



TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING



National Competency Standard for Store Keeper Qualifications Code: SOC₁₄S₁₇V₁



PREFACE

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs. The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for five key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction and the Social sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards. NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture Sector (FNA) Transport sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry Sector	Two digits 01-99
Unit	U
Common Competency	1
Core Competency	2
Optional/ Elective Competency	3
Assessment Resources Materials	A
Learning Resources Materials	L
Curricula	C
Qualification	Q1, Q2 etc
MNQF level of Qualification	L1, L2 etc
Version Number	V1, V2 etc
Year of endorsement of standard, qualification	By two digits Example- 07

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN STORE KEEPER		
3. Qualification code: SOC14SQ1L317	Total Number of Credits :45	
4. Purpose of the qualification The holders of the level three qualifications are expected to possess all the relevant knowledge and skills to work as a store keeper in related field or Industry. Referred store keepers will be qualified to maintain department's storeroom which includes stocking of operational materials and supplies, inventory control and records, purchasing, and related duties required.		
5. Regulations for the qualification	National Certificate III in the Store Keeper will be awarded to those who are competent in unit 1+2+3+4+5+6+7+8+9+10+11+12+13	
6. Schedule of Units		
Unit Title	Unit Title	Code
1	Practice good work ethics	SOC14S1U01V1
2	Personal and workplace hygiene	SOC14S1U02V1
3	Apply safe working practices	SOC14S1U03V1
4	Workplace communication	SOC14S1U04V1
5	Workplace policies and procedures	SOC14S1U05V1
6	Introduction to store keeping	SOC14S1U06V1
7	Receiving materials	SOC14S1U07V1
8	Arranging materials	SOC14S1U08V1
9	Preservation of materials	SOC14S1U09V1
10	Recording	SOC14S1U10V1
11	Issue of materials	SOC14S1U11V1
12	Issue of purchasing requisition	SOC14S1U12V1
13	supervision	SOC14S1U13V1
7. Accreditation requirements	The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.	
8. Recommended sequencing of units	As appearing under the section 06	

Endorsement Application for Qualification 02		
2. NATIONAL CERTIFICATE IV IN STORE KEEPER		
3. Qualification code: SOC14SQ2L417	Total Number of Credits :165	
4. Purpose of the qualification The holders of the level four qualifications are expected to possess all the relevant knowledge and skills to work as a store manager in related field or Industry. Referred store manager will be qualified to manage people, process and system, in order to ensure goods are received and dispatched appropriately and productivity targets are met.		
5. Regulations for the qualification	National Certificate IV in the Store Keeper will be awarded to those who are competent in unit 1+2+3+4+5+6+14+15+16+17+18+19+20	
6. Schedule of Units		
Unit Title	Unit Title	Code
1	Practice good work ethics	SOC14S1U01V1
2	Personal and workplace hygiene	SOC14S1U02V1
3	Apply safe working practices	SOC14S1U03V1
4	Workplace communication	SOC14S1U04V1
5	Workplace policies and procedures	SOC14S1U05V1
6	Introduction to store keeping	SOC14S1U06V1
7	Receiving materials	SOC14S1U07V1
8	Arranging materials	SOC14S1U08V1
9	Preservation of materials	SOC14S1U09V1
10	Recording	SOC14S1U10V1
11	Issue of materials	SOC14S1U11V1
12	Issue of purchasing requisition	SOC14S1U12V1
13	supervision	SOC14S1U13V1
14	Prepare workplace documents	SOC14S2U01V1
15	Monitor store operations	SOC14S2U02V1

16	Setup layout and ensure efficient space utilization	SOC14S2U03V1
17	Inventory control	SOC14S2U04V1
18	Lead a team or group	SOC14S2U05V1
19	Facilitate people management	SOC14S2U06V1
20	Recruit, select, orient, coach and motivate	SOC14S2U07V1
7. Accreditation requirements	The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.	
8. Recommended sequencing of units	As appearing under the section 06	

UNITS DETAILS

Unit No.	Unit Title	Code	Level	No of credits
1	Practice good work ethics	SOC14S1U01V1	3	3
2	Personal and workplace hygiene	SOC14S1U02V1	3	3
3	Apply safe working practices	SOC14S1U03V1	3	3
4	Effective Workplace communication	SOC14S1U04V1	3	3
5	Workplace policies and procedures	SOC14S1U05V1	3	3
6	Overview of store keeping	SOC14S1U06V1	3	3
7	Receiving materials	SOC14S1U07V1	3	3
8	Arranging materials	SOC14S1U08V1	3	3
9	Preservation of materials	SOC14S1U09V1	3	3
10	Recording	SOC14S1U10V1	3	3
11	Issue of materials	SOC14S1U11V1	3	3
12	Issue of purchasing requisition	SOC14S1U12V1	3	6
13	supervision	SOC14S1U13V1	3	6
14	Prepare workplace documents	SOC14S2U01V1	4	18
15	Monitor store operations	SOC14S2U02V1	4	15
16	Setup layout and ensure efficient space utilization	SOC14S2U03V1	4	15
17	Inventory control	SOC14S2U04V1	4	21
18	Lead a team or group	SOC14S2U05V1	4	15
19	Facilitate people management	SOC14S2U06V1	4	15
20	Recruit, select, orient, coach and motivate	SOC14S2U07V1	4	21

Packaging of National Qualifications:

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

Qualification Code: SOC14SQ1L317

National Certificate IV in Store Keeper will be awarded to those who are competent in units
1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20

Qualification Code: SOC14SQ2L417

Competency Standard for

STORE KEEPING

Unit No	Unit Title
1	Practice good work ethics
2	Personal and workplace hygiene
3	Apply safe working practices
4	Effective Workplace communication
5	Workplace policies and procedures
6	Overview of store keeping
7	Receiving materials
8	Arranging materials
9	Preservation of materials
10	Recording
11	Issue of materials
12	Issue of purchasing requisition
13	supervision
14	Prepare workplace documents
15	Monitor store operations
16	Setup layout and ensure efficient space utilization
17	Inventory control
18	Lead a team or group
19	Facilitate people management
20	Recruit, select, orient, coach and motivate

BRIEF DESCRIPTION OF THE CURRENT AND FUTURE CONDITIONS IN THE SECTOR:

Maldives is a fast-paced country aimed to improve its different sectors. Similarly, there is an equal importance given to advance the small-scale businesses. The introduction of Small and Medium Enterprises (SME) in Maldives is one of the milestones achieved by the country to assist small-scale businesses. The introduction of SME has created a great need for trained locals to work at stores in different levels.

However, the human resources required to deliver this vital service is limited. Therefore, the industry is in a great need to develop a workforce ample to cater the needs in SME as Store keeper.

DESCRIPTION OF THE WORK AND WORKING CONDITIONS:

Store Keeping is a highly demanded area to be developed in Maldives with the introduction of SME. Training in this sector needs to be adapted in line with the modern advancements in order to realize and encourage a competent and up-to-date profession. Programs of recruitment, education and training need to be developed to attract young people in the sector and maintain the necessary skills.

This Course will provide theoretical knowledge to persons with specified practical skill to gain employment in business related fields. Moreover, they will be able to monitor and control store operational activities within the industry or related field.

On completion of the course, the graduates will have developed the skill and knowledge to govern the store and effectively carryout store activities.

STORE KEEPER

Unit 01

UNIT TITLE	Practice good work ethics				
DESCRIPTOR	This unit covers character development, establishing of good work habits and ethics foundational to a successful career				
CODE	SOC14S1U01V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Commitment	1.1. Priorities are made to achieve organizational goals and objectives 1.2. Perseverance and hard work to maintain the set priorities in order to achieve of organizational goals and objectives 1.3. Teachability and eagerness to learn 1.4. Demonstrate creativity in job role
2. Honesty	2.1 Dependable and accountable for cashier operations, stocks, equipment and business resources 2.2 Courage to uphold what is true and admit when mistakes are made
3. Integrity	3.1. Demonstrating an ongoing commitment to do the right thing in every situation. 3.2. Conduct above-board and observe fairness in the course of business
4. Punctuality	4.1. Reporting to duty on time 4.2. Does not go absent without valid reasons 4.3. Adhering to leave application policies
5. Excellence	5.1. Overall striving, at times beyond stated responsibilities, in every aspect of the job, to be the best an individual can be.

