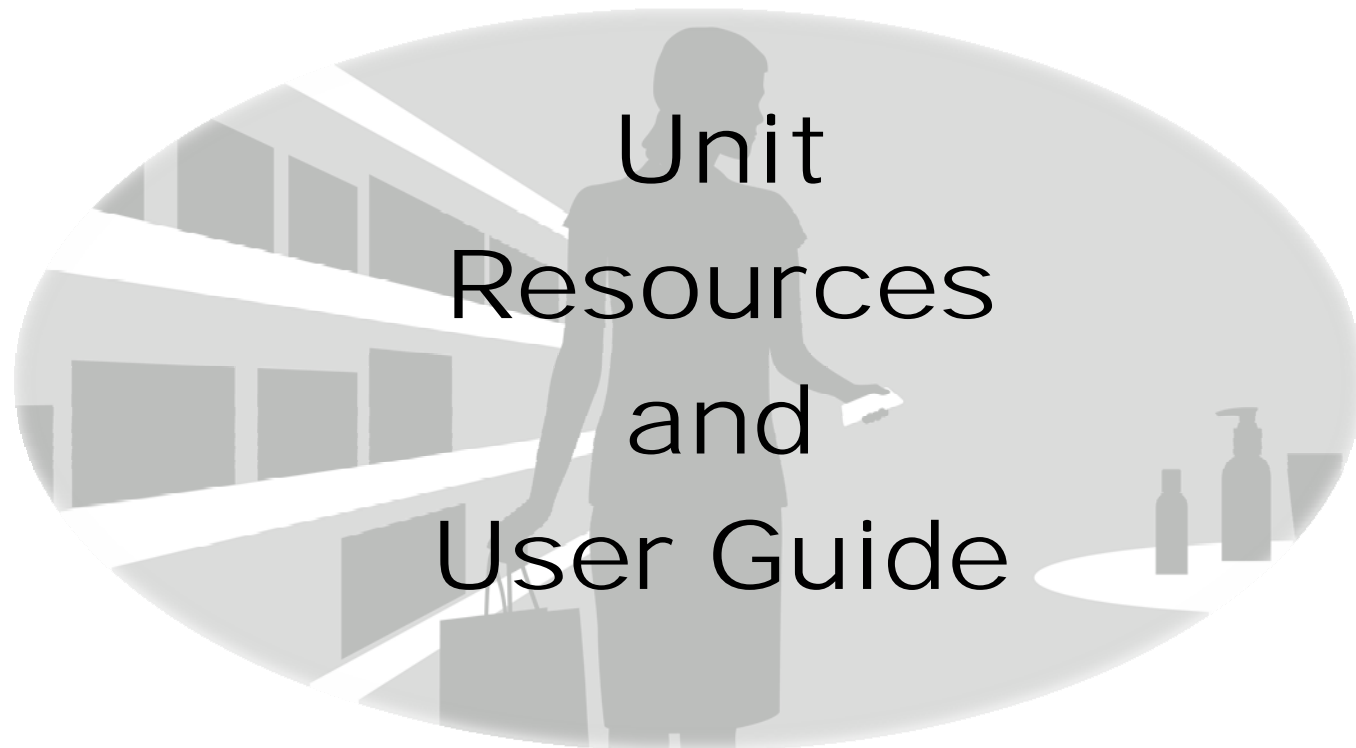


SIR - Retail Services Training Package

SIR10116—Cert. 1 in Retail Services

SIR20216—Cert. 2 in Retail Services

SIR30216—Cert. 3 in Retail



Unit
Resources
and
User Guide



LANE

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIR10116—Cert. 1 in Retail Services

