom the individual can interact. These can be:
  - stakeholders in an industry workplace, or
  - stakeholders who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implemenation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

SIRRMER005 Implement visual merchandising concepts

Release:

SIRRMER005 Implement visual merchandising concepts

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the implementation of a visual merchandising concept. It requires the ability to accurately interpret a concept, arrange resourcing, monitor concept implementation and determine the effectiveness of the concept.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop concept implementation plan.	1.1. Access and review visual merchandising concept and determine implementation requirements and constraints. 1.2. Determine internal and external resource requirements including available budget. 1.3. Access and review organisational visual merchandising guidelines and standards to inform implementation plan development. 1.4. Identify opportunities to create cost-efficiencies and maximise use of resources. 1.5. Identify potential risks to be managed throughout the implementation process and develop contingency plans. 1.6. Identify key activities and plan the allocation of roles, responsibilities and timelines. 1.7. Plan product selection and inventory management. 1.8. Plan internal and external communication strategies for communicating implementation roles, responsibilities and timelines. 1.9. Develop performance criteria to evaluate the effectiveness of the concept. 1.10. Document an implementation plan and seek any required approval.
2. Implement the concept.	2.1. Communicate concept implementation plan to relevant personnel. 2.2. Monitor the implementation of visual merchandising concept and respond to issues as they arise. 2.3. Provide support and coaching to team members throughout the implementation process. 2.4. Photograph and document concept implementation. 2.5. Finalise concept according to implementation plan.
3. Review concept.	3.1. Seek feedback from stakeholders about concept effectiveness. 3.2. Evaluate concept implementation against predetermined performance criteria. 3.3. Review and assess effectiveness of concepts in achieving desired performance outcomes. 3.4. Use findings to make suggestions for future improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret diverse components of budgets and develop resource specifications within budgetary parameters.
Technology skills to:	• access, document and communicate information using digital technologies.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

Assessment Requirements for SIRRMER005 Implement visual merchandising concepts

Release:

Assessment Requirements for SIRRMER005 Implement visual merchandising concepts

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a visual merchandising implementation plan for one visual merchandising concept, detailing:
  - objectives
  - resource requirements
  - budgeting
  - product selection
  - inventory management
  - key activities and timelines
  - allocation of roles and responsibilities
  - risk considerations and contingency plans
  - communication strategy
  - performance criteria
  - exit strategy
- oversee the implementation of one concept, by:
  - communicating implementation plan to others
  - ensuring objectives and standards are met
  - managing risks and issues
- review visual merchandising concept performance against performance criteria to determine effectiveness and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of visual merchandising implementation planning:
  - steps in the planning process
  - technologies that support effective implementation planning
  - stakeholder involvement
  - managing implementation and consistency across multiple channels and locations
  - alignment to organisational visual merchandising guidelines and standards
  - implementation plan formats and key considerations:
    - objectives
    - resource requirements
    - budgeting
    - product selection and availability
    - inventory management
    - key activities and timelines
    - allocation of roles and responsibilities
    - risk considerations and contingency plans
    - communication strategy
    - performance criteria
    - exit strategy
- internal and external factors impacting on the successful implementation of visual merchandising concepts and strategies to minimise impacts:
  - availability of resources and product
  - scalability
  - communication issues
  - budget overruns
  - feedback
  - consistency and quality across multiple channels and locations
- techniques to evaluate and determine the effectiveness of a visual merchandising campaign:
  - profitability
  - operational efficiency
  - success in meeting objectives.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising concept
- visual merchandising concept performance data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER006 Achieve visual merchandising targets

DRAFT

Release:

SIRRMER006 Achieve visual merchandising targets

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to measure the impact of visual merchandising on sales and customer engagement. It requires the ability to plan and monitor the achievement of visual merchandising targets and use findings to make recommendations for future improvements.

This unit applies to visual merchandisers working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision and guidance from others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify visual merchandising targets.	1.1. Obtain and review organisational visual merchandising targets. 1.2. Ensure visual merchandising targets are achievable and make any required recommendations for changes. 1.3. Review internal and external factors that may affect visual merchandising performance and plan measures to reduce or enhance impact. 1.4. Review past visual merchandising performance to inform the achievement of visual merchandising targets. 1.5. Determine strategies for the achievement of visual merchandising targets. 1.6. Determine both qualitative and quantitative measures for tracking performance.
2. Achieve visual merchandising targets.	2.1. Implement planned strategies for the achievement of visual merchandising targets. 2.2. Communicate visual merchandising targets to relevant personnel. 2.3. Ensure availability of adequate resourcing to support the achievement of visual merchandising targets. 2.4. Support team members to achieve visual merchandising targets and provide feedback on performance. 2.5. Monitor and record the achievement of visual merchandising targets. 2.6. Resolve or minimise the impact of internal and external factors that may impact visual merchandising performance.
3. Review visual merchandising performance.	3.1. Analyse actual results against targets to identify strengths and weaknesses of visual merchandising performance. 3.2. Report on performance and make recommendations for improved future visual merchandising performance.

         SkillsIQ

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• assess results and use numerical data to determine and monitor targets.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER006 Achieve visual merchandising targets

Assessment Requirements for SIRRMER006 Achieve visual merchandising targets

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan the achievement of visual merchandising targets and report on performance during one visual merchandising campaign period by:
    - reviewing organisational visual merchandising targets and determining strategies for the achievement of:
        - sales per square metre
        - average spend and conversion rates
        - user-generated content
        - inventory levels and weeks' stock-on-hand
        - projected sell through rates
    - developing measures for performance tracking
    - reviewing visual merchandising performance against targets and making recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of visual merchandising in achieving organisational objectives
- role of key retail functions that influence achievement of visual merchandising targets:
  - retail marketing
  - store operations
  - retail buying
  - store design
- strategies to achieve visual merchandising targets:
  - traffic generation:
    - online
    - in store
  - retention of existing customers
  - engagement of new customers
  - increase average spend and conversion rates:
    - product stories
    - cross-selling and cross-promotion
    - accessorising
  - increased browsing and spending
  - user-generated content
- layout and relationship to traffic flow:
  - product placement
  - precinct management
- resources required to support the achievement of visual merchandising targets
- common factors impacting achievement of visual merchandising targets:
  - internal
  - external
- measures used to track visual merchandising performance:
  - qualitative
  - quantitative
- techniques for reporting on visual merchandising performance.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational visual merchandising targets
- visual merchandising performance results.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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SIRRMER007 Design and install visual merchandising displays

Release:

SIRRMER007 Design and install visual merchandising displays

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design and create visual merchandising displays for promotional purposes. It requires the ability to review a visual merchandising concept to identify display objectives, and to build displays using a range of construction methods and materials.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine display requirements.	1.1. Access and review a visual merchandising concept to determine display requirements. 1.2. Determine display purpose and desired messaging. 1.3. Identify scaling and spatial specifications and constraints that will impact display design. 1.4. Access creative sources of information and research display trends to draw inspiration to inform display design.
2. Design displays.	2.1. Design displays that reflect organisational merchandise strategy, style guidelines and standards. 2.2. Plan display structure and positioning that reflects customer traffic flow and visual paths. 2.3. Incorporate multi-sensory elements into display design to enhance customer engagement and interaction with product. 2.4. Design displays that promote cross-selling and generate commercial benefit. 2.5. Design displays that are structurally sound and meet work, health and safety requirements. 2.6. Apply principles and elements of design to display designs. 2.7. Identify resources, materials and construction techniques required to build displays. 2.8. Identify opportunities to create cost-efficiencies and maximise use of resources. 2.9. Produce visual representations of display designs. 2.10. Seek approval for display designs and make any required adjustments.
3. Install displays.	3.1. Source materials and resources required to create displays. 3.2. Select appropriate time to build displays that minimises disruption to customers. 3.3. Apply construction techniques and use power tools to build displays. 3.4. Ensure product availability at primary location. 3.5. Consider product grouping based on key features, price, size and type. 3.6. Handle stock and equipment according to safe manual handling and work health and safety requirements to prevent injury to self. 3.7. Finalise displays and adjust as required to ensure visual appeal is maximised. 3.8. Ensure finalised displays meet display design and work, health and safety requirements. 3.9. Clean and tidy work area and remove excess materials and stock.

SkillsIQ

3.10. Dispose of waste to minimise environmental impacts.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• perform accurate measurements for use in the design and installation of visual merchandising displays.
Initiative and enterprise skills to:	• ensure product selection and placement is managed according to the commercial needs of the business.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Assessment Requirements for SIRRMER007 Design and install visual merchandising displays

Release:

Assessment Requirements for SIRRMER007 Design and install visual merchandising displays

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising concept to design and create three of the following visual merchandising displays:
  - window display
  - lifestyle display
  - bulk stack display
  - event installation
  - promotional display
  - pop-up shop display
  - exhibition display
  - food display
- create visual representations of the above display designs using digital software on at least one occasion
- use common construction techniques and power tools to work with materials to create visual merchandising displays
- create the above displays:
  - applying the elements and principles of design
  - following work, health and safety requirements
  - within typical workplace time constraints
  - that align with visual merchandising style guidelines and standards
- incorporate the following sensory elements, on at least one occasion, in the above displays:
  - sound
  - smell
  - touch
  - sight.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of visual merchandising displays:
  - purpose
  - benefits
  - limitations
- key aspects and considerations of visual merchandising display design:
  - creating alignment with organisational merchandise strategy
  - display purpose and desired messaging
  - scaling
  - spatial specifications
  - product styling
  - customer traffic flow
  - customer visual paths
  - materials
  - construction methods
- current visual merchandising display trends
- sources of creative influence
- tools used creating visual representation of displays
- techniques to achieve the following through visual merchandising displays:
  - increased customer engagement
  - sales generation
  - cross-selling
  - cost-efficiencies
- common types of material and construction methods used in visual merchandising displays:
  - benefits
  - limitations
- elements and principles of design and their application in visual merchandising display design:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion

- light
- contrast
- use of multi-sensory elements in visual merchandising displays:
  - sound
  - smell
  - touch
  - sight
- key aspects of work, health and safety as it relates to visual merchandising displays.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising style guidelines and standards
- visual merchandising concept
- display space
- display supplies:
  - materials
  - power tools
  - product
  - display equipment
  - equipment
  - fixtures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

SIRRMER008 Plan and style merchandise photo shoots

Release:

SIRRMER008 Plan and style merchandise photo shoots

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan a photo shoot in response to a brief and then style the shoot for photography. These individuals may work with professional photographers.

This unit applies to personnel working in a diverse range of sectors and business contexts. They operate with independence with limited supervision and guidance from others and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine creative direction of photo shoot.	1.1. Access and interpret requirements of a photo shoot brief and clarify photo shoot specifications and constraints. 1.2. Research merchandise styling trends to inform photo shoot styling. 1.3. Identify and seek input from creative sources to inspire photo shoot styling. 1.4. Create mock-ups of styling options and make refinements to enhance visual appeal and photo shoot outcomes. 1.5. Seek input from relevant personnel to determine final styling direction and gain required approval.
2. Plan photo shoot.	2.1. Determine photo shoot resource requirements and ensure required resourcing is available within allocated budget. 2.2. Create a brief of images to be captured during photo shoot. 2.3. Document a photo shoot schedule and communicate key roles and responsibilities to relevant personnel. 2.4. Identify potential photo shoot issues and undertake contingency planning to minimise impact. 2.5. Seek privacy agreements and permissions from talent involved in photo shoot as required.
3. Style photo shoot.	3.1. Access photo shoot location and identify and address any health and safety risks. 3.2. Style merchandise and props according to agreed styling and photo shoot plan. 3.3. Review and adjust lighting to enhance photo shoot in consultation with photographer and other personnel as required. 3.4. Provide clear direction and instructions to photo shoot talent and other personnel involved in photo shoot as required. 3.5. Adjust styling throughout photo shoot to meet creative brief. 3.6. Confirm photos listed in brief of images are captured. 3.7. Finalise photo shoot and restore photo shoot location to original condition.
4. Review images.	4.1. Review images captured during photo shoot and select those that best meet the requirements of the brief. 4.2. Arrange for additional images to be taken if brief of images is not met. 4.3. Organise image editing to enhance images. 4.4. Seek approval of finalised images from relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Technology skills to:	• access and document information and communicate with others using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRRMER008 Plan and style merchandise photo shoots

Release:

Assessment Requirements for SIRRMER008 Plan and style merchandise photo shoots

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a merchandise photo shoot plan, in response to an established photo shoot brief, for one of the following:
    - lifestyle shoot
    - fashion shoot
    - food or beverage shoot
- document the above photo shoot plan including the following details:
    - objectives
    - photo shoot location
    - photo shoot resourcing requirements:
        - props
        - talent
        - merchandise
        - lighting
        - photography equipment
    - brief of images to be captured
    - contingency planning
    - schedule
- style a photo shoot following the above plan, and:
    - test a range of lighting techniques to achieve varying effects on photography
    - adjust product and talent placement to enhance photo shoot outcomes
    - provide direction to others during photo shoot
    - review images and evaluate their suitability for use.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as related to photo shoots:
    - copyright
    - misleading or deceiving commercial conduct
    - intellectual property
    - privacy and permissions
    - work, health and safety
- negative and positive space as it relates to image capturing
- information contained within a photo shoot brief and its role in a photo shoot:
    - objectives
    - specifications
    - constraints
    - budget
- styling trends and sources of creative inspiration
- key aspects of a photo shoot plan:
    - objectives
    - photo shoot location
    - photo shoot resourcing requirements:
        - props
        - talent
        - merchandise
        - lighting
        - photography equipment
    - brief of images to be captured
    - contingency planning
    - schedule
- work, health and safety considerations as related to merchandise photo shoots
- application and effects of light in photography
- styling techniques for merchandise
- key product placement techniques for image results:
    - product versus prop
    - negative space
    - positive space
    - techniques and their application
- basic photography terminology.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- photo shoot brief
- photo shoot resources:
  - location
  - props
  - talent
  - merchandise
  - lighting
  - equipment
  - photographer and equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMER009 Plan and organise display lighting