Range Statement

Appropriate sources:

- 1.1 Supervisors
- 1.2 Instructors
- 1.3 Team Members
- 1.4 Customers

Resource:

- 3.1 One-on-One Mentorship
- 3.2 Peer-to-peer influence
- 3.3 Online research
- 3.4 Specialty Coffee Maldives literary resources

Protocols:

- 4.1 Organizational goals and objectives
- 4.2 Duty rosters
- 4.3 Cashier operations
- 4.4 Leave application policy
- 4.5 Stock accountability procedures

ASSESSMENT GUIDE

Form of assessment

- Direct Observation
- Peer Survey
- Oral Interview
- Duty Time Card or written daily staff movement record

Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period
- Daily staff movement record can be tabulated at the end of the training period

Critical aspects

It is essential the competencies are fully observed over the course of the training period holistically, and evident that competencies, with emphasis to excellence, have been incorporated in the candidate's value system. This unit may be assessed in conjunction with all units, which form part of the normal job role.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Honesty, integrity and punctuality are fundamental values of any profession• Pursuit of excellence is instrumental to personal development• Principles of accountability in business resources• Right priorities contributing to achievement of organizational goals and objectives will lead to career advancement• Teachability, eagerness to learn, together with hard work and perseverance will spur creativity, resulting in success.	<ul style="list-style-type: none">• Ability to take ownership of organizational goals and objectives• Setting right priorities• Ability to look at the “big picture” and go above and beyond the stated responsibilities when situation calls for• Work hard, Work smart• Asking the right questions• Report for duty on time• Procedures and communication for leave application• Cashier operation• Stock count and record• Admit to failures and mistakes• Creative ideas for job performance and productivity

Unit 02

UNIT TITLE	Personal and Workplace Hygiene				
DESCRIPTOR	This unit covers the knowledge and skills required to observe workplace hygiene procedures in maintaining the personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
CODE	SOC14S1U02V1	Level	3	Credit	3

Range Statement

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe personal grooming, hygiene and personal presentation standards	1.1 Grooming, hygiene and personal presentation practices maintained at professional standard in line with industry norms and organizational procedures. 1.2 Adequate level of personal cleanliness observed throughout the work 1.3 Understanding effects of poor personal hygiene and avoidance in all practices.
2. Following Hygiene procedures	2.1 Workplace hygiene procedures followed, in line with organizational procedures and legal requirements. 2.2 Eating, drinking, smoking, spitting, scratching, or other such behaviors are avoided at all times on the job.
3. Identify and avoid hygiene risks	3.1 Potential hygiene risks are identified in line with organizational procedures and legal requirements. 3.2 Action to minimize and remove risks within individual's scope of responsibilities, compliant to organizational procedures and legal requirements.

Hygiene procedures may include, not limited to:

- Safe and hygienic handling of utensils
- Regular hand washing
- Correct food and beverage storage
- Appropriate cleaning cloths
- Avoidance of cross contamination
- Safe handling and disposal of garbage
- Cleaning and sanitization procedures
- Oral hygiene and personal hygiene
- Regular maintenance of haircut and facial hair, nails
- Ensure report for duty in clean fresh uniform
- Avoidance of touching of hair or scratching at workplace

Hygiene risks may include and not limited to:

- Bacterial and other contamination arising from poor handling of food
- Inappropriate storage of foods
- Storage at incorrect temperatures
- Foods left uncovered
- Poor personal hygiene practices
- Poor work practices
- Vermins and insects
- Airborne dust
- Cross-contamination through inappropriate cleaning practices
- Inappropriate handling of potentially infectious linen
- Contaminated wastes such as blood and body secretions
- Failure to dispose of garbage and contaminated, potentially contaminated wastes

Minimization and/ or removal of risks:

- Auditing staff skills and providing adequate training and refresher training
- Ensuring policies and procedures are strictly followed
- Audits and follow-up action of audits and incidents

Tools, equipment and material used in this unit may include:

- Organisation guidelines to workplace hygiene
- National legal requirements for workplace hygiene
- Organisation guidelines to personal grooming standards
- Organisation Chart for line of communications for report risks beyond individual's
- Cleaning products for hygiene maintenance of industry standards

ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Practical examination
- Practical demonstration
- Direct observation through the training period

Assessment context

- Assessment must reflect and events processes that occur over a period of time.
- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Followed hygiene procedures
- Identified and responded to hygiene risk
- Practiced personal grooming and hygiene

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Typical hygiene and control procedures in the workplace• Overview of legislation and regulation in relation to food handling, personal and general hygiene• Knowledge on factors which contribute to workplace hygiene problems• General hazards in handling of food, linen and laundry and garbage, including major causes of contamination and cross-infection• Sources of and reasons for food poisoning	<ul style="list-style-type: none">• Ability to follow correct hygiene procedures and instructions• Habitual application to and internalization of hygiene principles

Unit 03

UNIT TITLE	Apply Safe Working Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the occupation. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues, and customers.				
CODE	SOC14S1U03V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with store and enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with store and enterprise procedures 2.3 Emergency incidences reported in line with store and enterprise procedures
3. Monitor and maintain a safe work environment	3.1. Implement store policy and procedures with regard to identifying, preventing and reporting potential hazards 3.2. Take prompt action to deal with hazardous events according to store policy 3.3. Investigate unsafe or hazardous events, identify cause, and report inadequacies in risk control measures or resource allocation for risk control to relevant personnel 3.4. Implement and monitor control measures to prevent recurrence and minimize risks of unsafe and hazardous events according to store policy and hierarchy of control 3.5. Handle and store hazardous goods according to store policy regulations 3.6. Maintain equipment according to store policy

	regulations 3.7. Monitor team performance to ensure use of safe manual handling techniques 3.8. Implement store emergency policy and procedures promptly in the event of an emergency
4. Clean the work area	4.1. Cleaning tasks accomplished to enterprise standards 4.2. Proper method for cleaning selected and employed for appropriate task
5. Secure work premises	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures

Range Statement

Procedures included:

- Guidelines for safe handling of store equipment and goods
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning and decontamination procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures
- Basic first aid procedures
- Maintaining safe working procedures

Tools, equipment and material used in this unit may include:

- Relevant Procedure guidelines and manuals

ASSESSMENT GUIDE

Forms of assessment

This may include and not limited to:

- Written Test
- Oral Questions and Answers

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment, which reflects a range of safe working practices. In the case of written test, it should be done in a classroom environment.

Critical aspects (for assessment)

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

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units, which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• General knowledge on safe practices• Communication procedures• Relevant workplace procedures and guidelines	<ul style="list-style-type: none">• Undertake safe manual handling jobs• Competent to follow safety regulations• Competent to work safely with workplace equipment, materials and colleagues

Unit 04

UNIT TITLE	Effective Workplace Communication				
DESCRIPTOR	This unit addresses the need for effective communication in a work environment towards customers, colleagues, and external parties. Selecting the best method of communication appropriate for different situations, identifying and overcoming communication barriers				
CODE	SOC14S1U04V1	Level	3	Credit	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Communication with customers and colleagues	1.1 Effective verbal and non-verbal communication with customers, colleagues and associates, effective delivery of intended messages to advance organizational goals 1.2 Appropriate lines of communications are followed 1.3 Appropriate choice of method for communication with external parties in a range of circumstances 1.4 Respect and honor in work place communication within a team and external parties
2. Effective workplace meetings and discussions	2.1 Participation of relevant meetings and discussions 2.2 Active listening 2.3 Questions asked and responding effectively 2.4 Clear expressions of opinions 2.5 Meeting and discussion outcomes interpreted and implemented correctly
3. Identifying and overcoming barriers to communication	3.1 Identifying cause of breakdown in communications 3.2 Assessment of emotional barriers 3.3 Resolving conflicts and misunderstandings

Range Statement

Internal Procedures and Resource:

- Organizational chart
- Communication guidelines
- Management training session on communications

External literature on:

- Verbal and non-verbal communications
- Emotional Quotient
- Effective workplace communication

ASSESSMENT GUIDE

Competency may be assessed through:

- Written Test
- Direct Observation
- Oral Interview
- Case Study/ Role play

Assessment context

Competencies may be assessed in a workplace for direct observation and in classroom environment for the written test, interview and case study/ role play.

