Retail
Curriculum Framework
Stage 6 Syllabus
Part B
for implementation from 2000

Retail Operations (240 indicative hours)
Retail Operations (120 indicative hours)
Retail Operations – General Selling (60 indicative hours)
Retail Operations – Fresh Food Selling (60 indicative hours)
Retail Operations – Clerical Administrative (60 indicative hours)

1999
Acknowledgement

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The Retail Curriculum Framework

The Retail Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in Retail under the Australian Qualifications Framework. The framework is based on the national Retail Training Package.

This industry curriculum framework incorporates all Higher School Certificate Retail VET courses including:
- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations on behalf of schools or TAFE colleges.

This document, Part B of the Retail Curriculum Framework Stage 6 Syllabus, contains the text of the units of competency from the Retail Training Package that comprise Phase A, Phase B and Phase C1 of the AQF Certificate II in Retail Operations. Each unit of competency is accompanied by HSC Requirements and Advice. Part A of this syllabus contains general advice about the Retail Curriculum Framework and describes course structures and requirements, including work placement. Part A should be used as the first point of reference when planning the implementation of VET courses for the HSC.
## Retail Curriculum Framework – Units of Competency Contained in Part B

This document contains the following units of competency together with HSC Requirements and Advice for each unit.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Code</th>
<th>Phase</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WRRCS.1A</td>
<td>A</td>
<td>Communicate in the Workplace ##</td>
</tr>
<tr>
<td></td>
<td>WRRER.1A</td>
<td>A</td>
<td>Work Effectively in a Retail Environment</td>
</tr>
<tr>
<td></td>
<td>WRRLP.1A</td>
<td>A</td>
<td>Apply Safe Work Practices</td>
</tr>
<tr>
<td></td>
<td>WRRM.2A</td>
<td>A</td>
<td>Perform Routine Housekeeping Activities</td>
</tr>
<tr>
<td></td>
<td>WRRCA.1A</td>
<td>A</td>
<td>Operate Retail Equipment</td>
</tr>
<tr>
<td>RET001</td>
<td>A</td>
<td></td>
<td>Introduction to Retailing #</td>
</tr>
<tr>
<td></td>
<td>WRRLP.2A</td>
<td>B</td>
<td>Minimise Theft</td>
</tr>
<tr>
<td></td>
<td>WRRCS.2A</td>
<td>B</td>
<td>Apply Point of Sale Handling Procedures</td>
</tr>
<tr>
<td></td>
<td>WRRCS.3A</td>
<td>B</td>
<td>Interact with Customers</td>
</tr>
<tr>
<td></td>
<td>WRRI.1A</td>
<td>B</td>
<td>Perform Stock Control Procedures</td>
</tr>
<tr>
<td></td>
<td>WRRF.1A</td>
<td>B</td>
<td>Balance the Register/Terminal</td>
</tr>
<tr>
<td></td>
<td>WRRS.1A</td>
<td>C1/2</td>
<td>Sell Products and Services</td>
</tr>
<tr>
<td></td>
<td>WRRS.2A</td>
<td>C1</td>
<td>Advise on Products and Services</td>
</tr>
<tr>
<td></td>
<td>WRRM.1A</td>
<td>C1</td>
<td>Merchandise Products</td>
</tr>
</tbody>
</table>

Each unit is printed and numbered separately, so that it may be easily replaced if there are changes to the Retail Training Package. The units are dated and any subsequent versions will also be dated.

The **Key to Units** explains the purpose of each part of the layout for the units.

For information on Phase C2 and Phase C3 units, which are not included in Part B, please consult the Board of Studies website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) or the Retail Training Package.
**Title:** Work Effectively in a Retail Environment

**Unit Code:** WRRER.1A

**Training Package:** Retail

### HSC Requirements and Advice

#### WRRER.1A

This unit is concerned with staff members behaving responsibly in the workplace.