Release:

SIRRMER009 Plan and organise display lighting

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and organise lighting for visual merchandising installations. It requires the ability to determine lighting requirements, assess suitable lighting options that enhance visual merchandising, and ensure lighting use is sustainable and efficient.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine lighting requirements.	1.1. Access and review visual merchandising concept and plans to determine functional and ambient lighting requirements. 1.2. Identify lighting specifications, budget and constraints. 1.3. Evaluate suitability of existing lighting and identify required changes. 1.4. Review existing site layout to determine feasible lighting options. 1.5. Access creative sources of information and research lighting trends to draw inspiration for display lighting. 1.6. Research and compare the features, costs and benefits of lighting options.
2. Develop lighting plans.	2.1. Select lighting solutions that best meet lighting requirements. 2.2. Take opportunities to create cost-efficiencies and maximise use of resources. 2.3. Identify the need for professional contractors to carry out lighting installation work. 2.4. Document lighting costings and ensure plan meets budgeting requirements. 2.5. Incorporate safety and environmental sustainability considerations into the planning process. 2.6. Document lighting plan lighting plan and seek any required approval.
3. Organise lighting installation.	3.1. Communicate lighting plan and desired outcomes to relevant personnel. 3.2. Source materials and resources required for lighting installation. 3.3. Select appropriate time to install lighting that minimises disruption to customers. 3.4. Install lighting according to work, health and safety requirements and manufacturer's instructions. 3.5. Monitor the work of contractors as required to ensure lighting plan requirements are met. 3.6. Finalise lighting installation and adjust to ensure visual appeal is maximised and lighting objectives are met. 3.7. Clean and tidy work area and remove excess materials.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret documentation and terminology used to describe lighting features and functionality.
Oral communication skills to:	• communicate lighting requirements to external personnel and ensure agreed understanding.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

Assessment Requirements for SIRRMER009 Plan and organise display lighting

Release:

Assessment Requirements for SIRRMER009 Plan and organise display lighting

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising concept to develop a lighting plan to achieve three of the following:
  - creation of ambience
  - gain attention and recognition
  - product enhancement
  - influence perception of space
  - emotional engagement
  - decorative purpose
- document the above lighting plan specifying:
  - objectives
  - costings
  - lighting equipment and resource requirements
  - energy usage
  - lighting placement
- monitor the installation of one lighting plan by:
  - communicating key responsibilities
  - evaluating lighting installation against lighting plan.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of lighting in visual merchandising:
    - creation of ambience
    - gain attention and recognition
    - product enhancement
    - influence perception of space
    - emotional engagement
    - decorative purpose
- common lighting systems and solutions:
    - purpose
    - benefits
    - limitations
    - installation requirements
    - functionality
- key aspects and considerations of lighting planning:
    - objectives
    - budgets and costings
    - lighting equipment and resource requirements
    - energy usage
    - lighting placement
    - store layout and design
    - use of external contractors
    - access to power supply
    - interrelationship with other sensory devices
- colour of light, effects and common uses:
    - warm white
    - cool white
    - daylight
- typical running of lighting:
    - costs
    - energy usage
- key bulb types:
    - efficiency
    - light distribution
    - lifetime
    - colour rendering
    - quantity of light
- key aspects of work, health and safety as it relates to installation of lighting
- environmental sustainability considerations that impact lighting planning.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- visual merchandising concept
- space to install lighting
- lighting equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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SIRRMER010 Style using visual merchandising aids

Release:

SIRRMER010 Style using visual merchandising aids

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to style retail merchandise using visual merchandising aids. It requires the ability to plan, install and style a range of merchandising aids including mannequins, fixtures and props.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Select visual merchandising aids.	1.1. Access and review visual merchandising concept and implementation plans. 1.2. Identify scaling and spatial specifications and constraints that will impact the selection of visual merchandising aids. 1.3. Determine available budget and identify opportunities to create cost-efficiencies and maximise use of resources. 1.4. Select visual merchandising aids that support the visual merchandising concept.
2. Install visual merchandising aids.	2.1. Source visual merchandising aids and required installation equipment. 2.2. Determine placement and positioning of aids that enhance visual appeal and customer traffic flow. 2.3. Assemble and install visual merchandising aids according to manufacturer's instructions. 2.4. Select appropriate time to install visual merchandising aids that minimises disruption to customers. 2.5. Use safe manual handling techniques and follow organisational work, health and safety procedures to ensure safety of self and others.
3. Style using visual merchandising aids.	3.1. Access merchandise range to be displayed using visual merchandising aids. 3.2. Style fixtures according to concept and with appropriate colour and merchandise themes. 3.3. Style mannequins with appropriate gesturing, outfitting, layering and accessorising to reflect visual merchandising concept. 3.4. Create focal points to direct customer eye-line to specific elements. 3.5. Observe customers and determine effectiveness of visual merchandising aids and styling. 3.6. Adjust positioning of visual merchandising aids and styling techniques to optimise use of space and enhance merchandise display.
4. Dismantle and store merchandising aids.	4.1. Clean visual merchandising aids and identify required repairs. 4.2. Dismantle visual merchandising aids according to manufacturer's instructions and organisational work, health and safety procedures. 4.3. Store visual merchandising aids for reuse in a manner that prevents damage.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	**DESCRIPTION**
Reading skills to:	• interpret manufacturer's instructions and visual merchandising- planning documents.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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Assessment Requirements for SIRRMER010 Style using visual merchandising aids

DRAFT

Release:

Assessment Requirements for SIRRMER010 Style using visual merchandising aids

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a visual merchandising concept to select visual merchandising aids that support the visual merchandising concept
- install the following visual merchandising aids:
    - mannequin
    - fixtures:
        - wall
        - free-standing
    - props
- use at least four different visual merchandise styling techniques to style the above visual merchandising aids
- follow organisational and work, health and safety procedures to disassemble and remove one of the above visual merchandising aids.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational policies and procedures for accessing, cleaning and storage of merchandising aids
- trends in visual merchandising styling and use of visual merchandising aids
- key uses, features and benefits of common types of visual merchandising aids:
    - mannequins
    - fixtures:
        - wall
        - free-standing
    - props
- common constraints impacting the use of visual merchandising aids:
    - space
    - scaling
    - budget
- sourcing options and common costs of visual merchandising aids
- visual merchandising styling techniques
- techniques for styling mannequins:
    - gesturing
    - outfitting
    - layering
- safe work practices for handling merchandising aids:
    - use of equipment
    - safe manual handling.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - organisational work, health and safety procedures relevant to the use of visual merchandising aids
    - visual merchandising concept
- manufacturer's instructions for the assembly and installation of visual merchandising aids
- organisational policies and procedures relating to:
    - mannequins
    - safety
    - storage
- visual merchandising aids:
    - mannequins
    - fixtures:
        - wall
        - free-standing
    - props
- merchandise for use in styling visual merchandising aids
- equipment for assembling visual merchandising aids.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMER011 Design and install merchandise signage

Release:

SIRRMER011 Design and install merchandise signage

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare signage for use in the display of merchandise and promotional activity. It requires the ability to determine signage requirements, design suitable signage options and arrange production.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine signage requirements.	1.1. Determine signage purpose and desired messaging and seek any required clarification. 1.2. Identify and confirm signage specifications, budget and constraints. 1.3. Access and review organisational style guidelines and standards to inform signage design.
2. Design signage.	2.1. Access creative sources of information and identify signage trends to draw inspiration to inform design. 2.2. Test and experiment with forms of imagery, typography and language that meet purpose, desired messaging and organisational styling requirements. 2.3. Determine the relevance and use of digital and non-digital signage types. 2.4. Identify resources required to produce signage and confirm feasibility and alignment with budget. 2.5. Determine internal and external resourcing and production requirements. 2.6. Identify opportunities to create cost-efficiencies and maximise use of resources. 2.7. Identify and action measures for achieving resourcing efficiencies in signage production. 2.8. Develop a production brief to provide external parties with clear and detailed signage brief.
3. Produce signage.	3.1. Provide a signage production brief to internal and external signage producers. 3.2. Review signage samples and provide feedback for improvements. 3.3. Produce signage using digital and non-digital signage production techniques. 3.4. Monitor signage production to ensure timelines are met. 3.5. Ensure finalised signage meets signage design.
4. Install signage.	4.1. Install signage and adjust as required to ensure visual appeal is maximised. 4.2. Monitor signage to ensure currency and accuracy of information. 4.3. Dispose of unwanted signage, minimising environmental impacts. 4.4. Correctly store unused signage to prevent damage.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	• communicate signage requirements to external personnel and ensure agreed understanding.
Technology skills to:	• prepare signage designs and produce signage using digital technologies.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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Assessment Requirements for SIRRMER011 Design and install merchandise signage

DRAFT

Release:

Assessment Requirements for SIRRMER011 Design and install merchandise signage

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design three of the following types of signage:
  - price signage
  - promotional signage
  - decal signage
  - production information signage
  - directory signage
- design the above signage using the following on at least one occasion:
  - hand drawing
  - digital design software
- prepare a design brief and arrange the external production of one of the above signage types
- use digital and non-digital techniques for the production of one of the above signage types
- install signage on one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of signage in merchandising:
    - promotional
    - pricing
    - information and communication
- common signage types and formats of signage, both digital and non-digital:
    - purpose
    - benefits
    - limitations
- common signage materials and production methods
- key aspects and considerations of signage design and planning:
    - budget
    - materials
    - sizing
    - time-frame
    - imagery
    - quantity
    - finishing
- typography and its role in signage:
    - digital typography
    - font styles
    - font sourcing
    - use and applicability of various fonts
- imagery and its role in signage
- digital design and its application in signage production
- print production processes as related to the production of signage:
    - print sizes and formats
    - techniques to achieve efficiencies
    - printing methods
    - print finishes.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational style guidelines and standards
- space for signage installation
- signage production supplies:
  - materials
  - design tools:
    - digital
    - non-digital.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

SIRRMER012 Develop retail space and product management plans

DRAFT

Release:

SIRRMER012 Develop retail space and product management plans

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop retail space and product management plans. It requires the ability to review the productivity of space and product performance to define product placement strategies and layouts that achieve commercial business objectives.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify space and product management requirements.	1.1. Consult with relevant personnel to identify organisational space and product management requirements. 1.2. Access and review organisational standards and guidelines for space and product management. 1.3. Research trends in retail space and product management to inform planning. 1.4. Identify and assess factors impacting space and product management planning.
2. Develop space management plan.	2.1. Access and review store design plans and dimensional data to determine store features and constraints. 2.2. Plan optimal store layout and fixture space. 2.3. Identify opportunities to optimise use of space and create efficiencies in customer traffic flow. 2.4. Identify opportunities to enhance customer experience and commercial profitability through space management. 2.5. Identify potential commercial and customer experience challenges and undertake planning to minimise impact. 2.6. Document an accurate, to-scale, space management plan using digital design software. 2.7. Ensure space management plan complies with regulatory and work, health and safety requirements.
3. Develop a store product management plan.	3.1. Confirm product performance targets, inventory levels, customer profiles and marketing strategies to inform product management plan. 3.2. Calculate inventory volumes and capacity of fixtures required to support the display of the merchandise. 3.3. Consider product category adjacencies and grouping according to features, price, size and type. 3.4. Identify constraints and opportunities impacting management planning.
4. Communicate the space and product management plan.	4.1. Develop action plans for the implementation of space and product management plans, including any required dismantling of existing layout. 4.2. Present space and product management plan to relevant personnel and make any required adjustments. 4.3. Gain approval for space and product management plans. 4.4. Communicate implementation plans to relevant personnel and ensure consistent understanding of requirements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• perform numerical calculations to determine the inventory volume and fixture capacity.
Technology skills to:	• access information, document information and communicate with others using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Assessment Requirements for SIRRMER012 Develop retail space and product management plans

Release:

Assessment Requirements for SIRRMER012 Develop retail space and product management plans

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a space and product management plan for one retail space that reflects organisational product and space management requirements and style guidelines
- develop a to-scale space plan using digital software, detailing:
  - floor plan
  - fixture elevations and product placement as planogram
  - category layouts and flow between categories
  - promotional zones
  - number of product facings
- develop an action plan for the implementation of space and product management plans.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of space and product management planning
- key inclusions in space and product management plans
- design principles as related to space and product management
- types of store layouts and fixture configurations
- techniques for:
  - product performance analysis
  - space calculations
  - planogramming
- relationship between inventory, customer profiling and space management
- provisions relating to the design of store plans and floor layouts
- digital design software available for space and product management planning and key features.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- store designs and dimensional data
- organisational style guidelines related to space and product management
- digital design software.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Australian Government

SIRRMER013 Develop visual merchandising guidelines

DRAFT

Release:

SIRRMER013 Develop visual merchandising guidelines

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop visual merchandising guidelines that reflect organisational standards for the visual presentational of merchandise. It requires the ability to develop guidelines using written and visual representations of standards for distribution and use across multiple locations.