Critical aspects (for assessment)

Assessment requires evidence of competencies in a candidate for the following points:

- Communication could be verbal and non-verbal with all points of business contacts
- Existence of barriers to effective communication and ways to overcome them
- Active listening is an essential component of communication
- Resolving conflicts and misunderstanding
- Ability to communicate effectively over the phone

Assessment conditions

Assessment may be conducted in the work environment over the duration of the training. Case study and role play may be conducted in pairs. Written Test and Oral Interview are to be conducted in a quiet, conducive setting.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Effective communication• Organisation channels of communication• Various methods of communication• Barriers and solutions to communication	<ul style="list-style-type: none">• Active listening skills• Conflict resolution

Unit 05

UNIT TITLE	Workplace Policies and Procedures				
DESCRIPTOR	This unit covers the competence in terms of knowledge and skills required to understand and follow company policies and procedures and applicable legislation together with application of ethics to all activities at work				
CODE	SOC14\$1U05V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow written or spoken policies and procedures	1.1 Relevant written or spoken workplace policies and procedures clearly understood 1.2 Job responsibilities clearly noted and followed 1.3 Work place agreements clearly understood and work consistent with this requirement 1.4 Work place policies and procedures supported by the job role, properly followed 1.5 Relevant work instructions or standard operating procedures sourced 1.6 Relevant work instructions or standard operating procedures correctly interpreted and accurately followed 1.7 Operating instructions for equipment accurately followed 1.8 Clarification sought and obtained from supervisor or another appropriate person when necessary
2. Follow legislative and certification requirements	2.1 Relevant sections of applicable legislation followed as per the procedures or instructions 2.2 Requirements of the relevant industry certification followed as per the procedures or instructions 2.3 Legislative requirements related to employment issues followed 2.4 General requirements for tourism regulations and standards strictly followed as per the procedures or work instructions in line with enterprise procedures 2.5 Legislation pertinent to personnel and administrative procedures followed as per the instructions
3. Work ethically	3.1 Actions within the job description and consistent with the organizational philosophy

Policy and procedures relevant to the work may cover areas:

- Job descriptions
- Workplace agreements
- Duty rosters
- Grievance procedures
- Confidentially requirements
- Appropriate relationship with clients
- Gifts and gratitude
- Administrative system of the workplace including filing, record keeping, workplace programs and time table management system, use of equipment, staff roster
- Standard operational procedures for Receptionist
- Industry certification may be attained for:
 - Hazard Analysis and Critical Control Point (HACCP) or ISO 22000
 - Quality Management System, ISO 9001:2000 or equivalent
 - Environmental Management System, ISO 14000

Tools, equipment and materials required may include:

Materials may include written workplace policies and procedures, hard or soft copies of the applicable legislation, copies of operating procedures or work instructions, quality manuals and procedure manuals etc.

ASSESSMENT GUIDE

Forms of assessment

- Continuous and holistic assessment is suitable for this unit.
- Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment under the normal range of work conditions.

Critical aspects (for assessment)

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

- Following company policies and procedures, within the scope of the work
- Following job responsibilities and agreements
- Interpreting and following work instructions or operating procedures
- Essential requirements of relevant sections of the applicable legislation
- Following applicable legislation
- Essential knowledge of relevant certification requirements
- Following requirements for particular certification
- Applying ethics to all workplace activities
- Maintaining confidentiality at work
- Obtaining clarifications from relevant personnel
- Recognizing and resolving conflicts or referring to appropriate person

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances over the normal range of work activities.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Essential knowledge of the company policies and procedures• Detailed knowledge of the work covered in the job description• Working knowledge of the requirements in the operating procedures or work instructions• Working knowledge of applicable legislation• Working knowledge of applicable certification requirements• Working knowledge of the requirements for working ethically and the consequences of not following these• General knowledge of the consequence of not adhering to workplace agreements and disclosing confidential information	<ul style="list-style-type: none">• Ability to source written policies and procedures• Ability to follow company policies and procedures• Ability to follow job responsibilities• Ability to source and follow operating procedures or work instructions• Competent to work according to applicable legislation• Ability to follow requirements for the certification• Undertake necessary measures to apply ethics at work• Ability to understand requirements and follow workplace agreements• Maintain confidentiality at work

Unit 06

UNIT TITLE	Overview of Store keeping				
DESCRIPTOR	This unit covers the general knowledge of store keeping. The importance of store keeping and its future opportunities.				
CODE	SOC14\$1U06V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Introduction to store keeping	1.1. Meaning and importance of store keeping 1.2. Components of Store Keeping: - warehousing - requisition - inventory and inventory control 1.3 Areas where store keeping is required.
2. Functions of a store keeper	2.1 receipt of goods 2.2 - store requisition 2.3 - store issues 2.4 - counting and grading 2.5 - weighting and classification 2.6 - record keeping 2.7 - Maintaining clean store environment
3. Equipment and facilities	3.1 Types of store equipment 3.2 Uses of storage equipment 3.3 Care of storage equipment and facilities

Range statement

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

The Tools, equipment and material used in this unit may include

- All the relevant tools and equipments for managing risk and duty of care

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task is being undertaken whether individually or in-group

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Locate, interpret and apply information relevant to the requirements of the goods to be moved or Plan layout of storage areas
- Interpret regulations and workplace order requirements
- Follow work instructions, operating procedures and inspection practices to:
 - minimize the risk of injury to self or others
 - prevent damage to goods, equipment and products
- Work effectively with others
- Modify activities to cater for variations in workplace contexts and environment

Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

Resources required for assessment

The following resources should be provided:

- Workplace location
- Material relevant to the proposed activity and tasks

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• workflow in relation to use of goods and materials in store• potential hazards including fire and explosion risk, security issues and operator safety around products to be stored• requirements for minimizing damage to and maintaining contaminant-free unfinished materials goods and completed products• requirements of working with others in a team	<ul style="list-style-type: none">• collect, organize and understand information related to the storage of materials and products, work orders, plans and safety procedures• communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems• plan and organize activities including the preparation and layout of the storage site to avoid any back tracking or work flow interruptions

	<ul style="list-style-type: none">• work with others and in a team by recognizing dependencies and using cooperative approaches to optimize work flow and productivity• use checking and inspection techniques to anticipate movement and storage problems, avoid reworking and avoid wastage• use the limited workplace technology related to storage including inventory systems, tools, equipment and measuring
--	--

Unit 07

UNIT TITLE	Receiving Materials				
DESCRIPTOR	This unit identifies the competence in terms of knowledge and skills required to receive materials/equipment/components/parts/tools in accordingly.				
CODE	SOC14S1U07V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Receive and check materials/components/parts and equipment/tools	1.1. Applicable legislative and organization requirements are complied with 1.2. Materials/components/parts are received in accordance with organization’s regulations 1.3. Materials/components/parts received are checked to ensure they comply with the order 1.4. Equipment and tools required to carry out the process are accessed/obtained in accordance with work plans and organization procedures 1.5. Materials are checked for damage or default.
2. Unpack the materials/components/parts and equipment/ tools	2.1. Materials/components/parts received are unpacked, checked, for storing 2.2. Damaged or incorrectly received materials, components/parts are processed in accordance with organization procedures

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Tools, equipment and material used in this unit may include

All the relevant tools and equipment to perform receiving of store materials

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task are being undertaken whether individually or in-group

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- compliance with relevant legislation, regulations, standards, codes of practice and established safe practices and enterprise policies and procedures for receiving materials
- maintaining a working knowledge of current enterprise inventory procedures
- applying, within authority, the requirements of the job or work role in relation to:
 - receiving and checking the items
 - unpacking received items

Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

Special notes for assessment

Assessment needs reflect the real or simulated work practices.