SIR20216—Cert. 2 in Retail Services

SIR30216—Cert. 3 in Retail

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

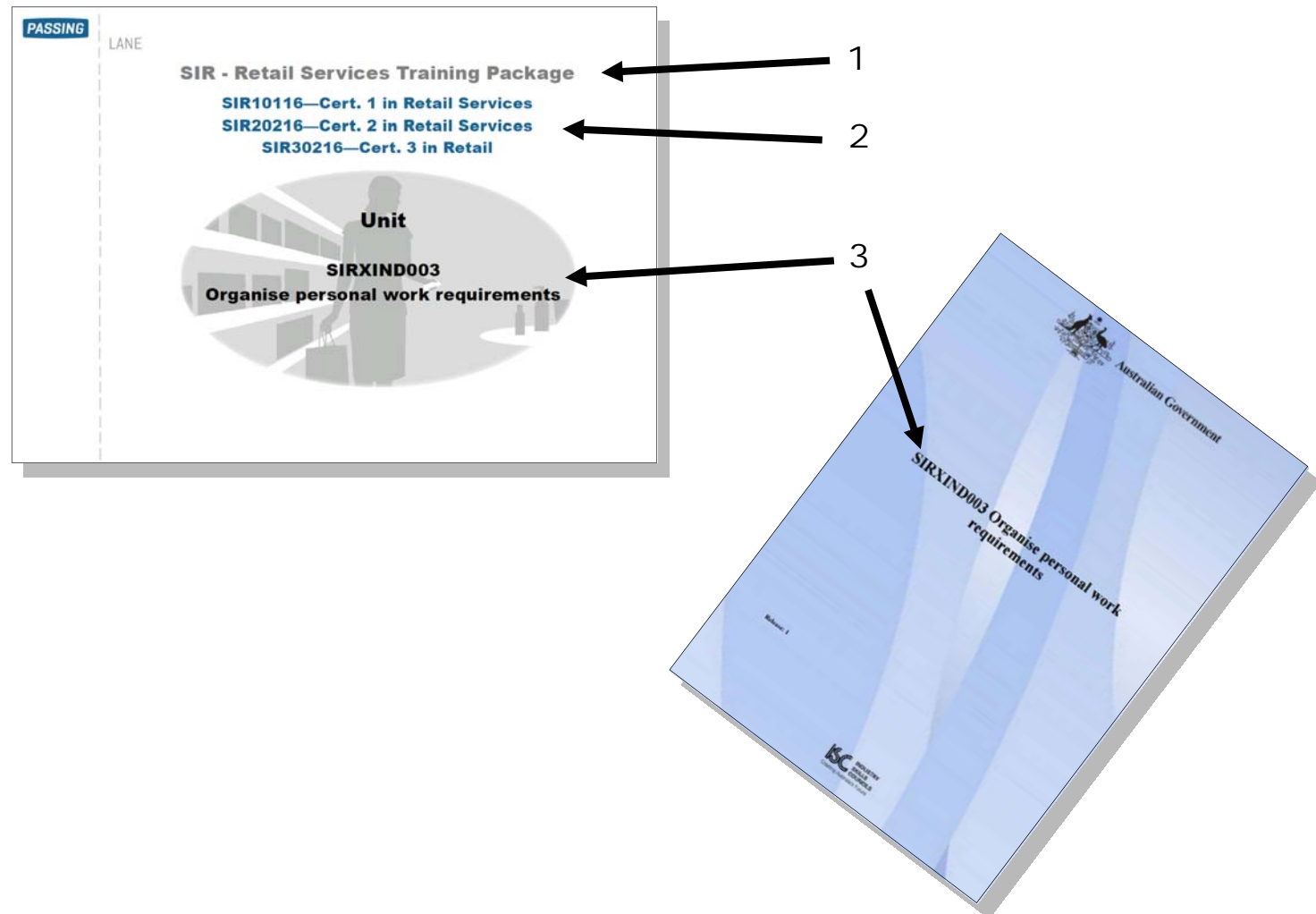
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



If your institution purchased the materials on DVD, it is recommended that the master DVD be copied on to a network and/or a teacher's notebook computer and the master DVD then stored in a secure location.

MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING LANE SIRXIND003 - Organise personal work requirements Page 8

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SIRXIND003 - ORGANISE PERSONAL WORK REQUIREMENTS

ELEMENT	PERFORMANCE CRITERIA
1. Identify personal work requirements	1.1 Identify allocated tasks for completion and seek advice to clarify workplace instructions as required 1.2 Plan and organise daily work activities within scope of responsibility 1.3 Access and follow organisational procedures relating to tasks 1.4 Break down tasks into manageable components for completion
2. Complete personal work requirements	2.1 Prioritise tasks according to organisational procedures. 2.2 Complete tasks within specified timelines and to required quality standard
3 Draft written information	3.1 Identify changes to personal work requirements and reprioritise tasks. 3.2 Seek assistance from relevant personnel to confirm change in priorities. 3.3 Communicate changes impacting current task completion to relevant personnel

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

Teacher/Trainer Manual
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SIRXIND003 Organise personal work requirements Date this document was generated: 31 March 2016

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify personal work requirements.	1.1 Identify allocated tasks for completion and seek advice to clarify workplace instructions as required. 1.2 Plan and organise daily work activities within scope of responsibility. 1.3 Access and follow organisational procedures relating to tasks. 1.4 Break down tasks into manageable components for completion.
2. Complete personal work requirements.	2.1 Prioritise tasks according to organisational procedures. 2.2 Complete tasks within specified timelines and to required quality standard.
3. Respond to changes in personal work requirements.	3.1 Identify changes to personal work requirements and reprioritise tasks. 3.2 Seek assistance from relevant personnel to confirm change in priorities. 3.3 Communicate changes impacting current task completion to relevant personnel.

Foundation Skills

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

Reading skills to:

- interpret plain English documents that outline procedures relating to personal work requirements.

Numeracy skills to:

- calculate estimated time to complete tasks.

Self-management skills to:

- manage own speed, timing and productivity.

Unit Mapping Information

No equivalent unit.

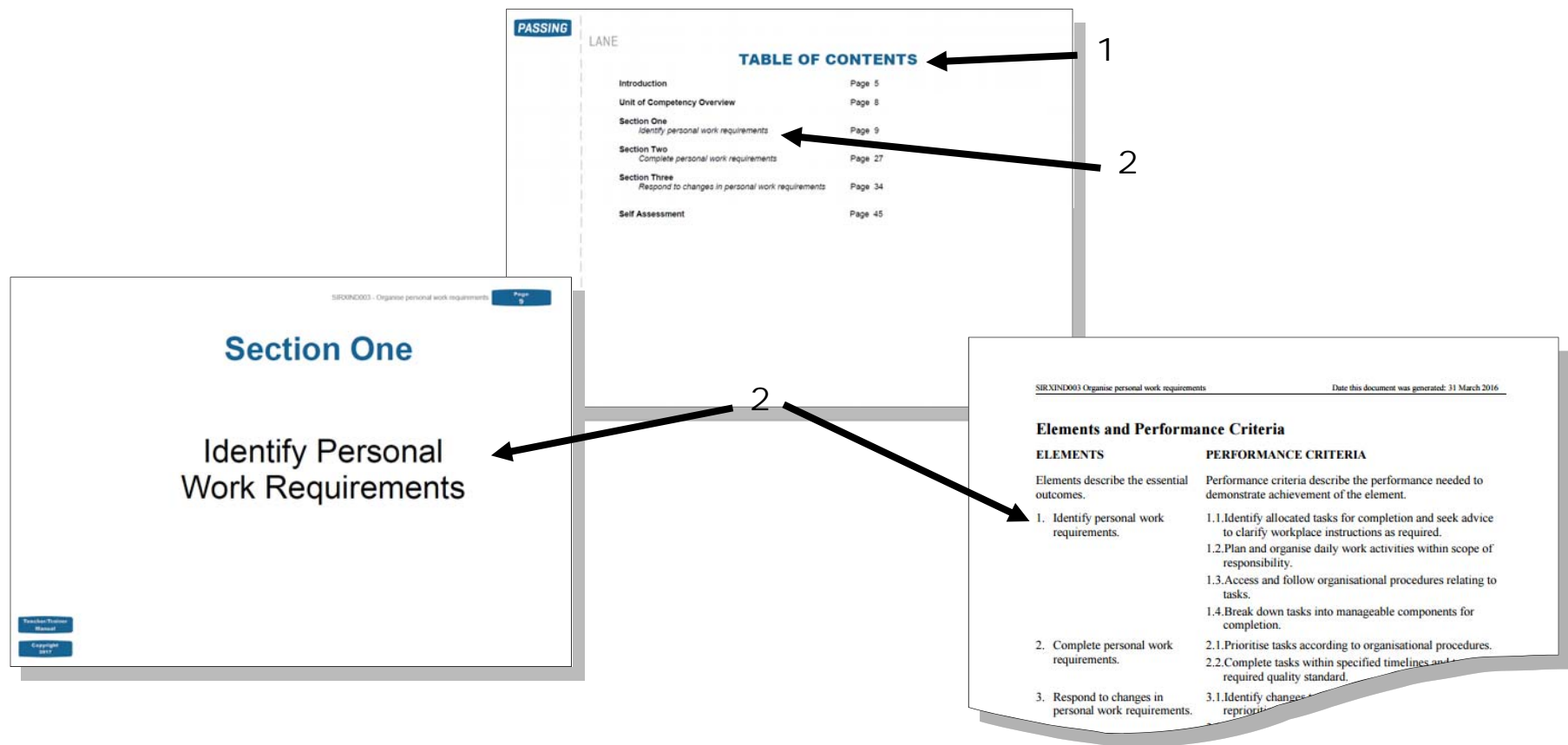
Approved
© Commonwealth of Australia, 2016