This unit applies to visual merchandisers and stylists working in a diverse range of sectors and business contexts. They operate with independence, under limited supervision of others, and within established organisational policies and procedures. They may have responsibility for making a range of creative and operational decisions within the scope of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandising

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine visual merchandising guideline requirements.	1.1. Communicate with relevant personnel to identify organisational priorities and standards for visual merchandising. 1.2. Clarify specifications and constraints impacting visual merchandising guideline development with relevant personnel. 1.3. Analyse internal and external operating environment including competitor activity, to identify opportunities and risks to inform visual merchandising guideline development. 1.4. Research local and global visual merchandising trends and draw inspiration to inform visual merchandising guideline development. 1.5. Identify challenges impacting the consistent implementation of visual merchandising standards across multiple locations and develop strategies to overcome challenges. 1.6. Challenge assumptions and traditional ways of thinking to promote innovative thinking and creativity in developing visual merchandising guidelines.
2. Develop visual merchandising guidelines.	2.1. Develop visual merchandising guidelines using digital technologies and tools. 2.2. Develop visual merchandising guidelines to provide clear and accurate detail of visual merchandising standards and expectations. 2.3. Provide visual and written representations of visual merchandising standards to aid understanding. 2.4. Detail the purpose and application of visual merchandising guidelines and how they are to be implemented. 2.5. Consider scaling and resourcing of individual stores and provide required supporting information. 2.6. Ensure visual merchandising guidelines links to organisational strategic objectives and priorities. 2.7. Develop communication tools for the distribution of visual merchandising guidelines. 2.8. Establish evaluation criteria to measure the implementation of visual merchandising standards. 2.9. Seek input of others and test usability of visual merchandising guidelines. 2.10. Finalise visual merchandising guidelines and seek approval.
3. Implement visual merchandising guidelines.	3.1. Communicate visual merchandising guidelines to relevant personnel and ensure understanding of standards and visual merchandising objectives. 3.2. Provide support and coaching to team members throughout the implementation process. 3.3. Monitor the standards of implementation against evaluation

criteria and take action as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Problem-solving skills to:	• overcome challenges associated with the consistent implementation of visual merchandising guidelines.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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Assessment Requirements for SIRRMER013 Develop visual merchandising guidelines

Release:

Assessment Requirements for SIRRMER013 Develop visual merchandising guidelines

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- document visual merchandising guidelines for one retail organisation, outlining standards for:
    - branding
    - display installation
    - display maintenance
    - store and display cleaning
    - store recovery
    - lighting maintenance
    - window implementation and maintenance
    - store layout
    - usage of visual merchandising aids
    - safe storage of visual merchandising aids
    - merchandise presentation
    - promotions implementation
    - inventory management
    - pricing and signage installation and storage
    - evaluation criteria
- incorporate the use of written and visual aids in the above visual merchandising guidelines
- use digital design tools to aid the development of visual merchandising guidelines
- monitor implementation of visual merchandising guidelines and take corrective action to respond to implementation issues
- review implementation standards against evaluation criteria and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of visual merchandising guidelines
- strategies to support the communication and effective implementation of visual merchandising guidelines
- techniques for the achievement of consistency across multiple locations
- key inclusions of visual merchandising guidelines:
  - branding
  - display installation
  - display maintenance
  - cleaning
  - store recovery
  - lighting maintenance
  - window implementation and maintenance
  - store layout
  - usage of visual merchandising aids
  - safe storage of visual merchandising aids
  - merchandise presentation
  - promotions implementation
  - inventory management
  - pricing and signage installation and storage
  - evaluation criteria
- key aspects of internal and external operating environment impacting visual merchandising guideline development
- common challenges associated with the implementation of visual merchandising guidelines and techniques to overcome these
- logical layout and sequencing of visual merchandising guidelines
- presentation formats for visual merchandising guidelines:
  - digital
  - non-digital.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- digital design tools
- templates and formats for visual merchandising guidelines.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in a job role for at least two years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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SIRRMRM002 Develop a merchandise strategy

DRAFT

Release:

SIRRMRM002 Develop a merchandise strategy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop a merchandise strategy that reflects the strategic objectives of a retail organisation. It requires the ability to research and critically evaluate both internal and external factors impacting merchandise performance, develop a merchandise strategy and evaluate its effectiveness.

This unit applies to individuals working in merchandise management related roles in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions that relate to the management of retail merchandise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Analyse the operating environment.	1.1. Access and review organisational strategic objectives and determine organisational priorities for merchandise performance in consultation with relevant personnel. 1.2. Access and review existing and previous merchandise strategies and available performance data to inform strategy development. 1.3. Research trends in merchandise management and use findings to inform strategy development. 1.4. Analyse internal and external operating environments to identify opportunities and risks related to merchandise performance.
2. Develop merchandise strategy.	2.1. Identify key priorities and objectives of the merchandising strategy based on analysis of the operating environment. 2.2. Confirm merchandise strategy is consistent with the direction and objectives of the organisation. 2.3. Confirm strategy execution can be supported by organisational structures and resourcing. 2.4. Establish performance criteria to evaluate merchandise strategy performance. 2.5. Ensure strategy can be adapted in response to environmental opportunities and threats. 2.6. Develop a strategy action plan detailing key activities, responsibilities and timeframes. 2.7. Obtain input from relevant personnel and make adjustments to strategy based on feedback received. 2.8. Finalise merchandise strategy and gain required approval. 2.9. Communicate merchandise strategy and action plan to relevant personnel.
3. Review merchandise strategy.	3.1. Obtain feedback from relevant stakeholders regarding merchandise performance. 3.2. Evaluate merchandise strategy against performance criteria. 3.3. Use findings to make informed conclusions about merchandise performance and make recommendations for future improvements.

SkillsIQ

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex and varied information from diverse sources related to organisational operating environment.
Planning and organising skills to:	• plan for and implement realistic and achievable objectives within strategic plan.
Technology skills to:	• use digital technologies and systems to access, document and communicate information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Assessment Requirements for SIRRMRM002 Develop a merchandise strategy

Release:

Assessment Requirements for SIRRMRM002 Develop a merchandise strategy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review the strategic objectives and direction of one retail organisation and develop a merchandise strategy for a six-month trading period by:
  - analysing the internal and external operating environment
  - analysing merchandise performance data
  - documenting a SWOT analysis identifying:
    - strengths
    - weaknesses
    - opportunities
    - threats
- document the above merchandise strategy and detail:
  - brand strategy
  - competitor strategy
  - pricing strategy
  - product strategy
  - promotional strategy
  - supplier strategy
  - target market strategy
  - store and multi-channel strategy
- develop and document an action plan for the above merchandise strategy that details:
  - resourcing requirements
  - key responsibilities
  - performance indicators
  - timeframes
- evaluate the merchandise strategy against performance indicators and make recommendations for ongoing improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- retail merchandise strategies:
  - purpose
  - common objectives and priorities
  - key stakeholders:
    - organisational decision-makers
    - strategy influencers and drivers
  - influence on merchandise budget and planning
  - trends
- role of critical path in merchandise strategy development and execution
- external operating environmental factors and their impact on a merchandise strategy:
  - competitor
  - consumer behaviour
  - economic
  - environmental:
    - sustainability
    - seasonality
  - ethical
  - political
  - social
  - technological
  - target markets:
    - current
    - potential
  - trends
- internal operating environmental factors and their impact on a merchandise strategy:
  - organisational:
    - objectives and direction
    - resourcing
  - gross margin
  - percentage contribution mix
  - supply arrangements
  - logistics
  - current merchandise strategy
  - stock positions
  - product and sales trends
  - space management
  - store changes:
    - openings
    - refurbishments
    - closures
- role and interrelationship of key retail functions in merchandise management:

- buyers
- logistics
- marketing
- planners
- production
- retail operations
- senior management
- visual merchandisers
- key aspects of a merchandise strategy:
    - brand strategy
    - competitor strategy
    - pricing strategy
    - product strategy:
        - growing
        - maintaining
        - exiting
    - promotional strategy
    - supplier strategy
    - target market strategy
    - store and multi-channel strategy
- key inclusions in an action plan for merchandise strategy execution:
    - resourcing requirements
    - key responsibilities
    - performance indicators:
        - qualitative
        - quantitative
    - timeframes.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - retail organisational strategy and direction
    - merchandise performance data
- sources of information related to the internal and external operating environments of a retail organisation.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

SIRRMRM003 Conduct a post-trade analysis

Release:

SIRRMRM003 Conduct a post-trade analysis

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to review the performance of retail merchandise during a specified trading period. It requires the ability to gather and analyse post-trade information to draw insights and conclusions and use these findings to make recommendations for improved merchandise performance.

This unit applies to individuals working in merchandise management related roles in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions that relate to the management of merchandise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Access post-trade information.	1.1 Determine objectives of post-trade analysis and product category to be reviewed. 1.2 Source financial and merchandise performance data from specified trading period. 1.3 Source supplier performance data from specified trading period. 1.4 Source customer and store feedback from specified trading period. 1.5 Obtain summaries of promotional activity that occurred during the specified trading period. 1.6 Review and make informed conclusions about competitor performance during the specified trading period. 1.7 Consult with relevant stakeholders to seek input on merchandise performance for the specified trading period.
2. Analyse post-trade information.	2.1 Confirm accuracy and integrity of performance information and data. 2.2 Evaluate financial performance data against performance indicators to determine financial performance of the product category. 2.3 Analyse post-trade information and data to develop evidence-based conclusions about merchandise performance. 2.4 Identify strengths, weaknesses, opportunities and threats based on findings.
3. Report on findings.	3.1. Document post-trade findings according to organisational requirements. 3.2 Use findings to make recommendations for improved merchandise category performance. 3.3 Communicate findings to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret complex retail financial data to determine financial performance of a product category.
Technology skills to:	• access, document and communicate information using digital

technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
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Assessment Requirements for SIRRMRM003 Conduct a post-trade analysis

Release:

Assessment Requirements for SIRRMRM003 Conduct a post-trade analysis

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- source and analyse the following post-trade performance information from a six-month trading period, for one product category:
  - financial performance
  - product performance
  - supplier performance
  - customer feedback
  - store feedback
  - competitor activity
  - promotional performance
- use findings from the above analysis to document a post-trade analysis report identifying:
  - strengths
  - weaknesses
  - opportunities:
    - new
    - missed
  - threats
- make recommendations for improved merchandise performance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- post-trade analysis:
    - purpose
    - role in informing merchandise strategy
- performance indicators and their role in post-trade analysis:
    - financial:
        - sales
        - gross profit margin
        - Gross Margin Return on Investment
        - stock to sales
        - stockturn
        - sell-through rates
        - average sale price
        - unit sales
        - purchase margin
        - markdowns
        - stock availability
        - best and worst sellers
        - full-price, markdown and promotional
        - Stock Keeping Unit performance
    - product performance
    - supplier performance
    - promotional performance
    - competitor activity
- key stakeholders and their role in post-trade analysis:
    - buyers
    - planners
    - production
    - visual merchandisers
    - stores
    - management
    - marketing
    - warehousing
    - customer
- techniques used to interpret financial and performance information
- types of conclusions that can be drawn from a post-trade analysis
- types of recommendations made following a post-trade analysis
- formats for post-trade analysis reporting.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- templates for post-trade analysis reporting
- financial and performance information for one product category over a six-month trading period:
  - financial performance
  - supplier performance
  - competitor activity
  - promotional performance
  - product performance.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

SIRRMRM004 Develop a merchandise financial plan

Release:

SIRRMRM004 Develop a merchandise financial plan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to undertake merchandise financial planning for a retail organisation. It requires the ability to forecast sales, inventory and profit to create a merchandise financial plan that maximises organisational profitability and performance.

The merchandise financial plan documents a high-level budget for the financial management of merchandise and is used to influence financial planning at a category level.