Resources required for assessment

The following resources should be provided:

- Workplace location
- Tools and equipment appropriate to perform receiving of store materials

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• enterprise supply/replenishment systems and processes for materials, equipment and tools• correct receiving of materials to comply with enterprise and environmental requirements• established communication channels and protocols• problem identification and resolution• procedures for the recording, reporting and maintenance of workplace records and information.	<ul style="list-style-type: none">• apply teamwork to a range of situations• solve problems particularly in teams in order to meet performance indicators• show initiative in adapting to changing work conditions or contexts particularly when working across a variety of work areas• access, interpret and apply information on relevant organization policies, procedures and instructions• manage time when planning, preparing and organizing work priorities• take responsibility for organizing own work priorities.

Unit o8

UNIT TITLE	Arranging Materials				
DESCRIPTOR	This unit identifies the competence in terms of knowledge and skills required to arrange materials/equipment/components/parts/tools in store.				
CODE	SOC14S1Uo8V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Plan and prepare to arrange materials	1.1 Access, interpret and apply material arranging compliance documentation and the ensure work activity is compliant 1.2 Obtain, read, interpret, clarify and confirm work requirements and organize the work activity 1.3 Identify and address potential risks, hazards and environmental issues, and implement control measures 1.4 Select and wear personal protective equipment appropriate for work activities 1.5 Confirm availability and status of necessary permits 1.6 Confirm availability of necessary auxiliary equipment 1.7 Determine and use equipment, tools and communications suitable for the job and the environment 1.8 Prepare storage area for material arrival
2. Arranging materials	2.1 Arrange materials using safe handling techniques 2.2 Provide assistance with crane operations 2.3 Pack and unpack containers 2.4 Check materials identification using audit/identification procedure 2.5 Identify and report faults and take appropriate remedial action within functional responsibility 2.6 Store equipment and cargo safely and securely in the designated location

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Tools, equipment and material used in this unit may include

All the relevant tools and equipment to arrange materials at the store.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task are being undertaken whether individually or in-group

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- locates and applies relevant documentation, policies and procedures
- implements the requirements, procedures and techniques for the safe, effective and efficient completion of arranging materials
- planning and preparing equipment for arranging materials
- implement safe working limits when arranging materials
- assess, interpret and apply information including technical information
- works effectively with others to undertake and complete arranging materials
- identifies remedial action to be taken to deal with errors, omissions and shortages for arranging materials

Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

Special notes for assessment

Assessment needs reflect the real or simulated work practices.

Resources required for assessment

The following resources should be provided:

- Workplace location
- Material relevant to the proposed activity and tasks

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• identifying and complying with store obligations• complying with company and statutory guidelines, procedures and practices• identifying and complying safe lifting and arranging techniques• complying with permit to work system• identifying and complying with operational requirements and principles of equipment	<ul style="list-style-type: none">• Procedures to prepare storage area for material arrival• Procedures to determine and use equipment, tools and communications suitable for the job and the environment• Procedures to identify and report faults and take appropriate actions• Procedures to arrange materials safely and securely

Unit 09

UNIT TITLE	Preservation of Materials				
DESCRIPTOR	This unit identifies the competence in terms of knowledge and skills required to establish and manage procedures for the care, maintenance and preservation of store materials				
CODE	SOC14S1U09V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Review and update maintenance and preservation procedures	1.1 1.1 Assess collection care and maintenance needs of specific collections based on knowledge of requirements for different types of materials 1.2 Ensure that, where applicable, preservation procedures comply with organizational preservation policy 1.3 Review and update policies, systems and procedures for the care, maintenance and preservation of material 1.4 Incorporate organizational priorities and constraints when developing new and revising existing procedures 1.5 Communicate maintenance and preservation procedures to relevant staff
2. Evaluate collection maintenance and preservation procedures	2.1 Instigate systems for the regular monitoring of collection maintenance and preservation procedures 2.2 Monitor procedures to identify aspects that need attention 2.3 Assess the application of safe and secure work practices and act to address problems that arise 2.4 Contribute to monitoring the organization’s collection development and digital preservation policies 2.5 Consult with colleagues on a regular basis to obtain feedback on maintenance and preservation procedures 2.6 Use feedback and outcome of regular monitoring activities to improve procedures

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Tools, equipment and material used in this unit may include

- All the relevant tools and equipment for preservation of store materials

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task is being undertaken whether individually or in-group

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- manage care and maintenance procedures to meet specific collection and organizational needs
- apply an understanding of issues affecting storage, conservation and preservation of materials
- apply organization's collection development policies and procedures, particularly the preservation policy
- monitor procedures for maintaining and preserving collections

Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

Special notes for assessment

Assessment needs reflect the real or simulated work practices.

Resources required for assessment

The following resources should be provided:

- Workplace location
- Material relevant to the proposed activity and tasks

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • strategies for storage, display, preservation and conservation of different types of information materials • risk factors for different types of information materials • nature of cooperative arrangements that exist between information services providers in relation to collection care and maintenance • issues that affect the care, maintenance and preservation of specific types of information materials, both print and electronic • copyright, moral rights and intellectual property issues that affect collection care and management • organisational collection development policies on the care, maintenance and preservation of specific information collections • cultural protocols that impact on collection care and management, including those for Aboriginal or Torres Strait Islander material • purposes and objectives of existing digital preservation policies 	<p>Communication skills to:</p> <ul style="list-style-type: none"> • discuss complex ideas and concepts with others • learning skills to improve work outcomes and personal achievement through regular review of performance indicators in relation to collection maintenance and preservation procedures <p>planning and organising skills to:</p> <ul style="list-style-type: none"> • assess and develop resource strategies for collection care • systematically review policies, systems and procedures for collection care, maintenance and preservation <p>problem-solving skills to:</p> <ul style="list-style-type: none"> • analyse strategic issues, including risk-management challenges • anticipate and respond to a range of problems and challenges that may arise in the context of managing procedures <p>self-management skills to:</p> <ul style="list-style-type: none"> • act as a role model at work • follow workplace procedures • prioritise work tasks • set personal and team goals <p>teamwork skills to:</p> <ul style="list-style-type: none"> • provide leadership • seek feedback from team members on effectiveness of collection maintenance and preservation procedures • work collaboratively with others

Unit 10

UNIT TITLE	Recording				
DESCRIPTOR	This unit identifies the competence in terms of knowledge and skills required to maintain stock record of the store.				
CODE	SOC14S1U10V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Maintain stock	1.1 Store products according to a logical auditable system 1.2 Check stock on a regular basis for dated and slow-moving items and report these to the appropriate person 1.3 Monitor overstocks and stock discrepancies and report these to the appropriate person 1.4 Rotate stock according to organization policies and procedures 1.5 Check for stock deterioration 1.6 Control quality of stock by visual inspection 1.7 Monitor and maintain correct storage conditions 1.8 Report out-of-stock, expired, deteriorated and damaged stock for return and deviations to correct storage conditions to the appropriate person 1.9 Maintain batch traceability 1.10 Maintain location maps
2. Assist in stock-taking procedures	2.1 Check stock lists of all items for stocktaking 2.2 Reconcile actual stock against stock lists 2.3 Count stock and check expiry dates 2.4 Investigate stock discrepancies and report to the appropriate person 2.5 Determine minimum and maximum stock levels and report to the appropriate person
3. Maintain relevant documentation	3.1 Complete and file documentation according to organization policies and procedures 3.2 Reconcile statements and invoices 3.3 Complete and file stock distribution documentation

Range statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Tools, equipment and material used in this unit may include

- All the relevant materials and documents to keep record of the stock.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while tasks are being undertaken whether individually or in-group

Critical aspects (for assessment)

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of situations relevant to the workplace
- Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

Special notes for assessment

Assessment needs reflect the real or simulated work practices.

