

**Industry Curriculum Information Guide**

**Retail Services**

**SIR30216 Certificate III in Retail**

**Training Package: SIR Retail Services (Release 3)**

**NESA Syllabus:** [**Retail Services (Stage 6)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/retail-services-syllabus)









# Introduction

Vocational education and training (VET) courses form an integral part of the secondary education curriculum in NSW. It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

The continuation of these high quality vocational education opportunities for students in Catholic schools is dependent on the successful implementation of the **VET Quality Framework**, which includes the [**Standards for Registered Training Organisations 2015.**](http://www.comlaw.gov.au/Details/F2014L01377)

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information that is essential to ensuring the delivery of high quality VET in schools. Through the implementation of quality assurance requirements in this guide, schools will ensure that they are implementing education and training that is valued and recognised by industry and complies with the VET Quality Framework.

# Using the Course Information Guide

This course information guide outlines the requirements that must be implemented by schools when delivering competency based training and assessment. The guide covers the following areas:

* Use of accredited trainers and assessors
* Assessment environments
* Integrated (holistic) assessment
* Volume of learning
* Student work placement
* Engaging with industry and employers
* Credentialing AQF qualifications
* Mandatory resources and equipment

As part of the annual quality assurance process schools are required to complete

* Checklist 1 Mandatory resources and equipment
* Checklist 3 Trainer and assessor requirements
* The School principal declaration

Schools may also be required to complete

* Checklist 2 Accessing resources and equipment off-site
* Checklist 4 Additional units of competency

The completed declaration and checklists are to be stored securely on the school site and in accordance with RTO procedures.

# Requirements of schools delivering competency based training and assessment

### Use of accredited trainers and assessors

All trainers and assessors used by the RTO must comply with the requirements of Clauses 1.13 - 1.16 of the Standards for Registered Training Organisations (RTOs) 2015. To meet this requirement schools must ensure training is only be delivered by teachers who are accredited to deliver the course or whose accreditation is in progress.

Trainers must have

* the vocational competencies at least to the level being delivered and assessed;
* current industry skills directly relevant to the training and assessment being provided; and
* current knowledge and skills in vocational training and learning that informs their training and assessment

Assessment must be undertaken only by teachers who have completed their accreditation and have gained

* TAE40110 Certificate IV in Training and Assessment
* TAE40116 Cert IV in Training and Assessment (from April 2019)

All trainers and assessors must:

* regularly undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment

Schools must ensure the professional development plans of VET teachers address these requirements.

### Assessment environments

All units of competency delivered as part of this course must be undertaken in an industry workplace or a simulated industry environment. Given that assessment in an industry workplace may not be feasible in all situations, schools will need to create simulated industry environments where assessment in an industry workplace is not possible. Simulations must provide opportunities for integrated assessment of competence that include:

* performing the task (task skills)
* managing a number of tasks (task management skills)
* dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
* fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
* transferring competencies to new contexts

In order to be valid and reliable, the ***simulation must closely represent what actually occurs in the workplace***, should be a current and realistic learning and assessment experience and reflect an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practice.

In deciding whether a simulation reflects conditions found in the workplace, the Retail Services Companion Volume Implementation Guide identifies that to undertake assessment in an environment that closely resembles an industry workplace the simulated assessment environment must allow an individual to:

* + work with multiple and varied team members and customers
	+ serve sufficient customer traffic, prioritise tasks and serve customers effectively in a logical sequence
	+ deal with multiple sales, service or operational tasks simultaneously
	+ deal with multiple and varied problems and prioritise competing tasks in given timeframes
	+ cope with interruptions to work typical of the workplace
	+ work with commercially realistic speed, timing and productivity to complete the tasks required by the unit of competency
	+ integrate multiple competencies which an individual would naturally complete simultaneously as part of their job function

### Integrated (holistic) assessment

Holistic assessment brings together a number of related units of competency, relevant to the workplace and job role, that reflect actual workplace practices. Industry sees this realistic approach as essential for both delivery and assessment.

