**Title:** Minimise Theft

**Unit Code:** WRRLP2B

This unit encompasses the competencies required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers/terminals and keys.

### HSC Requirements and Advice

**Unit Descriptor:**

- Loss Prevention

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<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
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</thead>
</table>
| 1 Apply routine store security | 1.1 Store security systems and procedures applied according to store policy. | Knowledge and skills are essential to apply this unit of competency in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

  **Knowledge of:**
  - Store policies and procedures, in regard to:
    - security
    - checking customers’ bags and purchases
    - reporting problems and faults.
  - Relevant legislation and statutory requirements, particularly in regard to checking customers’ bags and purchases
  - Trade Practices Act and Fair Trading Acts
  - Store merchandising system Security procedures relating to cash and non-cash transactions
  - Location and operation of store security equipment
  - Reporting procedures for external/internal theft or suspicious circumstances

| 1.2 Cash handled and secured according to store policy. | | | The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program. |
| 1.3 Suspect behaviour by customers observed and dealt with according to store policy. | | | **Critical Aspects of Evidence**

  Competency in this unit requires evidence that the candidate:
  - Consistently applies store policies and procedures and industry codes of practice, in regard to store security and theft prevention in a range of contexts and situations.
  - Consistently applies store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel.
  - Monitors stock, work area, customers and staff to minimise opportunities for theft.

| 1.4 Internal and external theft dealt with according to store policy. | | | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:

  - a range of store security systems and procedures
  - types of security technology – eg mirrors, alarm systems, video surveillance, security tags
  - monitoring stock/stock shrinkage
  - risk minimisation
  - secure handling of cash and change
  - credit card procedures/checks
  - cheques
  - procedures for reporting/dealing with suspected theft
  - legislative and statutory requirements including legal rights of customers and staff – relevant acts and regulations

| 1.5 Products and equipment stored in a secure manner. | | | **Key terms and concepts**

  - security system
  - external theft
  - internal theft
  - vendor theft
  - stock shrinkage
  - codes of practice
  - legal rights of customers and staff

<p>| 2 Minimise theft | 2.1 Appropriate action taken to minimise theft by applying store procedures. | | |
| 2.2 Merchandise matched to correct price tags. | | | |
| 2.3 Surveillance of merchandise maintained according to store policy and legislative requirements. | | | |
| 2.4 Customers’ bags checked as required at point of sale according to store policy and legislative requirements. | | | |</p>
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<th>Evidence Requirements</th>
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<tbody>
<tr>
<td>2.5 Security of cash, cash register and keys maintained according to store policy.</td>
<td></td>
<td>Skills in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.</td>
<td></td>
<td>- Literacy and numeracy skills in:</td>
<td></td>
<td></td>
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<tr>
<td>2.7 Suspected or potential thieves dealt with according to store policy and procedures.</td>
<td></td>
<td>- recording of stolen items</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reporting of theft</td>
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</table>
RANGE OF VARIABLES

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on work contexts.

The following variables may include but are not limited to:

- **Store policies and procedures in regard to:**
  - security
  - surveillance of merchandise
- **Security procedures may deal with:**
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
  - armed hold-up
- **Security equipment may include:**
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas
- **Legal requirements may include:**
  - privacy/confidentiality laws
  - Trade Practices and Fair Trading Acts
  - consumer law
  - property offences
  - credit laws
  - reporting procedures
  - criminal law
### Context of Assessment

#### Assessment Process
For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance. It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

#### Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP2B can be assessed with the following units:
- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRRI1B Perform stock control procedures
- WRRF1B Balance the register/terminal

#### Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context or a simulated work environment. Evidence might include:
- observation of the person in the workplace
- a simulated work environment
- third party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

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### Related learning for the HSC

Delivery of this unit may be integrated with other units including:
- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRRI1B Perform stock control procedures
- WRRF1B Balance register/terminal

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:
- Legal Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
**Resources Required**
- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- Relevant security equipment
- Point of sale equipment

**Resources that may be used in training and assessment for this unit:**
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
  - Module RET 008 – Minimise Theft
- National Retail Training Materials – Learners Guide – Minimise Theft
- National Retail Training Materials – Guide to Assessment Activities
- Store manuals
- Acts and Regulations
- Industry Codes of Practice
- Materials developed by Registered Training Organisations
- Various commercially produced materials
Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
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<tbody>
<tr>
<td>How can communication of ideas and information be</td>
<td>Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>applied?</td>
<td></td>
<td></td>
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<tr>
<td>How can information be collected, analysed and</td>
<td>Information of security systems needs to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>organised?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Checking customer bags may require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when identifying suspect customer behaviour.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may not be required in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>be applied?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving may be required when dealing with theft.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Use of technology may be required when reporting and recording theft.</td>
<td>1</td>
</tr>
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