This unit applies to individuals working in merchandise management-related roles in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions related to the management of merchandise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Review organisational financial information.	1.1. Access and review merchandise strategy to determine financial and merchandise objectives for a specified trading period. 1.2. Access and review organisational profit and loss statement to determine organisational financial position and objectives as required. 1.3. Review post-trade analysis data to determine past merchandise financial performance. 1.4. Source and analyse relevant internal and external factors impacting merchandise financial planning. 1.5. Identify merchandise financial planning activity that will maximise profitability and organisational financial performance.
2. Develop merchandise financial plan.	2.1. Plan sales value for the specified trading period using organisational systems and processes. 2.2. Determine gross profit margins that meet financial objectives. 2.3. Plan markdown value to account for potential markdowns and shrinkage and to minimise profit loss. 2.4. Plan optimal inventory values against key performance indicators that maximise profitability and minimise loss. 2.5. Review organisational promotional plan to determine impacts of planned promotional activity on sales, inventory and profit planning. 2.6. Establish merchandise performance indicators. 2.7. Document sales, inventory and profit values using established organisational systems and processes. 2.8. Obtain input from relevant personnel and make adjustments to merchandise financial plan based on feedback received. 2.9. Finalise merchandise financial plan and gain approval as required. 2.10. Communicate merchandise financial plan to relevant personnel.
3. Review and re-plan merchandise financial plan.	3.1. Review in-trade financial performance against actual and budgeted sales, profit and inventory values. 3.2. Investigate and account for variances in sales, inventory and profit values. 3.3. Identify available rebates and incorporate into merchandise financial plan as required. 3.4. Re-plan sales, profit and inventory values in response to the actual sales results. 3.5. Re-plan sales, profit and inventory values in response to

internal and external influences on performance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement

SKILLS	DESCRIPTION
Numeracy skills to:	• apply financial formulas and perform retail financial calculations to inform the development of a merchandise financial plan.
Technology skills to:	• use complex features of merchandise planning systems to create and manipulate a merchandise financial plan.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
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Assessment Requirements for SIRRMRM004 Develop a merchandise financial plan

Release:

Assessment Requirements for SIRRMRM004 Develop a merchandise financial plan

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review merchandise and organisational financial data to develop a month-by-month merchandise financial plan for a six-month trading period that includes:
  - sales
  - gross margin profit
  - buying margin
  - markdown value
  - inventory values
  - performance indicators
- re-plan sales, profit and inventory values based on actual merchandise performance and in response to:
  - internal factors impacting merchandise performance
  - external factors impacting merchandise performance
- review merchandise financial plan against performance indicators and make recommendations for future improvement.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- merchandise financial planning:
    - purpose
    - impact on organisational profit and loss
    - role in determining:
        - open-to-buy
        - space capacity planning
    - key financial values:
        - inventory
        - sales
        - profit
- role of post-trade analysis data in developing merchandise financial plan
- common types and applications of merchandise planning processes:
    - bottom-up
    - top-down
- key merchandise financial planning strategies to:
    - maximise profitability
    - minimise loss
- merchandise performance indicators, how they are calculated, and role in merchandise planning:
    - sales
    - gross profit margin
    - Gross Margin Return on Investment
    - sell-through rate
    - stock turn
    - forward cover
    - purchase margin
    - markdown percentage
- internal and external factors impacting merchandise planning:
    - percentage increase or decrease on last year
    - promotional activity
    - consumer behaviour
    - competitor activity
    - store openings
    - store closures
    - store refurbishments
    - online strategy
    - economic factors
    - critical path
- aged stock and impact on inventory and profitability
- merchandise reductions and how they are incorporated into the merchandise plan:
    - markdowns

- inventory shrinkage
- rebates and impact on merchandise financial plan
- responses to in-trade activity:
  - re-forecasting
  - accounting for variances in:
    - sales
    - inventory
    - profit
- commonly used merchandise planning methods within the retail industry:
  - formats and structures
  - systems.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - merchandise strategy
  - post-trade analysis data
  - in-trade performance data
- templates and software for merchandise financial planning.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMRM005 Develop a category financial plan

Release:

SIRRMRM005 Develop a category financial plan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to undertake merchandise financial planning at the category and sub-category level for a retail organisation. It requires the ability to review a merchandise financial plan and allocate financial values to individual product categories.

This unit applies to individuals working in merchandise management-related roles in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions related to the management of retail merchandise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine category planning requirements.	1.1. Access and review organisational merchandise financial plan to determine category financial planning requirements at the category and sub-category level.
	1.2. Profile target market and identify relevant trends to optimise sales opportunities within category plan.
	1.3. Determine open-to-buy or space capacity for the trading period.
	1.4. Determine strategies and pricing structures to achieve gross margin and margin mix.
2. Develop category financial plan.	2.1. Plan and calculate inventory values using open-to-buy or space capacity method for each category.
	2.2. Allocate inventory value to core and seasonal lines.
	2.3. Assess risk level of inventory within each category and plan markdown value and stock exit strategy to maximise profitability and maintain inventory at budgeted levels.
	2.4. Review promotional plan to determine impacts of planned promotional activity on category planning.
	2.5. Identify and hold back a percentage of category plan spend for reaction to trade.
	2.6. Document category plan using established organisational systems and processes.
	2.7. Obtain input from relevant personnel and make adjustments to category financial plan based on feedback received.
	2.8. Finalise category financial plan and gain required approval.
	2.9. Communicate category financial plan to relevant personnel to inform range planning and merchandise buying.
3. React to trade.	3.1. Evaluate internal and external factors impacting category performance and make any required adjustments.
	3.2. Use action levers to react to in-trade performance.
	3.3. Re-plan category financial plan based on sales, inventory and profit values during trade.
	3.4. Communicate changes to relevant personnel as required.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION

Numeracy skills to:	• apply financial formulas and perform retail financial calculations to inform the development of a category financial plan.
Technology skills to:	• use complex features of merchandise planning systems to create and manipulate a category financial plan.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

Assessment Requirements for SIRRMRM005 Develop a category financial plan

Assessment Requirements for SIRRMRM005 Develop a category financial plan

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a merchandise financial plan to create a category financial plan for one product category across a six-month trading period, using either:
  - open-to-buy method
  - space capacity method
- document the above category plan detailing:
  - core and seasonal line spend
  - sub-category spend
  - percentage held back for reaction to trade
  - trial items
  - key winners
  - repeat items
  - deleted items
  - promotional items
  - key delivery dates
- use action levers to adjust the above category plan in response to the following in trade activity:
  - seasonal changes
  - competitor activity
  - sales decreases
  - sales increases
  - supply challenges.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- role and purpose of category financial planning
- methods for creating merchandise category plan:
  - open-to-buy method:
    - at retail
    - at cost
  - space capacity method
- internal and external factors impacting category planning:
  - merchandise strategy
  - merchandise financial plan
  - merchandise category structures:
    - category
    - sub-category
  - planned promotional activity
  - consumer trends
  - post-trade analysis
  - open-to-buy
  - space capacity in stores
  - like-for-like sales comparisons
  - stock-quit cycles
  - stock availability
  - full price, markdown and promotional
  - supplier performance
  - competitor performance
  - aged stock
- category pricing structures and role in category financial planning:
  - volume
  - promotional
  - high-margin
  - good, better, best
  - everyday low pricing
- values included within a category plan:
  - core and seasonal line spend
  - sub-category spend
  - trial items
  - key winners
  - repeat items
  - deleted items
  - promotional items
  - key delivery dates
- role of re-forecasting processes
- merchandise performance indicators and role in category plan:

- sales
- gross profit margin
- margin mix
- purchase margin
- markdown value
- levers to react to trade:
  - markdowns
  - promotions
  - repeats
  - re-pricing
  - competitor review
  - holding stock
  - new product trial
  - stock returns
- impacts of, and strategies for, reacting to:
  - seasonal changes
  - competitor activity
  - sales decreases
  - sales increases
  - supply challenges
- commonly-used merchandise category planning methods within the retail industry.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - merchandise financial plan
  - in-trade performance data
- templates for merchandise category planning
- software for merchandise category planning.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMRM006 Plan a merchandise product range

DRAFT

Release:

SIRRMRM006 Plan a merchandise product range

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop a commercially viable range of retail merchandise that reflects an established merchandise category financial plan and merchandise strategy.

This unit applies to individuals working in merchandise management related roles in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions that relate to the management of retail merchandise.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine merchandise-range requirements.	1.1. Access and review category financial plan to determine range requirements. 1.2. Profile target market and identify relevant trends to inform range planning. 1.3. Source input from relevant stakeholders and use feedback to inform range planning. 1.4. Review product performance information and use findings to plan range optimisation and exit strategies.
2. Generate options for merchandise range.	2.1. Generate range options that respond to target market and trend information. 2.2. Confirm commercial viability of range options to maximise profitability and minimise risk. 2.3. Determine assortment planning including core and seasonal, and width, depth and breadth, of the range. 2.4. Identify aged and carry-over stock and action strategy for clearance. 2.5. Determine range option planning for Stock Keeping Unit (SKU) requirements. 2.6. Accurately quantify product units to be ordered based on open-to-buy or space capacity method. 2.7. Review merchandise promotional plan and ensure range aligns with planned activity. 2.8. Refine range options through consultation with cross-functional teams and gain approval as required. 2.9. Document finalised range identifying key features, costs and benefits.
3. Plan merchandise range sourcing.	3.1. Determine critical path for range sourcing and distribution. 3.2. Review supplier strategy and determine range sourcing. 3.3. Brief product development teams on new range. 3.4. Identify product branding needs and develop branding strategy accordingly.
4. Purchase merchandise.	4.1. Place merchandise order with supplier and confirm delivery schedules as per agreed supplier arrangements. 4.2. Document and exchange order and invoice information according to organisational procedures. 4.3. Implement and adjust orders as required.
5. Plan range distribution.	5.1. Communicate relevant merchandise information to stores. 5.2. Determine strategy for stock allocation, replenishment and distribution based on individual store requirements. 5.3. Communicate planned merchandise ranges to relevant personnel.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• interpret key retail financial metrics contained within merchandise category plans.
Technology skills to:	• access, document and communicate information using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

Assessment Requirements for SIRRMRM006 Plan a merchandise product range

Release:

Assessment Requirements for SIRRMRM006 Plan a merchandise product range

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a merchandise category financial plan to develop a merchandise range plan that includes:
  - assortment planning
  - width, depth and breadth of range
  - core and seasonal items
  - option planning
  - Stock Keeping Unit (SKU)
  - exit strategy
- the above product range must contain a minimum of 20 items
- document the above range plan to ensure it details:
  - features
  - costs
  - benefits
  - profitability
  - quantification
  - critical path
  - branding
- document a plan for range sourcing and distribution:
  - external supply arrangements
  - allocation to stores
- prepare documentation for the purchase of merchandise.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- role and purpose of merchandise range planning
- strategies for:
  - maximising profitability of a product range
  - determining viability of product range
- key aspects of merchandise product range planning:
  - assortment planning
  - width, depth and breadth of range
  - core and seasonal items
  - option planning
  - Stock Keeping Unit (SKU)
  - exit strategies
- internal and external factors impacting product range planning:
  - feedback from stores
  - merchandise category buying plan
  - product performance information
  - promotional plan
  - target market profile information and how it is used in constructing the product range
  - trends in industry, and global and local trends impacting on merchandise product range
  - critical path
- common product exit strategies
- exit strategies applied to:
  - poorly performing products
  - event and promotional products
  - short-life-cycle products
- factors influencing range allocation:
  - store grading
  - climate
  - target market demographic
  - competitors
  - replenishment of core lines
  - stock turns
- supply considerations in the purchasing of merchandise
- commonly-used merchandise range planning methods and structures within the retail industry.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational documentation:
  - category financial plan
  - product range performance information
- templates for merchandise range planning
- software for merchandise range planning.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMRM007 Negotiate and establish supply arrangements

Release:

SIRRMRM007 Negotiate and establish supply arrangements

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to negotiate and formalise agreements with suppliers for the supply of merchandise. It requires the ability to evaluate suppliers, both new and existing, to determine their suitability and establish agreed terms of supply.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Evaluate suppliers.	1.1. Access and review relevant merchandise planning documents to determine supply needs and seek any required clarification. 1.2. Develop supplier selection criteria based on organisational supply needs and expectations. 1.3. Access and review supplier evaluation data to assess existing suppliers and determine ability to meet ongoing supply needs. 1.4. Identify and assess potential new suppliers against supplier selection criteria and determine ability to meet supply needs. 1.5. Assess ethical and sustainability performance of suppliers. 1.6. Shortlist preferred suppliers that meet supplier selection criteria and supply needs.
2. Conduct supplier negotiations.	2.1. Prepare for supplier negotiations and determine negotiables, non-negotiables and desired outcomes. 2.2. Communicate purchase and supply specifications to suppliers and ensure mutual understanding. 2.3. Negotiate supplier pricing, trading terms and delivery with preferred suppliers and select suppliers based on supply requirements. 2.4. Negotiate and agree on promotional activity with supplier. 2.5. Develop supplier performance indicators and evaluation criteria and gain supplier agreement. 2.6. Ensure consistent and agreed understanding of negotiation outcomes. 2.7. Ensure negotiations are conducted in a professional manner in the relevant cultural context.
3. Formalise supplier agreements.	3.1. Draft supplier contracts in line with organisational policies and procedures and legal requirements. 3.2. Seek advice from relevant personnel to confirm the legality and validity of draft contracts. 3.3. Finalise supplier contracts and obtain approval as required. 3.4. Distribute contracts to suppliers and resolve discrepancies or disagreements to ensure satisfaction of all parties. 3.5. Obtain signed copies of supplier contracts and store according to organisational policies and procedures.
4. Monitor supplier performance.	4.1. Review supplier performance against performance indicators and confirm contractual obligations are being met. 4.2. Take prompt corrective action in consultation with supplier where potential or actual problems occur. 4.3. Make any required amendments to contracts. 4.4. Evaluate supplier performance against performance

indicators and document in supplier performance report.

4.5. Continuously review alternative options for supply to enhance product supply and improve ethics and sustainability in supply chain.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret supplier agreements, conditions and contracts.
Problem-solving skills to:	• anticipate and respond to challenges in the negotiation process.
Technology skills to:	• document and communicate information using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implemenation Guide - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Assessment Requirements for SIRRMRM007 Negotiate and establish supply arrangements

Australian Government

Release:

Assessment Requirements for SIRRMRM007 Negotiate and establish supply arrangements

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop supplier selection criteria for the supply of merchandise and use these criteria to document an evaluation of three different suppliers
- conduct negotiations with one supplier to agree on supply arrangements:
  - supply specifications
  - cost
  - logistics
  - performance indicators
- document the above agreements in a supplier contract and ensure:
  - compliance with legal and trading requirements
  - alignment with organisational policies and procedures related to supplier engagement
- evaluate the performance of one supplier against performance indicators and prepare a supplier performance report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- key aspects of supplier evaluation criteria
- key aspects of legal and ethical compliance requirements as related to the supply of merchandise:
  - Trade Practices Act
  - ethical sourcing
  - environmental sustainability
  - contract law:
    - terms and obligations of contract
    - methods of contractual agreement
    - exclusion clauses
    - dispute resolution
    - termination of contracts
    - other legal requirements that impact negotiations and agreements in the relevant industry sector including consumer protection
- supply chain and logistic considerations as related to supply arrangements:
  - customers
  - duties
  - taxes
  - freight
  - third-party arrangements
  - processes
  - factory locations and access
- critical path and its role in supply arrangements:
  - launch and promotional dates
  - sample due dates
  - supplier holidays
  - freight timing
  - order due date
- strategies and techniques for use in supplier negotiations
- key aspects of supplier negotiations:
  - supply specifications
  - cost
  - logistics
  - performance indicators
- supplier contract formats and inclusions
- promotional-based supply arrangements in the retail industry
- performance indicators for supplier evaluation:
  - level of service and responsiveness
  - reputation
  - financials
  - product quality
  - speed

- - delivery in-full and on-time
  - accuracy
  - ethical practices
- techniques for measuring supplier performance against performance indicators.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures related to supplier engagement
- sources of supplier information
- supplier contract templates
- suppliers with whom the individual can interact. These can be:
  - suppliers in an industry workplace, or
  - suppliers who participate in role plays or simulated activities set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implemenation Guide -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMRM008 Develop a merchandise promotional plan

DRAFT

Release:

SIRRMRM008 Develop a merchandise promotional plan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop a merchandise promotional plan that supports merchandise performance. It requires the ability to plan and schedule promotional activities that align to a merchandise strategy and review their impact.