### Volume of learning

Qualifications in a training package must comply with Standard 8 of the *Standards for Training Packages*. This Standard requires qualifications to comply with the AQF specification for that qualification type.

Volume of learning is a mandated component of the AQF qualification specifications.

The volume of learning includes more than ‘delivery’ and is therefore different to ‘nominal hours’. Volume of Learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type, expressed in equivalent full-time years. The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes.

These activities may include some or all of the following:

* guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides)
* individual study
* research
* learning activities in the workplace
* assessment activities

### Student work placement

Student work placement is a mandatory requirement for the satisfactory completion of this course.

It is the responsibility of the school to communicate the types of work placement settings they will require to Work Placement Service Providers for the students they are training and assessing each calendar year. Schools need to ensure that, where required, evidence from “the workplace” may be gathered for the qualification being sought.

Schools should have procedures in place to ensure;

* + Students have been fully informed of the:
		- Mandatory work placement hours required for this course and that failure to complete the mandatory work placement hours for this course will lead to the student receiving an “N” award for this course
		- Purposes of the work placement, and the
		- Due dates for completion of the work placement
	+ Class teachers, work placement coordinators and workplace supervisors can reach agreement on the:
		- Structure and timing of the work placements
		- Competencies to be addressed during work placements
		- Procedures to address the relevant workplace health and safety regulations.
	+ Host employers have been provided with the *Workplace Learning Guide for Employers* prior to placement commencing
	+ The *Student Placement Record* is fully completed **prior** to placement (i.e. signed by the host employer, school principal or nominee, student and parent or caregiver) and filed according to NESA requirements.
	+ Teachers are able to supervise students on work placement in accordance with Diocesan/school requirements

### Engaging with industry and employers

Engaging with industry stakeholders (such as employers) is critical to ensuring training and assessment is aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET accredited course.

Schools are to support VET teachers in participating in RTO industry engagement activities.

### Credentialing AQF qualifications

In order to comply with requirements of Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015, schools must enter student qualification and competency details and outcomes on eBOS-VCS via Schools Online in accordance with timelines and procedures identified by NESA.

Students are to supply the school with a Unique Student Identifier. The school must then verify the USI and upload verified USIs to eBOS-VCS via Schools Online. Where a school has uploaded an incorrect USI for a student the school must contact the RTO to arrange for the USI to be corrected.

Schools must also implement the RTO Recognition of Prior Learning policy in accordance with NESA requirements.

### Mandatory Resources and Equipment

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources and/or equipment is off site a suitable access arrangement must be documented and recorded in Checklist 2.

*All resources/equipment selected* ***MUST***:

* + comply with RTO policy and procedures
	+ be appropriate to the unit of competency being assessed and the circumstances of the assessment

*All resources/equipment lists are to be read in conjunction with*

* + The [SIR Retail Services Training Package](http://training.gov.au/Training/Details/SIR) (Release 2.0)
	+ [SIR Retail Training Services Companion Volume Implementation Guide – Retail Components](https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=ca051b1b-5101-4ec2-ac1c-49699303188d)
	+ NSW Education Standards Authority (NESA) [Retail Services Curriculum Framework](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/retail-services-syllabus) [Stage 6 Syllabus](http://boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/retail-services-syllabus-18.pdf) published January 2017

# Resources, Equipment & Assessment Information

# [SIR30216 Certificate III in Retail](http://training.gov.au/Training/Details/SIR30216)

### Core units of competency for the qualification

**(Units of competency held by teachers that have undertaken the current VET Teacher Training program)**

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| **SIRXCEG001 Engage the customer** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * Relevant documentation including:
	+ organisational service standards and procedures for:
		- designated customer service response times
		- interacting with customers
		- solving routine customer problems
		- providing information to customers
 |
| Other people | * Customers from a diverse range of backgrounds; 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
 |

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| **SIRXCEG002 Assist with customer difficulties** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * Organisational policies and procedures for:
	+ processing refunds and exchanges
	+ resolving customer complaints
	+ recording customer complaints
	+ escalated customer complaints
	+ dealing with difficult customers:
		- customers displaying verbal aggression
		- customers refusing to leave or be pacified
		- drug or alcohol affected customer
		- customers displaying violent or threatening behaviour
 |
| Other people | * 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
 |