Page 3 of 4
Service Skills Australia

MATERIALS CONTENT—CONT'D

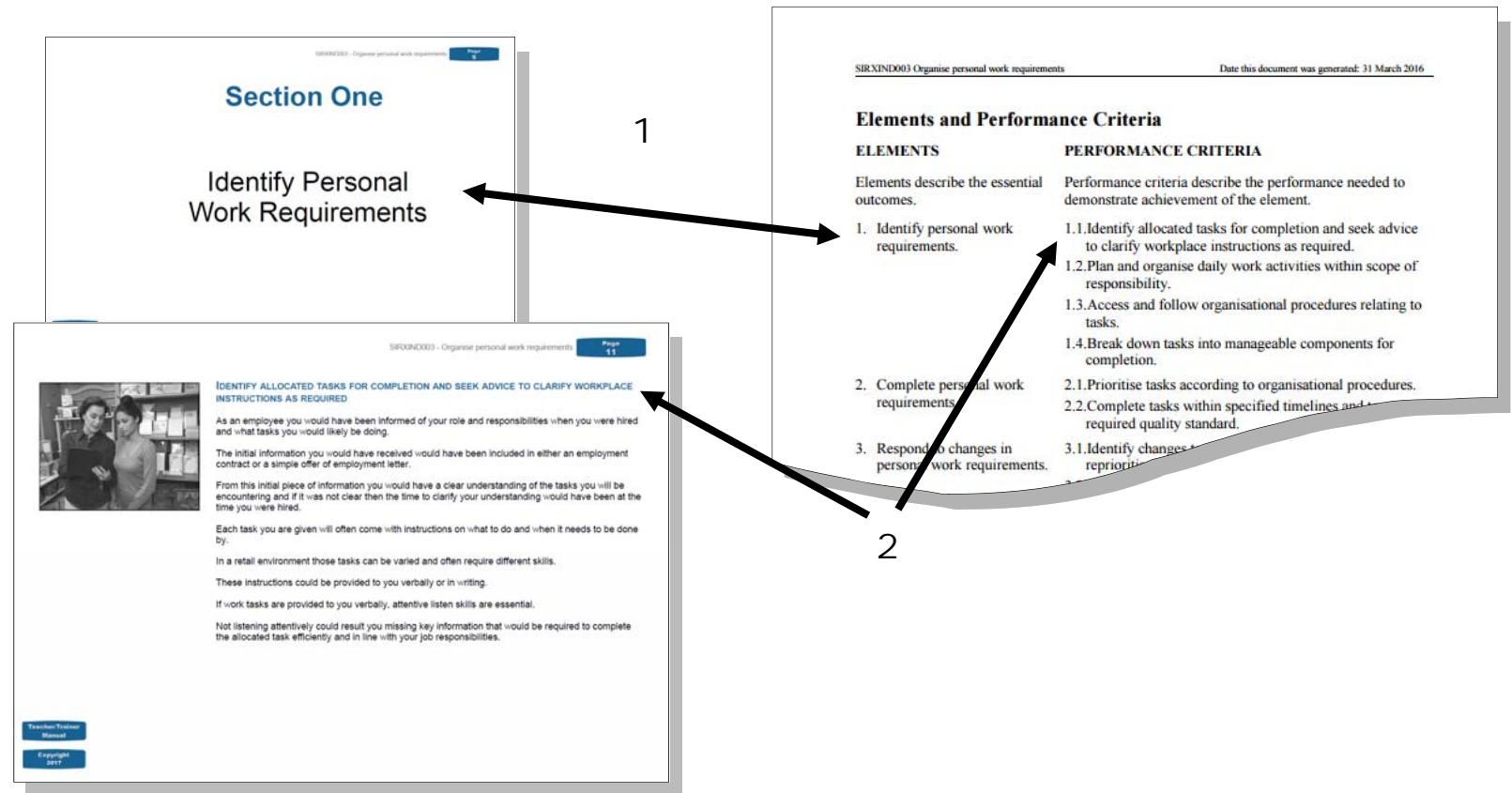
The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.