This unit applies to senior personnel working in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions that relate to retail merchandise management.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine merchandise promotional requirements.	1.1. Access and review organisational marketing strategy to determine marketing direction and objectives of the organisation. 1.2. Access and review previous promotional activity and identify opportunities for improved merchandise promotional performance. 1.3. Review and make informed conclusions about competitor promotional activity and identify promotional threats and opportunities. 1.4. Consult with relevant personnel to seek input on merchandise promotional activity and opportunities.
2. Develop promotional plan.	2.1. Develop merchandise promotional objectives in line with marketing strategy. 2.2. Identify and source promotional tools required to achieve merchandise promotional objectives. 2.3. Document a merchandise promotional action plan that details key activities, resources and timeframes. 2.4. Establish performance indicators for measuring impact of merchandise promotional activity. 2.5. Integrate legal and ethical requirements and considerations into promotional planning. 2.6. Ensure merchandise promotional plan aligns with organisational objectives, current marketing strategy and budget. 2.7. Seek any required approval for merchandise promotional plan.
3. Monitor merchandise promotional activity.	3.1. Communicate merchandise promotional plan and action plan to relevant personnel. 3.2. Oversee merchandise promotional activity and respond to issues as they arise. 3.3. Produce promotional activity reports according to organisational procedures.
4. Review promotional plan.	4.1. Evaluate promotional activity against performance indicators to determine effectiveness. 4.2. Make recommendations for improvements in merchandise promotion based on review.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guide -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Assessment Requirements for SIRRMRM008 Develop a merchandise promotional plan

Release:

Assessment Requirements for SIRRMRM008 Develop a merchandise promotional plan

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine organisational merchandise promotional requirements and develop a merchandise promotional plan for execution over a three-month period that includes:
  - promotional calendar
  - profiled target audiences
  - key activities
  - resource requirements
  - performance indicators
  - promotional tools
- monitor the performance of a promotional plan, review against performance indicators, and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of legal and ethical requirements as related to merchandise promotional planning and activity:
  - Australian Consumer Law
  - Trade Practices Act
  - privacy
  - appropriate use of images and text
  - codes of practice
- types of promotional tools:
  - benefits
  - limitations
- trends in promotional activity and their use for customer engagement and retail promotion
- supplier negotiations required to participate in co-operative funding of promotional activities:
  - rebates
  - charges
  - discounts
  - logistics
  - markdowns
  - staff training
  - in-store support
  - merchandise returns
- comparative promotional options relevant to promotional strategies:
  - benchmarking
  - best practice information
  - competitor information
- promotional performance indicators:
  - exposure achieved
  - sales achieved
  - penetration of target market
  - cost-effectiveness
- sustainability considerations, opportunities for and constraints on promotion in the relevant context, and those related to:
  - economic sustainability of promotional initiatives
  - resource conservation and waste minimisation
- performance indicators for measuring impact of promotional activities
- recommendations for strategic responses based on promotional evaluation.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational marketing strategy and performance information
- promotional performance information.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guide -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
303188d

Australian Government

SIRRMRM009 Plan merchandise buying trips

Release:

SIRRMRM009 Plan merchandise buying trips

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan buying trips for the purpose of sourcing new products, materials or suppliers. It requires the ability to develop a buying trip itinerary, plan key activities and identify new product and supply opportunities that meet organisational and consumer needs.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Plan buying trip.	1.1. Access and review a merchandise strategy to determine buying trip objectives. 1.2. Obtain buying trip briefs and budgets. 1.3. Consult with cross-functional teams and seek the input of relevant personnel into buying trip planning. 1.4. Undertake pre-trip research to identify key buying trip activities and destinations that reflect buying trip objectives. 1.5. Research local culture, customs and market related to merchandise purchasing and supply, as required. 1.6. Determine supplier and product information and samples to be sourced during the buying trip. 1.7. Develop a buying trip itinerary and schedule, and seek required approval. 1.8. Make required bookings and arrange buying trip resources.
2. Undertake buying trip.	2.1. Assess products and suppliers that reflect merchandise strategy and buying trip objectives. 2.2. Determine feasibility and suitability of products and suppliers based on merchandise strategy and budgets. 2.3. Identify opportunities for new products and suppliers that meet organisational objectives and customer demands. 2.4. Obtain product and supplier information and acquire any required samples.
3. Report on buying trip.	3.1. Document outcomes of the buying trip according to organisational requirements. 3.2. Share trip insights and samples with relevant personnel and gain their feedback. 3.3. Make recommendations and determine actions to be taken following the buying trip. 3.4. Evaluate financial and productivity effectiveness of the buying trip.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• perform simple calculations to determine the estimated

		profitability of products.
Initiative and enterprise skills to:	•	identify opportunities during a buying trip that enhance merchandise performance.
Technology skills to:	•	access information relevant to the planning of buying trips using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

Assessment Requirements for SIRRMRM009 Plan merchandise buying trips

DRAFT

Release:

Assessment Requirements for SIRRMRM009 Plan merchandise buying trips

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a merchandise strategy to identify merchandise needs and document one buying trip plan detailing:
  - buying trip objectives
  - key activities and destinations
  - buying trip budget
  - buying trip itinerary and schedule
  - key trip resources and booking requirements
- undertake buying trip activities and prepare a buying trip report that details:
  - product and supplier insights
  - product and supplier feasibility
  - product alignment to organisational and customer needs
  - recommendations for merchandise buying
  - reflection on cost-effectiveness and productivity of trip.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- common objectives of merchandise buying trips:
    - find new suppliers
    - diversify range
    - find new products
    - gain trend insights
    - sample collection
    - analyse competitors
    - place orders
    - negotiate pricing
    - evaluate supplier performance
- considerations to be made when planning and undertaking buying trips:
    - transportation and accommodation
    - local customs and holidays
    - language and communication
    - trip budgets
    - product budgets
    - travel bookings
    - appointment scheduling
    - logistics to transport goods
    - exchange rates
    - time efficiencies
    - critical path
    - legal and compliance requirements
- common buying trip destinations:
    - supplier factory visits
    - trade fairs
    - retail destinations
- techniques to determine suitability and feasibility of products and suppliers
- formats for preparing buying trip reports.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - organisational merchandising strategy
    - buying trip budgets
- sources of information relevant to the planning of buying trips.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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SIRRMRM010 Plan product development

Release:

SIRRMRM010 Plan product development

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the development of new retail products. It requires the ability to generate product ideas suitable for a defined marketplace and prepare a design brief for production.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research product development opportunities.	1.1. Access and review organisational merchandise objectives and direction. 1.2. Research and analyse the current marketplace and market trends to generate ideas for product development that align with organisational merchandise objectives and direction. 1.3. Review competitor product offerings to identify opportunities and risks in relation to product development. 1.4. Seek input from internal and external stakeholders to identify opportunities for product development and inform product concept. 1.5. Review opportunities for product development and identify product development options.
2. Develop product concept.	2.1. Complete product development costings to determine commercial viability of product development options. 2.2. Consider supply and sourcing arrangements to determine feasibility of product development. 2.3. Undertake conceptual testing to determine market responsiveness. 2.4. Document product concept and present to relevant stakeholders and make any required adjustments. 2.5. Seek approval for final product concept.
3. Plan product development.	3.1. Determine product range options, quantity and grading. 3.2. Identify critical path and required resourcing for product development. 3.3. Identify internal and external compliance requirements and undertake product development planning to ensure adherence. 3.4. Identify potential product development and supply issues and plan contingency strategies. 3.5. Plan product packaging and labelling needs and ensure compliance with packaging and labelling requirements. 3.6. Document a detailed product design brief for supplier tendering purposes. 3.7. Source supplier samples and provide feedback. 3.8. Determine suitable supply arrangements that meet product design brief and compliance requirements. 3.9. Ensure ethical and environmental sustainability of supply arrangements. 3.10. Finalise product development brief and communicate to relevant personnel.
4. Review product performance.	4.1. Review product sales performance and market receptiveness to determine product performance.

4.2. Review product development costings against performance to determine commercial viability of product.

4.3. Make recommendations for the continuation, alteration or deletion of product.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• calculate complex costing of product development, material and supplier sourcing.
Technology skills to:	• access, document and communicate information using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Assessment Requirements for SIRRMRM010 Plan product development

Release:

Assessment Requirements for SIRRMRM010 Plan product development

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review the merchandise objectives and direction of one organisation and conduct target market research to identify product development opportunities. Use findings to create a product development concept for one product, that details:
    - risks
    - opportunities
    - benefits
    - commercial viability
    - supply arrangements
- for the above product develop a product development design brief that details:
    - range size and options
    - grading
    - product costing
    - product and technical specifications
    - quantity
    - quality requirements
    - bill of materials
    - compliance requirements:
        - internal
        - external
    - resources
    - critical path and timeframes
    - supply arrangements
    - packaging and labelling
    - storage requirements
- review product performance data to determine viability of product and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- key legal and ethical compliance requirements and considerations as related to product development:
  - certification
  - packaging and labelling
  - safety
  - Australian standards
  - sustainability
  - ethical sourcing and supply
- key stages of product development:
  - concept development
  - screening
  - planning
  - testing
  - producing
  - reviewing
- key considerations in product development:
  - range size and options
  - critical path
  - current marketplace and market trends
  - target market
  - competitor activity
  - internal sources of feedback
  - external sources of feedback
  - product feasibility
  - waste minimisation
  - quality requirements
  - supply arrangements
  - freight and logistics
  - product and technical specifications
  - bill of materials
  - minimum order quantity
  - costings:
    - cost of materials
    - yield
    - production efficiencies
    - through-puts
  - packaging and labelling
  - storage requirements
  - technology
- techniques for:
  - determining market receptiveness
  - determining product commercial viability

- - determining supply feasibility
  - determining product performance
- common issues faced in product development and contingency strategies
- role of, and sources of internal and external feedback in product design and development.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- organisational direction and objectives
- customer and market information on which product development can be based
- current sources of information detailing legal and ethical compliance requirements as related to product development
- templates for product development brief.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRRMRM011 Manage merchandise quality and compliance

Release:

SIRRMRM011 Manage merchandise quality and compliance

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to manage merchandise quality and compliance. It requires the ability to review quality and compliance standards, ensure products meet requirements and take action to address quality and compliance issues.

This unit applies to individuals working in merchandise management related roles in a diverse range of retail sectors and business contexts. They operate with independence and are responsible for making a range of operational business decisions that relate to retail merchandise management.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Merchandise Management

Unit Sector

Retail

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish organisational merchandise quality and compliance standards.	1.1. Identify merchandise quality requirements based on organisational strategy and objectives. 1.2. Identify internal and external merchandise compliance requirements. 1.3. Document product quality and compliance standards, including tolerances. 1.4. Develop control systems and procedures that support the achievement of quality and compliance requirements. 1.5. Communicate systems and procedures to relevant internal and external stakeholders.
2. Assess merchandise quality and compliance.	2.1. Monitor adherence to quality and compliance standards during product production and trade. 2.2. Arrange routine product testing against quality and compliance standards as required. 2.3. Seek input from customers and stores regarding product quality and compliance. 2.4. Investigate causes of product faults and implement corrective action. 2.5. Communicate with relevant stakeholders as product issues and faults occur to minimise impact.
3. Evaluate merchandise quality and compliance.	3.1. Source product performance information as related to quality and compliance, including customer feedback. 3.2. Maintain records of product quality and compliance and quality issues according to organisational requirements. 3.3. Record action taken to prevent further compliance and quality issues. 3.4. Document quality and compliance reports and make recommendations for future improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex information relating to specifications, compliance, quality requirements and organisational procedures.

Technology skills to:	• access, document and communicate information using digital technologies and systems.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
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Australian Government

Assessment Requirements for SIRRMRM011 Manage merchandise quality and compliance

Release:

Assessment Requirements for SIRRMRM011 Manage merchandise quality and compliance

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop quality and compliance standards for one product range that details:
  - quality requirements
  - compliance requirements:
    - internal
    - external
  - tolerances
- develop control procedures for the above product range that details:
  - product monitoring and testing
  - corrective and preventative action
  - reporting
- evaluate performance of one product range against quality and compliance standards and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

- key aspects of legal and ethical requirements and considerations as they relate to product quality and compliance:
    - certification
    - packaging and labelling
    - Australian standards
    - safety
    - environmental
- impact of product quality both positive and negative:
    - health and safety
    - brand reputation
    - customer loyalty
    - commercial
- key aspects of quality and compliance standards:
    - product specifications
    - tolerances
    - sustainability requirements
    - compliance requirements
- quality and compliance control procedures:
    - product monitoring:
        - audits
        - inspection
    - product testing:
        - functionality testing
        - quality testing
        - safety testing
        - benchmark testing
    - corrective action:
        - product recalls
        - product isolation
    - preventative action
    - reporting of variances
    - audits of compliance with quality control guidelines
- techniques to manage the impact of quality and compliance issues
- cost of non-compliance:
    - penalties
    - brand damage
- role of internal and external stakeholders in product quality control and compliance
- role of feedback in identifying quality and compliance issues:
    - returns
    - complaints

- formats for quality and compliance reporting.