#### HSC Indicative Hours:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Phase</th>
<th>Hours recognised for HSC credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Relations</td>
<td>A</td>
<td>15</td>
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</tbody>
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### Element Of Competency

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Critical Aspects of Evidence</th>
<th>HSC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ER.1.1 Act Responsibly</strong></td>
<td></td>
<td></td>
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<tr>
<td>Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures</td>
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<tr>
<td>Staff rosters interpreted accurately</td>
<td></td>
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<tr>
<td>The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.</td>
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<tr>
<td>Operational knowledge of policies and procedures, legislative requirements in regard to:</td>
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<td></td>
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<tr>
<td>• Workplace ethics</td>
<td></td>
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<tr>
<td>• Shift availability or non-attendance</td>
<td></td>
<td></td>
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<tr>
<td>• Staff rosters</td>
<td></td>
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<tr>
<td>• Inter personal conflict</td>
<td></td>
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<tr>
<td>• Grievance procedures</td>
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<tr>
<td>• Personal animosity</td>
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<tr>
<td>• Disciplinary behaviour</td>
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<tr>
<td>• Case of non compliance with store policies and procedures</td>
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<tr>
<td>• Enterprise agreements</td>
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<tr>
<td>• Enterprise procedures for recording and disciplinary procedures</td>
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<tr>
<td>• Equal opportunity issues</td>
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<tr>
<td>• Non compliance with store policies and procedures</td>
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<tr>
<td>• Part-time, casual, full-time work, contract employment</td>
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<tr>
<td>Critical Aspects of Evidence</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:</td>
<td></td>
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</tr>
<tr>
<td>• Consistently and responsibly applying store policies and procedures, in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description</td>
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<tr>
<td>• Non-discriminatory attitudes and language used consistently</td>
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<tr>
<td>• Knowing employees' own rights and responsibilities in regard to agreements</td>
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<tr>
<td>HSC Requirements</td>
<td></td>
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</tr>
<tr>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:</td>
<td></td>
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<tr>
<td>• Ethical and responsible workplace behaviour</td>
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<tr>
<td>• Non-discriminatory communication with customers and colleagues of different age groups, gender, cultural backgrounds and special needs</td>
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<tr>
<td>• Legislative and regulatory requirements - anti-discrimination, equal opportunity, workplace relations, unfair dismissal, awards, enterprise agreements, employee entitlements including wages, hours, leave, workers compensation, superannuation, union representation, procedures for recording and use of typical documentation including role/duty statements, organisational charts, rosters, timesheets, leave forms</td>
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</tr>
</tbody>
</table>

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### Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:

- Ethical and responsible workplace behaviour
- Non-discriminatory communication with customers and colleagues of different age groups, gender, cultural backgrounds and special needs
- Legislative and regulatory requirements - anti-discrimination, equal opportunity, workplace relations, unfair dismissal, awards, enterprise agreements, employee entitlements including wages, hours, leave, workers compensation, superannuation, union representation, procedures for recording and use of typical documentation including role/duty statements, organisational charts, rosters, timesheets, leave forms
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<tr>
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<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
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<td></td>
<td></td>
<td>Knowledge of:</td>
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<td>• store organisational structure</td>
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<td>• rights and responsibilities of</td>
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<td>• employers and employees in</td>
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<td>• retail workplace</td>
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<td>• forms of work in retail industry</td>
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<td>• major changes affecting retail</td>
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<td>Basic operational knowledge of</td>
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<td>• legislation and statutory</td>
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<td>• requirements, such as:</td>
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<td>• equal opportunity legislation</td>
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<td>• anti-discrimination legislation</td>
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<td>• industry awards/enterprise</td>
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<td>• agreement</td>
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<td>Literacy skills in reading workplace documents</td>
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<td>• award, enterprise agreement,</td>
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<td>• employee entitlements, union</td>
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<td>• membership/representation</td>
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<td>• Ethics, discrimination,</td>
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<td>• harassment, grievance,</td>
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<td>• multi-culturalism</td>
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<td></td>
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<td>• time-sheet, roster, role/duty</td>
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<td>• statement, organisation chart,</td>
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<td></td>
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<td>• leave form</td>
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</tbody>
</table>

**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. It provides a focus for assessment.

The following variables may be present:

- Store policies and procedures in regard to workplace ethics
- Store hours of operation
- Policies regarding completing work out of hours
- Relevant industry awards/enterprise agreements
- Size, type and location of store
- Peers and supervisors may come from a range of social, cultural and ethnic backgrounds.
- Peers and supervisors may have varying degrees of language and literacy levels
- Range of responsibilities/job descriptions
- Discrimination may occur between staff, customers and management

**Date of release for the HSC**

July 1999
### Title: Work Effectively in a Retail Environment

#### Method and Context of Assessment

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.

