<table>
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<tr>
<th>Training Package</th>
<th>Retail</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Balance the Register/Terminal</td>
</tr>
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<td><strong>Unit Code</strong></td>
<td>WRRF.1A</td>
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<tr>
<th><strong>HSC Requirements and Advice</strong></th>
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*Retail Curriculum Framework*  
*WRRF.1A*
## Training Package: Retail Curriculum Framework
### Balance the Register/Terminal

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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>
</tr>
</thead>
<tbody>
<tr>
<td>F.1.1 Remove Takings from Register/ Terminal</td>
<td>• Register/terminal balance performed at designated times according to store policy and procedures. • Cash float separated from takings prior to balancing procedure and secured according to store policy. • Change supplied to register/terminal according to store policy. • Register/terminal reading or print out accurately determined. • Cash and non-cash documents removed and transported according to store security policies and procedures.</td>
<td>The following knowledge, understanding and skills are essential to perform work to the required standard in this unit. Operational knowledge of store policies and procedures, in regard to: • register/terminal balance • cash and non-cash transactions security • cash float • change required and denomination of change • operation of equipment used at register/terminal. Knowledge of cash and non cash handling procedures, including: • opening and closing point of sale terminal • clearance of terminal and transference of tender • maintenance of cash float • counting cash • calculating non-cash documents • balancing point of sale terminal</td>
<td>Critical Aspects of Evidence Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit: • operating register/terminal equipment according to manufacturers’ instructions and store policy • consistently applying store policies and procedures in regard to handling cash and removing takings from register/terminal • consistently applying store policies and procedures in regard to reading registers and recording information • processing documentation/records responsibly and according to store policies and procedures.</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to: • cash register – manual and electronic • cash float procedures • non cash transactions – credit cards, cheques, lay-by, refunds • reconcile cash and non cash documents - cash counted accurately • balancing a register/terminal – cash counted accurately • general store policies and procedures in regard to security at point of sale</td>
</tr>
</tbody>
</table>

**Key terms and concepts**
- cash float
- non cash transactions
- cash denominations
- balance
- reconciliation
- cheques
- credit cards
- hire purchase
- store accounts
### Title: Balance the Register/Terminal

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| F.1.2 Reconcile Takings | • Cash counted accurately.  
• Non-cash documents calculated accurately.  
• Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.  
• Records for store and individual department takings recorded accurately and according to store policy. | • recording takings  
• security of cash and non-cash transactions  
• change required and denominations of change  
• EFTPOS/credit cards  
• gifts vouchers/lay by  
• credits and returns  
• Operational skills and techniques in completing tasks to a set time frame  
• Literacy skills in regard to interpreting documentation  
• Numeracy skills in regard to counting cash, calculating non-cash transactions and reporting on takings. | |

### Range of Variables

The range of variables statement provides details of the scope of the elements and performance criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The range of variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:
- Store policies and procedures in regard to register/terminal balance.
- Store policies and procedures in regard to security.
- Size, type and location of store.
- Level of responsibility.
- Resources required to complete task.
- Types of equipment/systems used.
- Register/terminals may be manual or electronic.
- Non-cash transactions may include but are not limited to:
  - credit cards
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (COD)
  - customer refunds
  - customer credit ratings
- Register/terminals may be cleared by operator or by specialist staff at intervals during or at close of trading.
<table>
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<th>Balance the Register/Terminal</th>
<th>HSC Indicative Hours:</th>
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</thead>
<tbody>
<tr>
<td>Method and Context of Assessment</td>
<td>This section should be read in conjunction with the Qualifications, Section 3.4 and the Assessment Guidelines, Section 3 of the National Retail Training Package.</td>
<td>15</td>
</tr>
</tbody>
</table>

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time that is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. the practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

**Unit Assessment**

Evidence is most relevant when provided through a holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for F.1: Balance the Register/Terminal, the candidate will demonstrate the ability to use and balance a register or terminal according to store policy and procedures.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.
Title: **Balance the Register/Terminal**

**Interdependent Assessment of Units (Integrated Competency Assessment)**

The pattern and selection of units of competency for the Certificate II in Retail Operations are set out in the Qualifications, Section 3.4 of the *National Retail Training Package*.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of inter-related units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of inter-related units of competency.

Unit F.1: **Balance the Register/Terminal** is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

- CS.2: Apply Point of Sale Handling Procedures
- LP.2: Minimise Theft
- CS.3: Interact With Customers
- I.1: Perform Stock Control Procedures

Each Integrated Competency Assessment activity is based on a theme that focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in Phase B has been completed the candidate will undertake an Integrated Competency Assessment based on the theme: **Protecting the Store Against Loss**.

The Integrated Competency Assessment activity will require the candidate to:
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit F.1: **Balance the Register/Terminal** that are critical to the theme of **Protecting the Store Against Loss** including customers, money and/or stock.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase B.

Integrated Competency Assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.

<table>
<thead>
<tr>
<th>Related learning for the HSC</th>
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<tbody>
<tr>
<td>Delivery of this unit may be integrated with other units including:</td>
</tr>
<tr>
<td>WRRLP.2: Minimise Theft</td>
</tr>
<tr>
<td>WRRCS.2: Apply Point of Sale Handling Procedures</td>
</tr>
<tr>
<td>WRRCS.3: Interact With Customers</td>
</tr>
<tr>
<td>WRRI.1: Perform Stock Control Procedures</td>
</tr>
<tr>
<td>and with other related units in Phases A and C.</td>
</tr>
</tbody>
</table>

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

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Balance the Register/Terminal

Resource Implications
This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to store policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
  - financial transaction dockets/slips/invoices
  - sample debit, credit and cash vouchers
  - recording/tally sheets
  - store policy and procedure manuals in regard to register/terminal balance
- register/terminal and related equipment
- qualified workplace assessor.

Key Competencies

<table>
<thead>
<tr>
<th>Collect, Analyse, and Organise Information</th>
<th>Communicate Ideas and Information</th>
<th>Plan and Organise Activities</th>
<th>Work with Others and in Teams</th>
<th>Use Mathematical Ideas and Techniques</th>
<th>Solve Problems</th>
<th>Use Technology</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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HSC Indicative Hours: 15

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 012 – Balance the Register/Terminal
- National Retail Training Materials – Learners Guide – Balance the Register/Terminal
- National Retail Training Materials – Guide to Assessment Activities
- Materials developed by Registered Training Organisations
- Store policy and procedure manuals
- Various commercially produced materials