Assessment Conditions

Skills must be demonstrated in a retail environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current documentation outlining aspects of legal and ethical issues that relate to product compliance and quality
- templates for quality and compliance reporting.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors, and:

- have worked in the retail industry for at least three years where they have applied the skills and knowledge within this unit of competency.

Links

Companion Volume Implementation Guides -
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Australian Government

SIRXCEG006 Provide online customer service

Release:

SIRXCEG006 Provide online customer service

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interact with customers using online communication tools. It requires the ability to provide information to customers, handle customer difficulties, and provide customer service and support in an online environment.

It applies to individuals who interact with customers online in a diverse range of businesses with an online presence. They operate with some independence, under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Communicate with customers online.	1.1. Use digital communication tools to communicate with customers online according to organisational online customer service standards and procedures. 1.2. Communicate with customers online using appropriate communication styles and within designated response times. 1.3. Use correct spelling and grammar when communicating with customers in written form. 1.4. Identify and take opportunities to improve customer experience within scope of own responsibility. 1.5. Promote customer loyalty and repeat business when communicating with customers online. 1.6. Request referrals, ratings and user-generated content from customers. 1.7. Monitor customer demand for products and services and inform relevant personnel to ensure customer needs are met. 1.8. Record customer interactions and feedback according to organisational policies and procedures. 1.9. Make suggestions for improved customer service standards and procedures to relevant personnel.
2. Respond to customer difficulties online.	2.1. Identify customer difficulties and provide required support. 2.2. Identify customer dissatisfaction and take action to avoid escalation. 2.3. Follow organisational online customer service standards and procedures to respond to customer complaints. 2.4. Refer complex customer complaints to relevant personnel for action. 2.5. Maintain a professional manner during online customer interactions. 2.6. Identify consistent and potential customer difficulties and report to relevant personnel to minimise future customer dissatisfaction.
3. Process online refunds and exchanges.	3.1. Identify reasons for refunds and exchanges, and offer a replacement or alternative product or solution to maximise sales opportunities. 3.2. Process online refunds and exchanges according to organisational policies and procedures.

         SkillsIQ

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Self-management skills to:	• maintain professionalism in difficult situations related to customer complaints.
Technology skills to:	• use online technology and tools to communicate with customers.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
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Assessment Requirements for SIRXCEG006 Provide online customer service

Release:

Assessment Requirements for SIRXCEG006 Provide online customer service

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify customer requirements and provide online customer service to address requirements, across four different online customer interactions
- provide service to the above customers following organisational online customer service standards and procedures
- follow organisational customer service standards and procedures to:
    - resolve a customer complaint
    - resolve a customer difficulty
    - process an online refund
    - process an online exchange
- make suggestions for improved online customer service standards and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as related to online customer service provision:
  - Australian Consumer Law
  - privacy
- organisational policies and procedures:
  - processing refunds and exchanges online
  - recording customer information
- organisational online customer service standards:
  - response times
  - communication styles
  - handling customer complaints
  - reporting customer services issues
- key aspects of online communication:
  - written communication techniques
  - appropriate communication styles
  - role and use of tone in written communication
  - maintaining brand integrity
- common causes of customer complaints and difficulties in an online environment
- online customer service provision and techniques for:
  - identifying customer dissatisfaction
  - handling customer complaints
  - handling customer difficulties
  - generating customer loyalty
  - building rapport with customers
  - seeking referrals and user generated content
- role and impact of customer feedback in an online environment:
  - positive feedback
  - negative feedback
- commercial impact of:
  - unresolved customer complaints
  - customer dissatisfaction
  - refunds and exchanges.

SkillsIQ

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
  - organisational policies and procedures:
    - processing refunds and exchanges online
    - recording customer information
  - organisational online customer service standards:
    - response times
    - communication styles
    - handling customer complaints
    - reporting customer service issues
- information technology hardware and software
- online communication tools
- online information systems
- online customers with whom the individual can interact. These can be:
  - individuals in an industry workplace, or
  - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRXCEG007 Develop online customer service standards

Release:

SIRXCEG007 Develop online customer service standards

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and review online customer service standards and activity.

This unit applies to individuals working in a diverse range of sectors and business contexts that have an online presence. They operate independently, under limited supervision from others, and are responsible for making a range of operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Customer Engagement

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop online customer service standards.	1.1. Access and review information on online customer service needs and expectations. 1.2. Research industry best practice and use findings to benchmark the development of online customer service standards. 1.3. Seek input from others to inform the development of online customer service standards. 1.4. Develop online customer service standards that align with existing organisational policies, procedures and brand values. 1.5. Determine online customer service touchpoints and identify required communication technologies. 1.6. Determine performance metrics to evaluate customer service standards. 1.7. Incorporate legal and ethical requirements into the development of online customer service standards 1.8. Ensure consistency between online and offline customer service standards, as required.
2. Implement and monitor online customer service standards.	2.1. Communicate online customer service standards and expectations to relevant personnel. 2.2. Ensure availability of resourcing required to maintain online customer service standards. 2.3. Monitor customer service levels to ensure standards are met and take corrective action when standards are not met. 2.4. Provide feedback and support to team members to enhance online customer service standards. 2.5. Take responsibility for resolution of complex and difficult customer interactions.
3. Review online customer service standards.	3.1. Review customer feedback, reviews and complaints to assess online customer service provision. 3.2. Use performance metrics to evaluate customer service standards. 3.3. Communicate customer feedback to the team and discuss opportunities for improved customer service provision. 3.4. Identify and address technological and resourcing issues impacting effective customer service provision. 3.5. Adjust customer service standards based on feedback received.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Technology skills to:	• use digital technologies and systems to access, document and communicate information.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

Assessment Requirements for SIRXCEG007 Develop online customer service standards

Release:

Assessment Requirements for SIRXCEG007 Develop online customer service standards

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research industry best practice for online customer service standards and use findings to develop online customer service standards for one organisation, detailing:
    - online customer service procedures
    - complaints resolution procedures
    - customer service touch-points
    - performance metrics
- review online customer service standards across a three-month period, evaluate performance, and adjust customer service standards based on findings.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as related to customer service standards:
    - Australian Consumer Law
    - copyright
    - privacy
    - codes of practice
    - security
- principles of customer service and their application in an online environment
- industry standards for best practice online customer service standards
- current technologies and touch-points used for the provision of online customer service
- key inclusions of online customer service standards:
    - online customer service procedures
    - complaints resolution procedures
    - customer service touch-points
    - performance metrics
- performance metrics available to measure customer service standards
- commercial impact of customer service provision, both positive and negative.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- online customer service feedback and data
- information technology hardware and software
- online information systems.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRXECM001 Monitor and interpret online data analytics

Release:

SIRXECM001 Monitor and interpret online data analytics

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to monitor and interpret online data related to the performance of an ecommerce site. It requires the ability to access and review data, determine effectiveness of ecommerce activity and make recommendations for future improvements.

It applies to individuals working in operational roles in a diverse range of businesses that operate online to sell products and services. They operate with some independence, under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ecommerce

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Access data.	1.1. Identify organisational data collection needs. 1.2. Select methods for data collection and analysis. 1.3. Use selected methods to collect required data according to organisational data collection policies and procedures. 1.4. Store collected data according to organisational data collection policies and procedures and legal and ethical data storage requirements.
2. Analyse data.	2.1. Assess quality and relevance of data based on organisational data collection needs. 2.2. Cleanse and filter data to ensure captured data is relevant to organisational data collection needs. 2.3. Identify trends in performance through data mining and statistical analysis. 2.4. Analyse data to identify and determine impact of internal and external activity. 2.5. Determine return on investment of paid data collection and analysis.
3. Report on findings.	3.1. Use data analysis to identify and report on strengths, weaknesses, threats and opportunities. 3.2. Make recommendations for improvements based on findings. 3.3. Present findings and recommendations in appropriate format. 3.4. Communicate findings and recommendations to relevant personnel.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Numeracy skills to:	• extract and evaluate numerical information and use mathematical calculations to interpret data • interpret and analyse statistical information to draw conclusions.
Technology skills to:	• use digital technologies and systems to collect, extract, organise and analyse data.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Assessment Requirements for SIRXECM001 Monitor and interpret online data analytics

Release:

Assessment Requirements for SIRXECM001 Monitor and interpret online data analytics

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify organisational data collection needs and follow organisational policies and procedures to collect performance data across one sales period
- undertake an analysis of data captured during the above sales period to determine:
  - impact of internal activity
  - impact of external activity
  - customer insights
  - ecommerce performance
  - data trends
- use data analysis findings to document:
  - strengths
  - weaknesses
  - opportunities
  - threats
  - recommendations for improved performance.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as related to data collection and storage
- role of data collection and analysis in ecommerce
- current ecommerce data collection methods:
    - benefits
    - limitations
- role of data collection in identifying:
    - site visits
    - origin of customer traffic
    - paths to purchase
    - shopping cart abandonment
    - impact of internal and external activities
    - product viewings
    - customer behaviours online
    - future behaviours
    - social media impacts
    - customer relationship management and loyalty
    - click-throughs
    - net promoter score
    - search engine marketing and search engine optimisation
- data quality measures:
    - validity
    - consistency
    - timeliness
    - accuracy
    - integrity
- common analytical terminology used in an online sales environment
- techniques to analyse and draw conclusions from data
- formats for reporting data analysis.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - organisational policies and procedures for:
        - data collection
        - data storage
    - organisational data collection needs
- ecommerce performance data
- data reporting template.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

SkillsIQ

Australian Government

SIRXECM002 Prepare digital content

Release:

SIRXECM002 Prepare digital content

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare written and visual digital content for use across online platforms and ecommerce sites. It requires the ability to determine content requirements, create content that aligns with both organisational and customer needs, and complete content uploading.

It applies to individuals working in operational roles in a diverse range of businesses that operate online to sell products and services. They operate with some independence, under limited supervision and guidance from others, and within established organisational policies and procedures.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ecommerce

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine digital content needs.	1.1. Determine organisational written and visual digital content needs. 1.2. Access and review organisational templates and content style guides to inform content development and ensure content consistency. 1.3. Identify platform functionality and limitations to inform content development. 1.4. Determine use of content across internal and external platforms to inform content development and allow ease of use across multiple platforms. 1.5. Access product and organisational information required for content development. 1.6. Plan content development that aligns with organisational branding and marketing activity.
2. Develop written content.	2.1. Develop written content that aligns with organisational style guide, branding and marketing activity. 2.2. Produce accurate and detailed written content that aids customer browsing and purchasing. 2.3. Use text styling that provides a clear hierarchy of content. 2.4. Use copywriting techniques that encourage customer engagement. 2.5. Plan and use keywords for search engine optimisation. 2.6. Check for correct use of grammar and spelling and make any required amendments. 2.7. Seek feedback from relevant personnel and make any required amendments to written content.
3. Develop visual content.	3.1. Source visual content that connects with the target market and aligns with organisational style guide, branding and marketing activity. 3.2. Edit visual content to generate high quality and appealing visual content. 3.3. Ensure visual content accurately represents products and services. 3.4. Seek feedback from relevant personnel and make any required amendments to visual content.
4. Upload digital content.	4.1. Gain approval for written and visual content. 4.2. Upload content to digital platforms using approved file extension scheme. 4.3. Arrange content in a logical design for improved user experience. 4.4. Ensure content is displayed in a visually appealing manner.

4.5. Seek input of relevant personnel to ensure accuracy and relevance of written and visual content.
4.6. View the content in closed contention mode, test on multiple devices, and make any required amendments.
4.7. Archive content and ensure version control is applied to track content history.
4.8. Ensure content is securely stored and backed up.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Technology skills to:	• upload images, text files, PDF files, audio files and video files and link associated files • import and export software functions • edit and format written and visual content.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXECM002 Prepare digital content

DRAFT

Release:

Assessment Requirements for SIRXECM002 Prepare digital content

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- follow an organisational content style guide to develop the following types of written and visual content for use across two different digital platforms:
  - product descriptions
  - videos
  - still images
  - purchasing information
  - promotional content
- develop the above written and digital content to:
  - meet platform functionality requirements
  - create target market appeal
  - achieve consistency with organisational branding and promotional activity
- upload and test the above digital content on two different devices.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as related to digital content development:
    - Trade Practices Act
    - Privacy Act
- role of digital content in an online environment
- techniques for using digital content to:
    - engage customers
    - maximise sales
    - generate traffic
    - create brand and target market appeal
    - achieve consistency and alignment with organisational branding and promotional activity
- current trends in digital content development and use
- current software used to aid digital content development
- site design and functionality and its relationship to digital content development
- role of templates and style guides in digital content development
- role and use of copywriting in digital content development
- role and use of search engine optimisation in digital content development
- techniques for creating written and visual online content relevant to different target markets
- techniques to achieve:
    - clarity
    - ease of viewing and navigation
    - visual appeal
    - readability
- use and features of:
    - keywords
    - styling
    - file schemes
- information architecture and its relationship to digital content
- tools and techniques for uploading and storing digital content.