Resources required for assessment

The following resources should be provided:

- Suitable simulated/real work environment
- Necessary materials and documents related to record keeping

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Basic hygiene and the importance of maintaining a clean working environment and equipment • Basic computer skill • Identification and handling of different materials • routine handling of products and products requiring special handling • Input and access of data relevant to stock control • Principles and procedures of stock control and maintenance • Relevant reference materials • Sources of stock, including non-formulary items • Stock ordering processes • Storage requirements and the rationale for different types of products 	<ul style="list-style-type: none"> • Communicate and interact appropriately with colleagues • Comply with organization record keeping policies and procedures • Enter and access data on store computer system • Identify, maintain and report working stock levels, eg slow moving items, overstocks, discrepancies, out-of-stocks, expired stock and damaged stock and inform appropriate person • Maintain location maps • Maintain stock control documentation • Monitor the quality of stock and storage conditions • Take into account opportunities to address waste minimization, environmental responsibility and sustainable practice issues • Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the organization • Use problem solving skills • Use available resources and prioritize workload

Unit 11

UNIT TITLE	Issue of Materials				
DESCRIPTOR	This unit covers the competence in terms of knowledge and skills required to issue store materials.				
CODE	SOC14S1U11V1	LEVEL	3	CREDIT	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Demonstrate knowledge of issuing materials	1.1. Understand basic rules and regulations of issuing of materials with regard to organizational procedures 1.2. Understand the specimen documents used in issuing of materials
1. Issuing materials	2.1 Materials requisition notes are issued to production departments 2.2 Prepare material returned notes 2.3 Prepare material transfer notes

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Tools, equipment and material used in this unit may include

All the equipment and documents needed to perform issue of materials.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Demonstrate knowledge of issuing materials
- Prepared material returned notes

- Prepared material transfer notes
- Performed issuing of material requisition notes

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements

Special notes for assessment

Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Resources required for assessment

The following resources should be made available:

- Suitable simulated/real work environment
- Equipment and documents necessary to perform issue of materials

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Basic rules and regulations of issuing of materials with regard to organizational procedures• Awareness of specimen documents used in issuing of materials	<ul style="list-style-type: none">• Adapt and modify store activities depending on differing workplace contexts, resources and environment• Prepare relevant and necessary documents for issue of materials

Unit 12

UNIT TITLE	Issue of Purchasing Requisition				
DESCRIPTOR	This unit includes competence in terms of knowledge and skills required to issue purchase requisition.				
CODE	SOC14S1U12V1	LEVEL	3	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Demonstrate the knowledge for issuing purchase requisition	1.1. Analyze organization’s purchasing data and information 1.2. Process of issuing purchase requisition 1.3. Knowledge of purchase requisition
2. Determine stock requirements	2.1 Use business data, forecasting methods and standard measures to calculate required stock levels. 2.2 Determine stock requirements for standard business periods, peak seasons and special events.

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Tools, equipment and material used in this unit may include

All the equipment and documents needed to perform issuing of purchase requisition of a store.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Perform proper use and care of equipment
- Practiced mask de-fogging, pressure equalization, fitting snorkel
- Performed a try-dive
- Presented the knowledge of safety and risks in snorkeling and diving
- Demonstrated swimming with fins, treading water

Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Demonstration with questioning

Resources required for assessment

The following resources must be provided:

- Documents needed to perform issuing of purchase requisition
- Suitable simulated/real workplace

UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• Rules and regulations of issuing of purchase requisition in the organisation• Purchase requisition issuing process• Knowledge of purchase requisition	<ul style="list-style-type: none">• Adapt and modify issuing of purchase requisition depending on differing workplace contexts, resources and environment• Prepare relevant and necessary documents for issue of materials

Unit 13

UNIT TITLE	Supervision				
DESCRIPTOR	This unit includes competence in terms of knowledge and skills required to perform basic supervision at a store.				
CODE	SOC14S1U13V1	LEVEL	3	CREDIT	6

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Communication	1.1 regularly give verbal instructions and carry out verbal instructions from other team members and supervisors 1.2 read and interpret simple workplace documents 1.3 complete written workplace forms and share work-related information with other team members
2 Teamwork	2.1 participate in store teams, working independently to complete own tasks and also support other team members where appropriate 2.2 lead small teams where required in the context of the job role, mentoring and supporting other team members
3 Problem-solving	3.1 demonstrate sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible 3.2 solve a range of an operational store problems individually or in the context of a team structure where, after clarification, existing policies and infrastructure may be applied to source information and resources and develop practical and sustainable solutions
4 Initiative and enterprise	4.1 look for opportunities to do things better and suggest ideas to other team members and supervisors in the context of the job role 4.2 translate ideas into action by positively accepting and adapting to changes in procedures or arrangements at the store level
5 Planning and organizing	5.1 establish and communicate clear goals and deliverables for self and team members in the context of organisational objectives and the current store situation 5.2 coordinate resources to ensure that work is carried out according to timelines and priorities

	5.3 coordinate and implement changes arising from continuous improvement processes
6 Self-management	<p>6.1 understand how a personal job role fits into the context of the wider business values and direction</p> <p>6.2 work within the store culture by practising inclusive behavior</p> <p>6.3 manage personal presentation, hygiene and time</p> <p>6.4 prioritise and complete delegated tasks</p> <p>6.5 maintain own knowledge of the job role</p> <p>6.6 review own performance and actively seek and act on advice and guidance</p>
7 Learning	<p>7.1 identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best</p> <p>7.2 seek opportunities for formal education in the context of a current role or future retail job opportunities</p> <p>7.3 accept opportunities to learn new ways of doing things and share knowledge and skills with other store team members</p>

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Tools, equipment and material used in this unit may include

All the equipment and documents needed to perform supervision at store.

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Performed completing written workplace forms and share work-related information with other team members

- Practiced establishing and communicating clear goals and deliverables for self and team members in the context of organizational objectives and the current store situation
- coordinated resources to ensure that work is carried out according to timelines and priorities
- Presented the knowledge of how a personal job role fits into the context of the wider business values and direction

Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

Resources required for assessment

The following resources must be provided:

- Suitable simulated/real workplace environment
- Relevant materials and documents

UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none">• relationships with team members• knowledge about the job role• prioritise delegated work to ensure completion on time	<ul style="list-style-type: none">• analytical skills to develop strategies to maximise efficiency of input• literacy skills to use written forms of supervision• interpersonal skills to complete consultation to generate effective store activities• planning skills to plan workload with a strong focus on attainment of planned outcomes

Unit 14

UNIT TITLE	Prepare workplace documents				
DESCRIPTOR	This unit covers the competence in terms of knowledge and skills required to prepare workplace documents and forms in accordance with workplace requirements and any applicable regulations/codes including planning and preparing a simple workplace document such as a letter or report, and gathering relevant information enabling the completion of a workplace form.				
CODE	SOC14S2Uo1V1	LEVEL	4	CREDIT	18

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Plan workplace document	1.1 Purpose and audience for the document are identified 1.2 Appropriate format for the document is established to meet workplace requirements 1.3 Relevant information is identified and selected for inclusion in the document
2. Prepare workplace document	2.1 A draft of the document is prepared in accordance with workplace procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary that are appropriate for the reader(s) 2.2 Document is edited and presented in a final version appropriate to the task
3. Complete workplace forms	3.1 Work related form(s) is interpreted to identify information required for its completion 3.2 Required information for completion of form is gathered from relevant sources in accordance with workplace procedures 3.3 Form(s) is completed in accordance with workplace policy and procedures and any applicable regulations and codes

Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

Information/documents may include:

- goods identification numbers and codes

- manifests, picking slips, merchandise transfers, stock requisitions and bar codes
- local and international codes of practice and regulations relevant to workplace activities
- local and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- operations manuals, job specifications and induction documentation
- manufacturers specifications for equipment
- workplace procedures and policies
- supplier and/or client instructions
- dangerous goods declarations and material safety data sheets (where applicable)
- award, enterprise bargaining agreement, other industrial arrangements
- relevant local standards and certification requirements
- quality assurance procedures
- emergency procedures

Documents and forms may include:

- Routine written reports on workplace activities, incidents, meeting outcomes, etc. It may also include the gathering of relevant information and the subsequent completion of the various forms and records falling within the occupational responsibility of the person concerned