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| **SIRXCEG003 Build customer relationships and loyalty** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * Relevant documentation including:
	+ industry and organisational:
		- professional service standards
		- attitudes and attributes expected when engaging with customers
		- different customer service needs and expectations
		- types of customer benefits
* current plain English regulatory documents distributed by government regulators for:
	+ consumer protection law
	+ privacy law
 |
| Other people | * 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
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| **SIRXCOM002 Work effectively in a team** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * Organisational policies and procedures for:
	+ team interactions
	+ workplace tasks for completion
 |
| Other people | * Team members; 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
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| **SIRXIND001 Work effectively in a service environment** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Relevant business technology with internet capability
 |
| Consumables | Nil |
| Documentation | * Relevant documentation including:
	+ Current plain English guidelines issued by regulatory bodies covering:
		- minimum workplace entitlements provided by the National Employment Standards (NES)
		- relevant provisions of Commonwealth, state or territory anti- discrimination and equal employment opportunity (EEO) law
		- industrial awards for retail employees, issued by regulatory bodies or unions
	+ Organisational policies and procedures that relate to general work practices as detailed in the Knowledge Evidence.
 |
| Other people | Nil |

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| **SIRXRSK001 Identify and respond to security risks** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * Organisational policies and procedures relevant to security as listed in the knowledge evidence.
 |
| Other people | * Customers and team members; 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
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| **SIRXSLS001 Sell to the retail customer** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * relevant documentation including:
	+ organisational policies and procedures for:
		- customer service
		- sale of products and services
		- resolving customer complaints
		- collection and storage of customer details
	+ organisational product information and price lists
	+ supplier brochures, information sheets and price lists
	+ promotional activity information
	+ current plain English regulatory documents distributed by government regulators for:
		- consumer protection law
		- privacy law.
 |
| Other people | * Customers and team members; 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
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| **SIRXWHS002 Contribute to workplace health and safety** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * organisational work health and safety policies and procedures
* reporting documentation for:
	+ accidents
	+ incidents
	+ emergencies
	+ hazard identification and reporting.
 |
| Other people | * individuals with whom to interact during consultation processes; 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
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### Elective units of competency for the qualification

**(Units of competency held by teachers that have undertaken the current VET Teacher Training program**)

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| **SIRRINV001 Receive and handle stock** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be:
	+ an industry workplace
	+ a simulated industry environment
	+ stock receiving bay or area
	+ stock storage area
 |
| **Mandatory Equipment and Resources** |
| Equipment | * A computerised stock control system.
 |
| Consumables | * Stock
 |
| Documentation | * Stock manufacturers’ instructions for stock handling and storage
* Organisational policies and procedures for stock handling and control including:
	+ stock control documentation
	+ delivery dockets
	+ orders
	+ reporting documentation
 |
| Other people | Nil |

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| **SIRRINV002 Control stock** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * A computerised stock control system.
 |
| Consumables | * Stock
 |
| Documentation | * Organisational policies and procedures for stock control
 |
| Other people | * Team members; 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
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| **SIRRMER001 Produce visual merchandise displays** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be:
	+ an industry workplace
	+ a simulated industry environment set up for the purposes of assessment
	+ display area
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Retail display equipment and props
 |
| Consumables | * A range of retail merchandise
 |
| Documentation | * product labels and price tickets ticketing and pricing equipment
* organisational visual merchandise display guidelines
* organisational procedures for:
	+ manual handling techniques for protection of self and merchandise
	+ storage of merchandise and equipment
	+ damaged or out of date stock
	+ maintenance of display areas
	+ merchandise rotation and replenishment
	+ product labelling and pricing
	+ unpacking merchandise
 |
| Other people | Nil |

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| **SIRRRTF001 Balance and secure point of sale terminal** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Point-of-sale equipment and consumables
 |
| Consumables | * Cash
 |
| Documentation | * Organisational policies and procedures for point-of-sale balancing
* Financial transaction documentation for non-cash sales
 |
| Other people | Nil |