SkillsIQ

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment

Assessment must ensure access to:

- relevant documentation:
  - organisational content style guide
  - digital content templates
- digital platforms for content uploading
- software for use in digital content development
- information technology hardware and software.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
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Australian Government

SIRXECM003 Design an ecommerce site

DRAFT

Release:

SIRXECM003 Design an ecommerce site

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design the interface of an ecommerce site. It requires the ability to determine the needs of an ecommerce site, develop designs that enhance usability and appearance, and review site functionality.

This unit applies to individuals working in a diverse range of sectors and business contexts. They operate independently, under limited supervision from others, and are responsible for making a range of operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Ecommerce

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine ecommerce site requirements.	1.1. Identify required features, capabilities and functionality of an ecommerce site. 1.2. Identify best practice site design and use benchmarking to inform ecommerce site design. 1.3. Identify opportunities for the integration of existing systems and procedures. 1.4. Investigate design and technology options available to maximise site usability and functionality.
2. Design a user centred interface.	2.1. Obtain and review organisational style guide to inform site design. 2.2. Design site map and wire frame to create optimal user experience, functionality and product exposure. 2.3. Select metadata that allows for search engine optimisation. 2.4. Plan for ecommerce functionality and optimisation across multiple devices. 2.5. Ensure consistency of design with organisational style requirements and make any required amendments. 2.6. Seek feedback from relevant personnel and make amendments to site design based on feedback. 2.7. Communicate site designs to web and content developers. 2.8. Adjust designs based on recommendations from web and content developers.
3. Review site usability.	3.1. Test interface to ensure functionality across multiple devices and make adjustments to improve functionality. 3.2. Review site navigation and usability and make adjustments to usability. 3.3. Perform testing and amend written content based on results. 3.4. Continuously monitor site usability and make any required updates.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret technical and complex ecommerce terminology.
Technology skills to:	• navigate ecommerce platform control panels.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699
303188d

Australian Government

Assessment Requirements for SIRXECM003 Design an ecommerce site

Release:

Assessment Requirements for SIRXECM003 Design an ecommerce site

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- document and design an interface for one ecommerce site that details:
  - site map
  - site architecture
  - wire frame
  - navigation
  - filtering
  - search functionality
  - shopping cart and payment gateways
  - optimisation across multiple devices
  - integration with existing systems and platforms
  - content requirements
  - branding requirements
  - communication and contact information
  - compliance with legal requirements
  - security requirements
  - platform capacity
- undertake site testing to review and report on site functionality of one ecommerce site.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key aspects of ecommerce design:
    - site map
    - site architecture
    - wire frame
    - navigation
    - menu structure
    - filtering
    - optimisation across multiple devices
    - content requirements
    - search functionality
    - integration with social media and customer relationship management (CRM)
    - integration with existing systems
    - shopping cart and payment gateways
    - security considerations
    - retail and product branding requirements
    - communication aspects
    - legal requirements
    - customisation considerations
- industry best practice in ecommerce design
- types of testing and role in ecommerce design
- common site development terminology related to ecommerce site design and usability
- interface specifications for ecommerce and their role in improved site usability
- customer buying preferences and how they impact site design
- design features to achieve usability and functionality
- site navigation structures and their features, benefits and limitations
- factors impacting ease of operation of a site:
    - navigation
    - site download time
    - time to download files
    - link accuracy
    - search functionality
- relationships between content and site design
- importance and application of consistency in content styling and design
- role of data analytics in informing website design
- website customer purchase flows and their significance in ecommerce
- methods for tracking and reporting on purchase flows
- role of an organisational content style guide in designing ecommerce sites.

SkillsIQ

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - organisational policies and procedures related to site design
    - organisational content style guide
- site performance data
- ecommerce sites for testing and review.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

SIRXIND006 Review retail business fundamentals

Release:

SIRXIND006 Review retail business fundamentals

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to access organisational information and conduct research to understand the fundamentals of retail financials and operations.

This unit applies to individuals working in a diverse range of retail sectors and business contexts.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Working in Industry

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine the commercial structure of a retail business.	1.1. Access and review a retail business strategy to determine organisational direction and priorities. 1.2. Access and review a retail organisational structure and determine the roles and responsibilities of key retail functions. 1.3. Identify internal and external factors impacting retail performance. 1.4. Access and interpret a retail profit and loss statement to identify key financial metrics and budgeting considerations. 1.5. Review key internal and external factors impacting on retail performance.
2. Research retail leasing arrangements.	2.1. Research the rental costs and terms of a retail lease. 2.2. Identify costs, initial and ongoing, of establishing a retail space. 2.3. Calculate the profit required to cover the cost of establishing a retail space. 2.4. Calculate the breakeven point in terms of the lease duration. 2.5. Identify value of stock held within a store and calculate the sales turnover per square metre to determine store productivity.
3. Review retail inventory processes and structures.	3.1. Access and review a retail merchandise strategy to determine organisational merchandise objectives. 3.2. Identify key financial metrics considered in merchandise management. 3.3. Review organisational structure of categories, sub-categories and product ranges. 3.4. Review organisational processes for inventory purchasing and management. 3.5. Identify internal and external factors impacting product performance. 3.6. Perform basic retail calculations to determine the difference between product cost and retail price to calculate a margin.
4. Research the retail customer.	4.1. Review organisational target market and target market profit. 4.2. Identify strategies to engage the target market and opportunities to enhance customer experience. 4.3. Identify the role and value of customer service teams in engaging the retail customer.

Foundation Skills

SkillsIQ

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

![Australian Government](Australian Government coat of arms)

Australian Government

Assessment Requirements for SIRXIND006 Review retail business fundamentals

Release:

Assessment Requirements for SIRXIND006 Review retail business fundamentals

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- review a retail business's strategy, structure and profitability to determine:
  - business objectives
  - breakeven point and profitability
  - internal and external factors impacting on performance
- identify costs of establishing a new retail store, including:
  - store design
  - fitout
  - stock
  - legal and accounting
  - security
  - point of sale equipment
  - bank guarantee
  - recruitment and training
  - marketing
- review the following retail merchandise performance and document a report on merchandise performance:
  - profit margins
  - sell-through rates
  - inventory stock holding
  - sales per square metre
- research the target market of a retail organisation and document strategies to engage the target customer.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of a retail strategy and common retail objectives
- role of a merchandise strategy and common merchandise objectives
- retail profit and loss statements:
  - role
  - key metrics:
    - sales
    - gross profit
    - net profit
    - cost of goods sold
    - expenses:
      - fixed
      - variable
- key commercial elements of a retail business strategy:
  - sales turnover
  - profit
  - investment in inventory
  - investment in retail space
- common retail organisational structures and roles and responsibilities of key functions:
  - operations
  - marketing
  - warehousing
  - stores
  - buying
  - planning
  - visual merchandising
- common costs and considerations associated with establishment of a retail space:
  - leasing costs
  - bank guarantee
  - design costs
  - fit-out costs
  - utilities
  - stock
  - equipment
  - recruitment
  - staff training
  - marketing
  - legal
  - leasing agreements and terms
- key internal and external factors impacting retail productivity and performance
- value of retail product at cost and retail
- organisational merchandise structure:
  - categories

- sub-categories
- ranges
- key retail financial metrics considered in merchandise management:
    - sales
    - gross profit
    - sell-through
    - rate of sale
    - average sale price
    - unit sales
    - markdown percentage
    - sales plan
- principles of inventory management and performance
- key considerations in managing physical retail environments:
    - sales targets
    - store presentation standards
    - service standards
    - stock holding
    - promotion strategies
    - team structure.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- relevant documentation:
    - retail organisational strategy
    - retail profit and loss statement
    - retail merchandise strategy
    - retail merchandise performance data.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

SIRXMKT006 Develop a social media strategy

Release:

SIRXMKT006 Develop a social media strategy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan and evaluate the use of social media. It requires the ability to determine suitable social media platforms, plan appropriate use and evaluate the effectiveness of social media activity.

This unit applies to individuals working in a diverse range of sectors and business contexts. They operate independently, under limited supervision from others, and are responsible for making a range of operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine social media requirements.	1.1. Review organisational strategic objectives and determine objectives and priorities for social media use. 1.2. Source and analyse information about the target market, its social media use, behaviours and preferred platforms. 1.3. Identify and analyse emerging trends in social media platform use. 1.4. Review and compare social media platforms and select those that meet organisational and target market needs. 1.5. Identify opportunities for social media integration with existing systems and procedures. 1.6. Identify opportunities to maximise business exposure through social media activity. 1.7. Determine opportunities for building brand awareness and an online community through social media use.
2. Develop social media policies and procedures.	2.1. Establish scope of social media policies and procedures based on planned social media activity. 2.2. Establish guidelines for social media engagement and content use. 2.3. Develop issue and crisis management guidelines and appropriate responses. 2.4. Integrate legal and ethical considerations into social media policies and procedures. 2.5. Ensure policies and procedures are customer-focused and align with organisational marketing plan and strategy.
3. Develop social media strategy.	3.1. Determine strategies for social media content development, customer engagement and customer service. 3.2. Develop and document a social media action plan detailing key responsibilities, resourcing requirements and timeframes. 3.3. Prepare a social media calendar documenting planned social media activity in line with marketing strategy and promotional activities. 3.4. Establish key performance indicators and evaluation criteria for measuring success of social media activity. 3.5. Establish methods for tracking and analysing social media engagement, activity and reach. 3.6. Ensure social media strategy aligns with organisational objectives and customer service standards.
4. Monitor social media use.	4.1. Communicate social media strategy, action plan, calendar and policies and procedures with relevant personnel. 4.2. Monitor social media issues and crisis management and take required action to ensure impacts are minimised and occurrence

of future issues or crisis are minimised.

4.3. Ensure tracking of social media engagement, activity and reach.

4.4. Monitor posting of social media content and ensure alignment with social media strategy, policies and procedures.

5. Review social media performance.	5.1. Analyse captured data to determine social media engagement, activity and reach. 5.2. Evaluate social media activity against strategy and use performance indicators to evaluate success of social media use. 5.3. Identify opportunities for future improvements in social media use and modify strategy and plans accordingly.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret social media technical and key terminology • interpret complex and potentially unfamiliar information sources related to social media use
Numeracy skills to:	• interpret and analyse social media activity reports.
Technology skills to:	• use technologies and devices that support social media platforms.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

Assessment Requirements for SIRXMKT006 Develop a social media strategy

Release:

Assessment Requirements for SIRXMKT006 Develop a social media strategy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research and compare at least three different social media platforms for organisational use and select platforms that best meet organisational social media requirements
- for each platform identify:
  - key features
  - benefits
  - limitations
  - functionality
  - target audience and key users
  - terms of use
- develop organisational policies and procedures for social media use detailing:
  - appropriate use of social media
  - appropriate content use and posting
  - complaints handling and crisis management
  - meeting legal and ethical responsibilities
  - privacy and security
- develop a social media strategy for execution over a three-month period that details:
  - calendar of activities
  - resourcing requirements
  - content strategy
  - engagement strategy
  - activity and engagement tracking
  - key performance indicators and evaluation criteria
- monitor and review social media data to review social media performance over a one month-period and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical considerations as relevant to social media use:
  - Australian Consumer Law
  - copyright
  - privacy
  - codes of practice
  - data and personal security
- trends in social media use and role in:
  - consumer engagement and feedback
  - generating sales
  - promotions and marketing
  - branding
- social media platforms:
  - key features
  - benefits
  - limitations
  - functionality
  - target audience and key users
  - terms of use
- key contents of organisational social media policies and procedures:
  - appropriate use of social media
  - appropriate content use and posting
  - complaints handling and crisis management
  - meeting legal and ethical responsibilities
  - privacy and security
- techniques for achieving the following through social media use:
  - customer engagement
  - brand awareness
  - brand advocacy
  - increased sales
  - improved reach
- role and benefits of user-generated content
- role and key inclusions of a social media strategy:
  - calendar of activities
  - resourcing requirements
  - content strategy
  - engagement strategy
  - activity and engagement tracking
  - key performance indicators and evaluation criteria
  - action plan
- tools and methods for tracking social media activity
- types of social media issues and crisis:

- potential impact
- management strategies.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry workplace.

Assessment must ensure use of:

- information technology hardware and software
- online information systems
- social media platforms
- social media usage and activity reports.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

SIRXMKT007 Develop a digital marketing plan

Release:

SIRXMKT007 Develop a digital marketing plan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research, plan, implement and evaluate digital marketing activities.