Tools, equipment and material used in this unit may include

All the documents and information required to prepare workplace documents

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- the underpinning knowledge and skills

- relevant legislation and workplace procedures
- other relevant aspects of the range statement

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements

Special notes for assessment

Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

Resources required for assessment

The following resources should be made available:

- relevant and appropriate materials and equipment
- applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Local and international codes and regulations relevant to the documents and/or forms being prepared • Workplace procedures and policies for the completion of documents/forms • Problems that may occur when preparing and completing workplace documents and forms and appropriate action that can be taken to resolve the problems • Equipment and materials required for the completion of documents and forms and instructions and precautions for their use • Conventions for sentence construction, grammar, spelling, style and punctuation 	<ul style="list-style-type: none"> • Communicate effectively with others when preparing and completing workplace documents and forms • Read, write and comprehend simple statements in English • Read and interpret instructions, procedures, information and labels relevant to the preparation and completion of workplace documents and forms • Interpret and follow operational instructions and prioritize work • Complete documentation related to work activities • Work collaboratively with others when preparing and completing workplace documents and forms • Adapt appropriately to cultural differences in the workplace, including

<ul style="list-style-type: none">• Format and layout of various documents and forms used in workplace activities	<p>modes of behaviour and interactions with others</p> <ul style="list-style-type: none">• Promptly report and/or rectify any identified problems that may arise when preparing and completing workplace documents and forms in accordance with applicable regulatory requirements and workplace procedures• Monitor work activities in terms of planned schedule• Modify activities depending on differing operational contingencies, risk situations and environments• Apply fatigue management knowledge and techniques• Work systematically with required attention to detail
---	---

Unit 15

UNIT TITLE	Monitor store operations				
DESCRIPTOR	This unit involves the skills and knowledge required to monitor store operations and identify and report issues and possible improvements.				
CODE	SOC14S2U02V1	LEVEL	4	CREDIT	15

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Determine store operational requirements	1.1. Standard operating procedures for store operations are accessed 1.2. Own areas of responsibility and reporting lines for issues outside own scope of authority are determined 1.3. Applicable legislative requirements are identified
2. Identify functions of store operations	2.1 Store operations of receiving, order picking and packing, despatch, stocktaking and replenishment are confirmed 2.2 Different types of documentation required for store operations are used and interpreted 2.3 Flow of goods through the store from the receiving area to despatch is identified 2.4 Characteristics of goods which may have an impact on storage/handling methods and requirements are investigated
3. Use store equipment	3.1 Demonstrating an ongoing commitment to do the right thing in every situation 3.2 Conduct above-board and observe fairness in the course of business
4. Use a range of information technologies employed in a store	4.1. Information technological systems used in the store operations are identified 4.2. Use and impact of data capturing systems used within store operations is analyzed 4.3. Data capturing devices are used to record inventory in a store operation 4.4. The impact of information technology and communication systems used in the store is identified 4.5. Communication system is used to monitor goods and products in a warehouse operation 4.6. Store management systems are used to monitor the flow of inventory in store operations
5. Participate in inventory /stock control procedures	5.1 Overall striving, at times beyond stated responsibilities, in every aspect of the job, to be the best an individual can be.
6. Report on store security	6.1. Store security arrangements are complied with 6.2. Security objectives are determined 6.3. Internal and external security threats and exposures as they relate to warehouses are evaluated 6.4. Measures to improve security arrangements are reported

Range Statement

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

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests

Practical assessment must occur:

- through activities in an appropriately simulated environment, and/or in an appropriate range of situations in the workplace

Critical aspects

It is essential the competencies are fully observed over the course of the training period holistically, and evident that competencies, with emphasis to excellence, have been incorporated in the candidate's value system. This unit may be assessed in conjunction with all units, which form part of the normal job role.

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Organisational policies and procedures, including those pertaining to effective monitoring and reporting of store operations• Principles of operation and functions of inventory systems• Different types of inventory systems and stock management approaches applicable to a range of store styles and sizes to enable the control of stock• Workplace processes for records management and the production of inventory reports	<ul style="list-style-type: none">• Communicate effectively with others when monitoring store operations• Report and record non-compliance issues• Advise recommendations regarding possible improvements to store operations, including measures to improve security arrangements• Read and interpret relevant work requirements, policies, procedures and other information relevant to monitoring store operations

<ul style="list-style-type: none">• Computer records/documentation requirements for stock control, including forms, checklists and inventory reports applicable to the workplace• Housekeeping standards procedures required in the workplace• Range of different warehouse structures/types and applications/functions of store to enable the storage of a range of products and goods• Role and impact of information technology, including record systems, in store operations• Impact of engineered standards on warehouse operations• Store security processes to enable identifying and reporting measures to improve security in the workplace• Software applications commonly used in store operations	<ul style="list-style-type: none">• Complete documentation and provide reports related to monitoring store operations• Use numeracy skills relevant to store operations, including inventory and stock control• Work collaboratively with others, and adapt appropriately to cultural differences in the workplace• Promptly report and/or rectify any identified problems that may occur when monitoring store operations in accordance with applicable regulatory requirements and workplace procedures• Monitor and anticipate operational problems, hazards and risks, including security breaches, and take appropriate action• Modify activities dependent on differing workplace contingencies, situations and environments• Monitor work activities in terms of planned schedule• Interpret and apply relevant regulations and instructions• Adapt own competence in response to any changes in activities when monitoring store operations• Correctly and safely operate relevant equipment, including use of manually operated materials handling equipment, when monitoring store operations• Use appropriate technology, including software and communication systems, to enable the monitoring of goods and products in the workplace
--	--

Unit 16

UNIT TITLE	Setup layout and ensure efficient space utilization				
DESCRIPTOR	This unit involves the skills and knowledge required to Setup store layout and ensure efficient space utilization				
CODE	SOC14S2U03V1	LEVEL	4	CREDIT	15

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Produce store floor layouts	1.1 Confirm planning brief according to client requirements. 1.2 Design floor layouts to scale, indicating all components and how they interact with customers to create a total store image. 1.3 Present plans, including analysis and rationale for layout, safe and effective traffic flow, customer needs, image, ambience and style using both verbal and written reports. 1.4 Ensure plans comply with relevant legislation and regulations.
2. Design fit-outs for new and existing store spaces.	2.1 Accurately measure on-site and existing retail space 2.2 Negotiate business target market, customer demographic, style and desired ambience with client. 2.3 Present rendered visuals of proposed store facades. 2.4 Present fit-out plans for layout, fixtures, fittings and budget. 2.5 Take account of relevant standards, performance benchmarks and specifications.

Range Statement

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

Clients may be:

- internal staff
- external to the organisation.

Plans may include:

- plans drawn by hand
- plans developed using an appropriate computer software design package.

Layout may include:

- departments
- fixtures and fittings
- lighting
- flooring
- accompanying information, including rationale for the store layout, traffic flow, customer needs and image.

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period
- Daily staff movement record can be tabulated at the end of the training period

Critical aspects

- analysis of the position of an existing store in relation to neighbourhood, visibility, accessibility, landscaping, customer profile
- draft retail store plans, including elevations and companion axonometrics, and indicating architectural features, facade, entrance, windows, signage, landscaping
- presentation visuals of store facades
- free-flow and grid layouts showing, including departments, fixtures, fittings, lighting, flooring etc. as appropriate
- an analytical report that includes detailed specifications, fittings and fixtures and promotional locations, with clear justifications.

Assessment conditions

The following resources must be provided:

- Suitable simulated/real workplace environment
- Relevant materials and documents

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• architectural features: interior and exterior• store components, fixtures and fittings• creating store ambience• the relationship between store merchandise range, target markets and store planning• relevant legal and legislative provisions• relevant codes of practice• planning for a safe store environment• sourcing suppliers of store planning materials and equipment• dealing with external and internal groups and teams according to store planning.	<ul style="list-style-type: none">• interpersonal communication skills to:• present plans and negotiate with client through clear and direct communication• ask questions to identify and confirm requirements• use language and concepts appropriate to cultural differences• use and interpret non-verbal communication• produce grid and free-flow plans• produce plans, drawings and specifications• produce presentation visuals• use effective writing and keyboarding skills• demonstrate adherence to safe working practices• analytical and decision-making skills.