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| **SIRXIND002 Organise and maintain the store environment** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be:
	+ an industry workplace
	+ a simulated industry environment
	+ work areas to be maintained
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Cleaning products and equipment
 |
| Consumables | * Workplace waste for disposal
 |
| Documentation | * Organisational policies and procedures for:
	+ work health and safety
	+ general housekeeping
	+ personal hygiene
	+ reporting problems and faults
	+ point of sale stock requirements
	+ use, maintenance and storage of cleaning products and equipment
	+ use of hazardous cleaning substances
	+ waste disposal, recycling and environmental protection
* Manufacturer instructions for use of cleaning equipment, cleaning materials and hazardous substances.
 |
| Other people | Nil |

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| **SIRXMKT001 Support marketing and promotional activities** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | Nil |
| Consumables | Nil |
| Documentation | * Organisational policies and procedures for the implementation of marketing and promotional activities as relevant to own role
* Marketing or promotional plans
 |
| Other people | * Team members; 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
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| **SIRXPDK001 Advise on products and services** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * A range of communication equipment
 |
| Consumables | * A range of stock and merchandise
 |
| Documentation | * Sources of product information
* Relevant documentation:
	+ price lists
	+ organisational policy and procedures
 |
| Other people | * Customers; these can be:
	+ customers 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
 |

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| **SIRXSLS002 Follow point of sale procedures** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Point-of-sale equipment and consumables
 |
| Consumables | * Cash
 |
| Documentation | * Organisational policies and procedures for point-of-sale activities
* Financial transaction documentation for non-cash sales.
 |
| Other people | Nil |

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| **CHCDIV001 Work with diverse people** |
| Assessment environment | * Skills must be demonstrated in a services industry environment. This can be: an industry workplace or a simulated industry environment.
 |
| **Mandatory Equipment and Resources** |
| Equipment | * Suitable facilities, resources and equipment that model industry operating conditions
 |
| Consumables | Nil |
| Documentation | * Organisational policies and procedures
 |
| Other people | * Customers and/or team members; 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
 |

 **Quality Assurance Declaration and Checklists**

**Retail Services**

#  [SIR30216 Certificate III in Retail](http://training.gov.au/Training/Details/SIR30216)

**The following checklists form part of the RTO’s quality assurance process as required under Standard 2 of the *Standards for Registered Training Organisations (RTOs) 2015*.**  **This document is to be completed and filed securely at the school and in accordance with RTO requirements.**

**Declaration by the school principal:**

* The course is marketed to students in accordance with RTO course information, the course delivery follows the RTO Training, and Assessment Strategy approved for this school.
* The school has a system for entering the intended qualification and units of competency on eBOS-VCS via Schools Online in accordance with the RTO’s Training and Assessment Strategy and the timeline advised by the NSW Education Standards Authority (NESA)
* The school has a process for collecting and verifying student USIs and uploading them to eBOS-VCS via Schools Online
* Mandatory Student Work Placement requirements can be completed in accordance with NESA requirements as outlined in this guide.
* Students have access to the assessment environments, equipment and resources required for each unit of competency as indicated on Checklist 1. Where equipment and resources are accessed off-site. Access arrangements are identified on [Checklist 2.](#_bookmark1)
* As part of the course enrolment process, students have completed the RTO’s course induction process and have been informed of the course assessment requirements.
* All teachers timetabled to deliver this course are either accredited or in training as indicated on [Checklist 3](#_bookmark2).

### School Site Sign Off

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| --- | --- |
| **School Name** |  |
| **RTO Name** |  |
| **Name of person completing checklists** |  | **Signature** |  |
| **Principal Name** |  |
| **Principal Signature** |  | **Date** |  |

**Checklist 1**

**Mandatory resources and equipment**

On the following checklist, indicate the units of competency to be delivered to students in this calendar year as per the RTO Training and Assessment Strategy. Complete the checklist indicating your satisfaction that all the specified resources and equipment can be accessed on site. Where resources and equipment must be accessed offsite, access arrangements are to be outlined on Checklist 2.