MATERIALS CONTENT—CONT'D

In each section 1) the content is broken down into sub-sections and the titles for each sub-section is the same as the 2) 'Element's' 'Performance Criteria'.



The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.

**Learning
Activity**



BSBWOR301 Organise Personal Work Priorities and Development Page 57

Learning Activity

Question

LEARNING ACTIVITY ONE

Why is it important to report variations in quality of products or services to appropriate people in the workplace – in particular those variations for which you as an employee are responsible?

Identify one or more people in a workplace to whom it would be appropriate to report such variations.

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning
Activity**

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

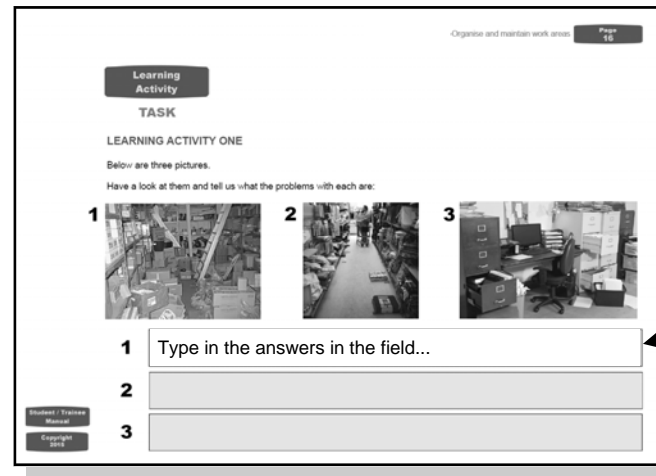
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a web-based learning activity interface. At the top, it says 'Organise and maintain work areas' and 'Page 13'. Below this is a 'Learning Activity' section with a 'TASK' heading. The task is 'LEARNING ACTIVITY ONE' and asks the user to 'Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer and papers. Below each image is a text input field. The first field is highlighted with a blue border and contains the placeholder text 'Type in the answers in the field...'. An arrow points to this field. The second and third fields are empty. At the bottom left, there are buttons for 'Student / Trainee Manual' and 'Complete Form'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

Organise and maintain work areas Page 23

Learning Activity

Question

LEARNING ACTIVITY THREE

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

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The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

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The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

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However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.