Unit 17

UNIT TITLE	Inventory control				
DESCRIPTOR	This unit involves the skills and knowledge required to use inventory systems to organise stock control in accordance with workplace requirements including identifying inventory and stock control systems in use in the workplace, using re-order procedures to maintain stock levels, organising cyclical stock counts, and reporting discrepancies or variances.				
CODE	SOC14S2U04V1	LEVEL	4	CREDIT	21

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify inventory and stock control systems in use in the workplace	1.1 Workplace inventory and stock control equipment, software and systems are identified 1.2 Reasons for common database approach to inventory records and documentation in the warehouse are explained 1.3 Procedures for identification and reporting of discrepancies or variances are identified
2. Use re-order procedures to maintain stock levels	2.1 Stock level maintenance checking is conducted 2.2 Stock is re-ordered to meet stock level maintenance requirements in accordance with workplace policies and procedures 2.3 Data is accurately entered and extracted from the inventory/records system using appropriate workplace procedures
3. Organize cyclical stock counts and report discrepancies or variances	3.1 Process for cyclical stock count is planned and work allocated to team members 3.2 Clear directions on tasks to be performed are given 3.3 Stock take activities are conducted in accordance with workplace procedures 3.4 Types and causes of records discrepancies are identified 3.5 Procedures for noting and correcting minor discrepancies are used 3.6 Major discrepancies are reported in accordance with workplace procedures 3.7 Workplace documentation is completed
4. Produce reports on record keeping and inventory functions	4.1 Types of reports to be produced from inventory records systems are identified 4.2 Reports are produced in accordance with workplace procedures and relevant regulatory requirements

Range Statement

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

Workplaces may comprise:

- large, medium or small worksites

Work may be conducted in:

- limited or restricted spaces
- exposed conditions
- controlled or open environments

Goods may involve:

- special handling, location, storage and/or packaging requirements, including temperature controlled goods and dangerous goods

Inventory systems may be:

- automated
- manual
- paper-based
- computerised
- microfiche

Categories or groups of products/stock may include:

- small parts
- perishable goods
- overseas export
- dangerous goods
- refrigerated products
- temperature controlled stock
- fragile goods

The characteristics of products/stock may include:

- small parts
- toxicity
- flammability
- form
- weight
- size
- state
- perishability
- fragility
- security risk

Labelling systems may include:

- batch code
- bar code
- identification numbering systems
- serial numbers
- symbols for safe handling

Materials needed

Relevant and appropriate materials and/or equipment, and/or applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

- a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
- access to an appropriate range of relevant operational situations in the workplace

Critical aspects

- ability to create, update and produce reports on a product inventory system accurately and within typical workplace time constraints
- knowledge of the role played by inventory systems within the organisation and the wider tourism industry
- ability to make and maintain accurate and multiple product inventory entries that cover the full range of products relevant to the industry sector or organisation
- project or work activities conducted over a period of time so that the management and monitoring aspects of maintaining an inventory can be assessed project or work activities that show the candidates' ability to maintain a product inventory within the context of the particular industry sector in which they are working or seeking work; for those undertaking generic pre-employment training, assessment must cover a range of industry contexts to allow for a broad range of vocational outcomes.
-

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Australian codes and regulations relevant to the organisation of stock control• Relevant environmental protection procedures and guidelines• Workplace procedures and policies for the use of inventory systems to organise stock control	<ul style="list-style-type: none">• Communicate effectively with others when using inventory systems to organise stock control• Read and comprehend simple statements in English• Read and interpret instructions, procedures and labels relevant to the use of inventory

<ul style="list-style-type: none"> • Focus of operation of inventory systems, equipment, management and site operating systems for the control of stock • Principles of operation and functions of inventory systems • Applications of different types of inventory systems and stock management approaches • Workplace processes for records management and the production of inventory reports • Principles of operation and functions of inventory systems • Computer records and documentation requirements for stock control, including forms, checklists and inventory reports • Housekeeping standards procedures required in the workplace • Site layout and obstacles 	<p>systems for the organisation of stock control</p> <ul style="list-style-type: none"> • Complete documentation related to the use of inventory systems to organise stock control • Work collaboratively with others when using inventory systems to organise stock control • Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others • Promptly report and/or rectify any identified problems when using inventory systems to organise stock control in accordance with regulatory requirements and workplace procedures • Implement contingency plans for unplanned events • Modify activities depending on differing operational contingencies, risk situations and environments • Work systematically with required attention to detail without injury to self or others, or damage to goods or equipment • Operate and adapt to differences in equipment in accordance with standard operating procedures • Select and use required personal protective equipment conforming to industry • Select and use relevant communications, computing and office equipment when using inventory systems to organise stock control
--	--

Unit 18

UNIT TITLE	Lead a team or group				
DESCRIPTOR	This unit involves the skills and knowledge required to cover the implementation of people management strategies, plans and processes within the business unit in cooperation with specialist human resources personnel.				
CODE	SOC14S2U05V1	LEVEL	4	CREDIT	15

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1 Participate in team/group planning	1.1 Requirements of a team/group task are identified and clarified in conjunction with other team or group members to ensure appropriate interpretation of specifications and in accordance with enterprise requirements 1.2 Task is interpreted and relevant steps are identified in conjunction with other team/group members to ensure efficient conduct of work to meet specifications and enterprise requirements 1.3 Steps are planned in conjunction with the work of other personnel to allow achievement of practical outcomes according to enterprise and/or manufacturers procedures
2 Manage and develop team/group performance	2.1 Task activities are assigned to team/group members based on their areas of competence and expertise and their availability 2.2 Team/group members are advised on symptoms and effects of fatigue, drugs and alcohol, safe lifting techniques and other Occupational Health and Safety policies 2.3 Performance measures and requirements are agreed upon between team/group members in accordance with enterprise procedures
3 Participate in and facilitate the work team/group	3.1 Work activity is organised and carried out with other involved team/group members and personnel using relevant communication processes to ensure safe, unambiguous and appropriate sequencing of tasks 3.2 Individuals and teams/groups are actively encouraged to take individual and joint responsibility
4 Document and review work team/group tasks	4.1 All necessary documentation related to job planning and progress is completed and recorded in accordance with statutory, manufacturers and enterprise requirements 4.2 The outcomes of the team's/group's task activities are compared with the planned objectives, task instructions and specifications to ensure all requirements have been met

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work

environments and situations that may affect performance.

Work involves:

- completion of workplace activities as a leader of a work team

Work may occur:

- by day or night
- in a variety of work contexts

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period
- Daily staff movement record can be tabulated at the end of the training period

Critical aspects

- the underpinning knowledge and skills
- relevant legislation and workplace procedures
- other relevant aspects of the range statement

Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• Relevant regulatory and code requirements• Relevant environmental protection policies and procedures• Workplace protocols and procedures for leading work teams• Techniques to encourage appropriate participation of team/group members• Coaching and mentoring approaches	<ul style="list-style-type: none">• Communicate effectively with others when leading a work team• Read and interpret instructions, procedures and information relevant to team leadership and team activities• Negotiate and work effectively with team members• Interpret and follow operational instructions and prioritise work

<ul style="list-style-type: none">• Workplace policies and plans including procedures for training and development• Principles, duty of care and obligations within the chains of responsibility in the transport industry• Strategies to implement continuous improvement processes• Typical problems that can occur when leading a work team and related appropriate action that can be taken	<ul style="list-style-type: none">• Complete documentation related to team leadership and team activities• Operate electronic communication equipment to required protocol• Provide leadership and encouragement to team members• Adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others• Promptly report and/or rectify any identified problems that may arise when leading a work team in accordance with regulatory requirements and workplace procedures• Implement contingency plans for unanticipated situations that may arise when leading a work team• Apply precautions and required action to minimise, control or eliminate hazards that may exist during team activities• Plan team activities, including predicting consequences and identifying improvements• Monitor team activities in terms of planned schedule• Modify team activities depending on differing operational contingencies, risk situations and environments• Ensure application of fatigue management knowledge and techniques• Operate and adapt to any differences in language and culture amongst team members• Identify and recommend improvements to services, resource allocation and use• Select and appropriately apply technology, information systems and procedures to complete workplace tasks
--	---