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| --- | --- |
| **Core units of competency** | **Access on site (All/Some/None)** |
| ☐ | SIRXCEG001 | Engage the customer |  |
| ☐ | SIRXCEG002 | Assist with customer difficulties |  |
| ☐ | SIRXCEG003 | Build customer relationships and loyalty |  |
| ☐ | SIRXCOM002 | Work effectively in a team |  |
| ☐ | SIRXIND001 | Work effectively in a service environment |  |
| ☐ | SIRXRSK001 | Identify and respond to security risks |  |
| ☐ | SIRXSLS001 | Sell to the retail customer |  |
| ☐ | SIRXWHS002 | Contribute to workplace health and safety |  |

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| --- | --- |
| **Elective units** | **Access on site*****(All/Some/None)*** |
| ☐ | SIRRINV001 | Receive and handle stock |  |
| ☐ | SIRRINV002 | Control stock |  |
| ☐ | SIRRMER001 | Produce visual merchandise displays |  |
| ☐ | SIRRRTF001 | Balance and secure point-of-sale terminal |  |
| ☐ | SIRRIND002 | Organise and maintain the store environment |  |
| ☐ | SIRRMKT001 | Support marketing and promotional activities |  |
| ☐ | SIRRPDK001 | Advise on products and services |  |
| ☐ | SIRRSLS002 | Follow point-of-sale procedures |  |
| ☐ | CHCDIV001 | Work with diverse people |  |

**Checklist 2**

**Accessing Resources and Equipment Off-Site (Complete only if required)**

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. Clearly identify the access arrangement supporting the use the tools, equipment and resources that are being accessed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **Unit title** | **Tools, Equipment and Resources** | **Access Site** | **Access Arrangement** |
| e.g. SITHFAB204 | Prepare and serve espresso coffee | Point-of-sale system, includingcredit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities Tables, chairs and customers in compliance with training package requirements for an operational F&B outlet | 1. Café Nosh

Petersham1. The Café Wests Ashfield Leagues Club
2. Petersham TAFE College
 | AA2017/1 AA2017/3 AA2017/6 |
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## **Checklist 3**

**Trainer and Assessor Requirements**

Teachers wishing to deliver and assess this qualification must:

* + be accredited with the relevant teaching code (“Willingness to teach” is not acceptable) or have been accepted into and undertaking the relevant VET teacher training program;
	+ be able to demonstrate current industry skills at least to the level being delivered and assessed
	+ be able to demonstrate how they are continuing to develop their knowledge and skills in vocational training and learning that informs their training and assessment
	+ address the maintenance of their VET accreditation, the maintenance and development of current industry knowledge and skills and the development of their knowledge and skills in vocational training and learning that informs their training and assessment in their professional development plans

Please complete the table below for any teacher who is timetabled onto this course at this site for the current year:

|  |  |
| --- | --- |
| **Teacher name** | **Accredited/ In-Training** |
|  |  |
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## **Checklist 4**

**Additional Units included in the Training and Assessment Strategy approved for delivery at this site by the RTO.**

**(Complete only if required)**

Teachers wishing to deliver any units of competency (from the course elective pool or specialisation study) that are not listed in [Checklist 1](#_bookmark0) must:

* + discuss the delivery of the unit(s) of competency with the RTO prior to delivery; and
	+ have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency

If delivery is supported by the RTO, teachers must

* + provide a copy of the transcript for the unit(s) of competency to the RTO Manager to obtain additional accreditation and approval to deliver the requested unit(s) of competency
	+ complete the Resources and Equipment table below (refer to the training package and companion volume implementation guide for information regarding resources and equipment for each unit of competency)
	+ where resources and/or equipment are accessed off-site, access arrangements are to be recorded in Checklist 2

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|  |  |  |
| --- | --- | --- |
| **Unit Code** | **Unit Name** | ***Access on site******(All/Some/None)*** |
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|  |  |  |