This unit applies to individuals working in a diverse range of sectors and business contexts. They operate independently, under limited supervision from others, and are responsible for making a range of operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Marketing

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine digital marketing requirements.	1.1. Determine organisational objectives and priorities for digital marketing activity. 1.2. Confirm available budget for digital marketing activity. 1.3. Review information on current and past digital marketing activities and their effectiveness. 1.4. Segment the online market and define target market. 1.5. Research target market and identify suitable digital marketing activities. 1.6. Identify internal and external factors impacting digital marketing activities. 1.7. Research trends and best practice in digital marketing, tools and software available.
2. Develop digital marketing plan.	2.1. Confirm and document digital marketing objectives that are consistent with organisational objectives and priorities. 2.2. Determine digital marketing activities to drive targeted traffic to site and generate sales. 2.3. Document a digital marketing action plan that details key activities, resources and timeframes. 2.4. Establish performance indicators and evaluation criteria for measuring impact of digital marketing activities. 2.5. Integrate legal and ethical requirements and considerations into planning. 2.6. Ensure digital marketing plan aligns with organisational objectives, current marketing strategy and budget. 2.7. Seek required approval for digital marketing plan.
3. Monitor digital marketing activity.	3.1. Communicate digital marketing plan, responsibilities and expectations to relevant personnel. 3.2. Oversee digital marketing activity and respond to issues as they arise. 3.3. Monitor digital marketing content and ensure alignment with digital marketing plans and objectives. 3.4. Track customer traffic and conversion rates to identify trends in customer and digital marketing activity.
4. Review digital marketing activities.	4.1. Review trends in customer traffic and conversion rates to determine impact of digital marketing activities. 4.2. Calculate return on investment for any paid digital marketing activities. 4.3. Identify and evaluate new and emerging digital marketing trends and technologies and consider their use for improved marketing outcomes. 4.4. Make recommendations for improvements in digital

marketing based on review.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -
https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Assessment Requirements for SIRXMKT007 Develop a digital marketing plan

Release:

Assessment Requirements for SIRXMKT007 Develop a digital marketing plan

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- determine the digital marketing requirements of one organisation and develop a digital marketing plan, to be executed over one sales or promotional period, detailing:
  - digital marketing channels
  - priorities
  - key activities
  - responsibilities
  - performance indicators
  - tracking
  - timelines
  - budgets
- review digital marketing activity across one sales or promotional period to:
  - determine effectiveness of activities
  - make recommendations for improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical requirements and considerations as relevant to digital marketing:
    - Australian Consumer Law
    - copyright
    - privacy
    - codes of practice
- current digital marketing trends and technologies
- customer behaviours and psychology as related to digital marketing
- traditional and non-traditional digital marketing types and channels:
    - search engine optimisation
    - search engine marketing
    - online advertising
    - email
    - video
    - blogging
    - social media
    - affiliate marketing
    - impressions
    - remarketing
- the above list of marketing types and channels and their:
    - benefits
    - limitations
    - application and use
- internal and external operating factors impacting digital marketing
- techniques for market segmentation and its application to digital marketing
- techniques and tools for achieving the following through digital marketing activities:
    - increased customer traffic
    - increased engagement:
        - existing customers
        - new customers
        - disengaged customers
    - sales generation
    - consistency in content
    - consistency with marketing strategy
- digital marketing planning techniques and formats, and key features of a digital marketing plan
- performance indicators for measuring impact of digital marketing activities
- tools and methods for tracking digital marketing activity.

SkillsIQ

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- current information on digital marketing types and channels
- digital marketing monitoring tools.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

SIRXSLS005 Plan to trade internationally

Release:

SIRXSLS005 Plan to trade internationally

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to sell products within an international marketplace. It requires the ability to review international markets, understand trading requirements and plan trade within suitable marketplaces.

This unit applies to senior personnel working in a diverse range of sectors and business contexts. They operate independently and are responsible for making a range of operational business decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research international markets.	1.1. Identify international marketplaces for potential expansion based on customer sales and target market information. 1.2. Identify regulatory and compliance requirements of international marketplaces. 1.3. Assess logistical requirements associated with trade in international marketplaces. 1.4. Research and evaluate key features of marketplaces to determine suitability and viability for business expansion. 1.5. Confirm international markets for expansion based on research findings.
2. Plan international expansion.	2.1. Plan compliance with local laws, taxes and customs related to chosen marketplace. 2.2. Identify logistics and fulfilment requirements and determine feasible solutions. 2.3. Plan localised digital marketing strategies for promotional and marketing activity within chosen marketplace. 2.4. Implement ecommerce platform modifications required to facilitate international trade including currency conversion and language translations. 2.5. Select suitable payment solutions that facilitate international trade. 2.6. Identify changes required to product packaging and pricing based on marketplace requirements. 2.7. Identify potential risks and issues related to international trade and document contingency plans to prevent or minimise impact. 2.8. Complete security risk analysis to determine security requirements for protection of organisational and customer information and data. 2.9. Determine performance indicators for monitoring and reviewing performance in chosen market.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret complex foreign trade terms, agreements and requirements.
Numeracy skills to:	• analyse numerical information and calculate costs associated with international trade • undertake currency conversions.
Technology skills to:	• use digital technologies and systems to access and document information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

Australian Government

Assessment Requirements for SIRXSLS005 Plan to trade internationally

Release:

Assessment Requirements for SIRXSLS005 Plan to trade internationally

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- research one international marketplace and analyse the following information to determine suitability for expansion:
  - cultural and social environment
  - customer profile and preferences
  - marketplace features
  - competitive environment
  - growth potential
  - financial considerations:
    - currency and exchange rates
    - payment infrastructures, preferences and systems
    - taxes and tax laws
  - logistics and fulfilment considerations
  - legal and regulatory compliance requirements
  - ethical considerations
  - trade agreements
  - risks versus opportunities
  - customs clearance
- use the above findings to document a plan for expansion into one international marketplace detailing:
  - platform and systems requirements:
    - payment
    - security
  - risks and contingency plans
  - marketing and promotional plans
  - supply chain and logistics
  - product and pricing adjustments
  - performance indicators
  - resourcing requirements:
    - internal
    - third party
  - timelines.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- major international marketplaces for trade outside of Australia
- key considerations when planning entry into international marketplace:
  - cultural and social environment
  - customer profile and preferences
  - marketplace features
  - competitive environment
  - growth potential
  - financial considerations:
    - currency and exchange rates
    - payment infrastructures, preferences and systems
    - taxes and tax laws:
      - sales tax
      - import duties
      - transactional taxes
      - hidden costs
  - logistics and fulfilment considerations
  - legal and regulatory compliance requirements
  - ethical considerations
  - trade agreements
  - risks versus opportunities
  - customs clearance
  - suitability of products to local customer demand
  - strategies for developing customer trust, reputation and credibility
  - primary local language
  - local marketing and promotional strategies
- supply chain and logistics for international trade:
  - product tracking
  - third-party logistic providers
  - fulfilment options
  - associated costs
  - delivery timeframes
  - customs and quarantine
  - shipping tax
- third-party service providers relevant to international trade
- international distribution:
  - laws
  - service providers, both domestic and international
  - supply logistics
  - packaging and labelling requirements
  - competitive pricing strategy for international markets
- techniques to analyse international marketplaces and determine viability of trading within the marketplace

- common risks associated with international trade and appropriate contingency strategies
- tools for monitoring sales and performance in international markets.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- information technology hardware and software
- online information systems.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

Australian Government

SIRXSTR001 Develop an ecommerce strategy

Release:

SIRXSTR001 Develop an ecommerce strategy

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop an ecommerce strategy for the online sale of products or services. It requires the ability to determine organisational ecommerce needs, develop a strategy and evaluate its effectiveness.

This unit applies to individuals working in a diverse range of businesses that operate online to sell products and services. They operate independently, under limited supervision from others, and are responsible for making a range of operational decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Strategy

Unit Sector

Cross-Sector

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine ecommerce requirements.	1.1. Determine organisational objectives and priorities for ecommerce operations. 1.2. Consult with key personnel on current and future direction of the organisation and seek input into ecommerce strategy development. 1.3. Identify ecommerce resourcing and budget availability. 1.4. Review past ecommerce performance data to inform strategy development. 1.5. Analyse internal and external operating environment, including competitive landscape, to inform strategy development. 1.6. Research trends in ecommerce and use findings to influence strategy development. 1.7. Research and analyse ecommerce technologies and solutions that meet organisational objectives and resourcing availability. 1.8. Seek input from, relevant personnel to inform ecommerce strategy.
2. Develop ecommerce strategy.	2.1. Select ecommerce operating platform that best meets organisational and budgetary requirements and confirm technical feasibility. 2.2. Identify opportunities for the integration of existing systems and procedures and incorporate into strategy development. 2.3. Plan content strategy to inform the development of digital content across digital platforms and create consistency with non-digital content use. 2.4. Identify inventory logistics requirements and incorporate into strategy planning. 2.5. Research, identify and select suitable payment solutions for integration into ecommerce operations. 2.6. Complete security risk analysis to determine security requirements for protection of organisational and customer information and data. 2.7. Identify potential risks and issues in ecommerce operations and document contingency plans accordingly. 2.8. Establish key performance indicators and develop evaluation criteria. 2.9. Establish data collection and analysis needs and required analytical tools. 2.10. Determine flexibility of strategy and ensure strategy can react to environmental and technological changes. 2.11. Develop and document an action plan detailing key activities, responsibilities and timeframes.

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	2.12. Obtain input from relevant personnel and make adjustments to strategy based on feedback received.
	2.13. Finalise ecommerce strategy and gain approval as required.
3. Review ecommerce strategy.	3.1. Evaluate ecommerce performance against targets to determine any changes required.
	3.2. Continuously evaluate effectiveness of ecommerce design and useability, and implement changes based on data-supported analysis and decisions.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria, are listed here, along with a brief context statement.

SKILLS	**DESCRIPTION**
Reading skills to:	• interpret technical and complex ecommerce terminology.
Numeracy skills to:	• use numerical information to evaluate the impacts of ecommerce strategy on performance.
Technology skills to:	• use digital technologies and systems to access, document and communicate information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d

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Assessment Requirements for SIRXSTR001 Develop an ecommerce strategy

Release:

Assessment Requirements for SIRXSTR001 Develop an ecommerce strategy

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- identify organisational ecommerce objectives and document an ecommerce strategy that details:
    - strategy for:
        - integration
        - content
        - inventory and logistics
        - security
        - payment
        - data collection and analytics
    - action plan:
        - key activities
        - responsibilities
        - timeframes
    - risk management and contingency planning
    - performance indicators and evaluation criteria
    - ecommerce technologies and solutions that meet organisational objectives:
        - features
        - functionality
        - cost
- use evaluation criteria to review the performance of an ecommerce strategy and make recommendations for future improvements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key legal and ethical requirements and considerations as related to ecommerce strategy development:
  - Australian Consumer Law
  - copyright
  - privacy
  - codes of practice
  - security
- purpose and key inclusions of an ecommerce strategy:
  - strategies for:
    - integration
    - content
    - inventory and logistics
    - security
    - payment
    - data collection and analytics
  - action plan
- techniques for the following, as related to ecommerce strategy development:
  - risk management and contingency planning
  - developing performance indicators and evaluation criteria
  - optimising user experience
- current trends in ecommerce related to:
  - payment
  - security
  - platforms
  - performance and user experience
  - integration
  - content
  - inventory and logistics
  - data collection and analysis
- types of ecommerce platforms and solutions:
  - features
  - benefits
  - limitations
  - functionality
  - cost
- key stakeholders involved in ecommerce strategy development and their role
- common outsourcing as related to ecommerce
- ecommerce architecture and how to achieve integration to create a total ecommerce solution.

Assessment Conditions

Skills must be demonstrated in a service industries environment. This can be:

- an industry workplace
- a simulated industry environment.

Assessment must ensure access to:

- ecommerce monitoring tools
- ecommerce performance data
- organisational ecommerce objectives.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume Implementation Guides - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699 303188d

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SIRSS00015 Online Retail Coordination

Release:

SIRSS00015 Online Retail Coordination

Modification History

Not applicable.

Description

A set of skills in online retail coordination.

Pathways Information

Achievement of these units may provide credit towards the SIR30216 Certificate III in Retail or the SIR40316 Certificate IV of Retail Management.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SIRXCEG006	Provide online customer service
SIRXECM001	Monitor and interpret online data analytics
SIRXECM002	Prepare digital content
SIRXMKT002	Use social media to engage customers

Target Group

Individuals working in an online retail environment and performing a range of basic fundamental and day-to-day operational tasks for the coordination of online retail activities.

Suggested words for Statement of Attainment

These units of competency from the SIR Retail Services Training Package provide a set of skills to perform basic tasks associated with the day to day operations of an online business.

Australian Government

SIRSS00016 Ecommerce Management

Release:

SIRSS00016 Ecommerce Management

Modification History

Not applicable.

Description

A set of skills in Ecommerce Management.

Pathways Information

Achievement of these units may provide credit towards the SIR50116 Diploma of Retail Leadership.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SIRXCEG007	Develop online customer service standards
SIRXECM003	Design an ecommerce site
SIRXMKT006	Develop a social media strategy
SIRXMKT007	Develop a digital marketing plan
SIRXSTR001	Develop an ecommerce strategy

Target Group

Individuals managing the operations of an ecommerce site or online retail business.

Suggested words for Statement of Attainment

These units of competency from the SIR Retail Services Training Package provide a set of skills to manage ecommerce or online retail business activity.

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SIRSS00017 Merchandise Management

Release:

SIRSS00017 Merchandise Management

Modification History

Not applicable.

Description

A set of skills in retail merchandise management.

Pathways Information

Achievement of these units may provide credit towards the SIR50317 Diploma of Retail Merchandise Management.

Licensing/Regulatory Information

No occupational licensing, certification or specific legislative requirements apply to this Skill Set at the time of publication.

Skill Set Requirements

Unit code	Unit title
SIRRMRM002	Develop a merchandise strategy
SIRRMRM003	Conduct a post-trade analysis
SIRRMRM004	Develop a merchandise financial plan
SIRRMRM005	Develop a category financial plan
SIRRMRM006	Plan a merchandise product range

Target Group

Individuals working in merchandise management roles who undertake financial planning for the purchase of retail merchandise and activity to enhance ongoing merchandise performance.

Suggested words for Statement of Attainment

These units of competency from the SIR Retail Services Training Package provide a set of skills to undertake retail merchandise financial planning and management activity.