Unit 19

UNIT TITLE	Facilitate people management				
DESCRIPTOR	This unit involves the skills and knowledge required for implementation of people management strategies, plans and processes within the business unit in cooperation with specialist human resources personnel.				
CODE	SOC14S2U06V1	LEVEL	4	CREDIT	15

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Undertake human resource planning	1.1 Human resource needs are determined/reviewed in accordance with the organisation's short- and long-term needs, the anticipated business unit needs and the allocated budget. 1.2 Existing competencies of staff are compared with the needs of the business unit and plans to address shortfalls are developed. 1.3 Alternatives to staffing levels are developed which meet key provisions of the human resource plan. 1.4 Staff are recruited, selected and separated in accordance with business needs. 1.5 Organisational strategy is translated into performance goals and objectives.
2. Manage the performance of individuals	2.1 Performance management criteria are linked to business unit, strategic and operational goals, are identified in accordance with the organisation's performance management system and agreed in consultation with staff. 2.2 Performance requirements are confirmed with staff and performance management processes are applied in accordance with the performance management system. 2.3 Performance management processes are equitable and implemented in accordance with legislative requirements, and organisational policy and practices. 2.4 Performance management/appraisal meetings, interviews and discussions are conducted within the principles of industrial democracy and participative, consultative processes. 2.5 Outstanding performance and performance below agreed standards are identified and <i>responded</i> to in a constructive and timely manner, in accordance with organisational policy and practices to maximise the effectiveness of workplace performance. 2.6 Staff are motivated to improve their work performance through regular feedback, reflecting and acting on workplace experiences, coaching and mentoring arrangements, and through organisational reward and recognition strategies where these exist.
3. Manage learning and development	3.1 Performance improvement strategies are developed that identify current learning needs and anticipate future requirements. 3.2 Areas identified for improvement are addressed through selection and implementation of learning and development strategies to suit a diverse workforce. 3.3 Information about learning and development activities is promoted to staff. 3.4 Learning and development are managed equitably to maximise outcomes for the organisation and individuals.

4. Manage grievance procedures	<p>4.1 Grievances and complaints are managed promptly and in a manner which optimises the likelihood of a positive outcome.</p> <p>4.2 Individuals rights and obligations under industrial awards/agreements and legislation are documented and communicated in a clear and concise manner.</p> <p>4.3 Meetings and interviews are conducted within the principles of industrial democracy and participative, consultative processes.</p>
5. Counsel employees	<p>5.1 Counselling is offered to support employees in relation to work difficulties, career aspirations and personal difficulties.</p> <p>5.2 Techniques and counselling style are chosen that are appropriate to the situation and cater for a diverse workforce base.</p> <p>5.3 Active listening skills are applied to formulate responses to employees.</p> <p>5.4 Referrals to appropriate support professionals and agencies are made to facilitate employee performance and well-being.</p> <p>5.5 Outcomes are documented and employee confidentiality is maintained in accordance with organisational requirements.</p>
6. Manage employee rehabilitation	<p>6.1 Establishment of a return to work program is coordinated for an injured employee in consultation with the employee and a rehabilitation specialist.</p> <p>6.2 A system is established to monitor the return to work program.</p> <p>6.3 Injured employee is effectively engaged through all parts of the return to work program.</p> <p>6.4 Records of the work program are maintained in accordance with organisational policy and legislative requirements.</p>

Range Statement

The Range Statement provides information about the context in which the unit of competency is carried out.

Recruitment and selection processes may include

- Separation of staff may include
- transfer
- termination
- redeployment

Performance management refers to

- planning and review of the on-the-job performance of individuals and groups of employees

Performance requirements may include

- performance expectations
- explicit standards for performance of tasks
- performance targets and timeframes
- role responsibilities
- goals
- strategies

- measures
- performance agreements
- finding a work-life balance

Performance management processes may include:

- planning
- measurement
- reviews and appraisals
- monitoring
- evaluation
- feedback

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when facilitating people management, including coping with difficulties, irregularities and breakdowns in routine
- effective people management strategies in a range of (3 or more) contexts (or occasions, over time)

Critical aspects

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit
- effective people management strategies in a range of (3 or more) contexts (or occasions, over time)

Assessment conditions

- people management procedures, protocols and guidelines
- legislation relating to people management in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when facilitating people management in the public sector

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • performance management processes • recruitment, selection and induction procedures • range of training and development strategies • principles of adult learning • range of facilitation techniques • development needs analysis techniques • the concept of rehabilitation • grievance procedures • counselling techniques • employee assistance services • organisational goals, policies and procedures • the concept of diversity and its integration within and across all human resource and management functions and areas • equal employment opportunity, equity and diversity principles • the relationship between effective human resource functions and the attainment of business unit objectives • knowledge of the organisation's career and human resource development strategies, programs and plans • conflict and grievance resolution strategies • jurisdictional legislation applicable to management and human resource management functions 	<ul style="list-style-type: none"> • facilitating learning, coaching and mentoring • negotiating and counselling • undertaking conflict and grievance resolution • using a variety of words and language structures to explain complex ideas to different audiences • preparing written advice and reports requiring reasoning and precision of expression • engaging in discussion using exchanges of complex oral information • responding to diversity, including gender and disability

Unit 20

UNIT TITLE	Recruit, select and induct staff				
DESCRIPTOR	This unit involves the skills and knowledge required to execute tasks associated with the recruitment cycle.				
CODE	SOC14S2U07V1	LEVEL	4	CREDIT	21

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Determine job descriptions	1.1 Clarify time lines and requirement for appointment 1.2 Assist with preparation of job descriptions which accurately reflect the role requirements in accordance with organisational procedures and legislation, codes and national standards and occupational health and safety (OHS) considerations 1.3 Consult with relevant personnel about job descriptions 1.4 Ensure that job descriptions do not contravene legislative requirements 1.5 Obtain approvals to advertise position
2. Plan for selection	2.1 Advertise vacancies for staffing requirements in accordance with organisational policies and procedures 2.2 Consult with relevant personnel to convene selection panel and to develop interview questions 2.3 Short list applicants 2.4 Ensure that interview questions do not breach legislative requirements 2.5 Schedule interviews and advise relevant personnel of times, dates and venues
3. Assess and select applicants	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct any biases or deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Complete all necessary documentation in accordance with organisational procedures 3.8. Secure agreement of preferred candidate

4. Appoint and induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise managers and staff of starting date and make necessary administrative arrangements for pay and employee record keeping 4.3 Advise manager and work team of new appointment 4.4 Arrange induction in accordance with organisational policy
--	---

Range Statement

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

ASSESSMENT GUIDE

Form of assessment

- analysis of responses to case studies and scenarios
- assessment of written reports on recruitment and selection
- demonstration of selection techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- observation of interviewing techniques
- review of advertisements for staffing vacancies
- review of documentation provided to successful candidate
- oral or written questioning to assess knowledge of selection processes.

Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period

Critical aspects

- demonstrated ability to work with job descriptions to source and select suitable staff
- interviewing and other selection techniques that demonstrate awareness of equal opportunity and anti-discrimination requirements
- knowledge of the human resource life cycle

Assessment conditions

- Suitable simulated/real workplace environment
- Relevant materials and documents

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none">• documentation required for recruitment and selection• human resource functions, human resource life cycle and the place of recruitment and selection in that life cycle• principles of equity, diversity and relevant legislation.• range of interviewing techniques and other selection processes and their application.	<ul style="list-style-type: none">• communication skills to use networks to source suitable applicants, to listen to and understand what is being said in interviews, and to advise on the outcomes of the selection process• literacy skills to work with job descriptions to devise suitable questions for interviews, to prepare letters for unsuccessful applicants and to make job offers• organising and scheduling skills to arrange interviews and venues.