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 ER.1: *Work Effectively in a Retail Environment* the candidate will demonstrate understanding of their workplace award/agreement and the ability to act responsibly and interact in a non-discriminatory way with staff and customers in a range of workplace situations.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.
Title: Work Effectively in a Retail Environment

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 ER.1: Work Effectively in a Retail Environment is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

- CS.1: Communicate in the Workplace
- LP.1: Apply Safe Working Practices
- M.2: Perform Routine Housekeeping Duties
- CA.1: Operate Retail Equipment

Each Integrated Competency Assessment activity is based on a theme which 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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme:

- Developing Good Working Habits.

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 ER.1: Work Effectively in a Retail Environment that are critical to the theme of Developing Good Working Habits in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

HSC Indicative Hours: 15

Related learning for the HSC

Deliver of this unit may be integrated with other Phase A units.

Teachers and trainers may consider integrating the delivery of learning for this unit with the other Units including:

- WRRCS.1 Communicate in the Retail Workplace
- WRRLP.1: Apply Safe Working Practices
- WRRM.2: Perform Routine Housekeeping Duties
- WRRCA.1: Operate Retail Equipment.

and with other related units in Phases B and C.

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

- English
- Legal Studies
- Economics
- Business Studies
- Work Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.

Advice to teachers on possible delivery patterns

Other related HSC subjects

Information on integrated competency assessment that is required for students to gain an AQF Certificate
## Title: Work Effectively in a Retail Environment

### 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:
  - store/sample policies and procedure in regard to workplace ethics
  - store/sample job descriptions and organisational charts
  - store/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace
- awards/enterprise agreements
- government legislation on EO, EEO and Anti discrimination
- store policy and procedure manuals
- qualified workplace assessor.

### Resources stipulated in the Retail Training Package

- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Module RET 004 – Work Effectively in a Retail Environment
- National Retail Training Materials – Learners Guide – Work Effectively in a Retail Environment
- National Retail Training Materials – Guide to Assessment Activities
- Relevant federal and state legislation and regulations including anti-discrimination, equal opportunity, workplace relations and awards
- Enterprise agreements
- Enterprise staff manuals/codes of behaviour
- Materials developed by Registered Training Organisations
- Various commercially produced materials

### Resources suggested for use in HSC delivery

- National Retail Training Materials – Certificate II in Retail Operations – Module RET 004 – Work Effectively in a Retail Environment
- National Retail Training Materials – Learners Guide – Work Effectively in a Retail Environment
- National Retail Training Materials – Guide to Assessment Activities
- Relevant federal and state legislation and regulations including anti-discrimination, equal opportunity, workplace relations and awards
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### Key Competencies

<table>
<thead>
<tr>
<th>Key Competencies</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Collect, Analyse, and Organise Information</td>
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<tr>
<td>Communicate Ideas and Information</td>
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<tr>
<td>Plan and Organise Activities</td>
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<tr>
<td>Work with Others and in Teams</td>
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<td>Use Mathematical Ideas and Techniques</td>
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<tr>
<td>Solve Problems</td>
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<td>Use Technology</td>
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<tr>
<td>Training Package</td>
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<tr>
<td><strong>Title:</strong></td>
<td><strong>Introduction to Retailing</strong></td>
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<tr>
<td>Module Code</td>
<td>Unit Descriptor</td>
<td>Phase</td>
<td>HSC Indicative Hours:</td>
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<tr>
<td>RET001</td>
<td>Promotes understanding of the retail industry, its place in the economy and society and of career pathways in retail. Its purpose is to provide the student with knowledge and skills necessary to enter the retail industry.</td>
<td>A</td>
<td>20</td>
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</tbody>
</table>

**Relationship to Units of Competency**

While this module is not explicitly linked to specific National Competency Standards, it reflects underpinning knowledge and skills required to develop competence. The learning outcomes it contains have been developed to promote understanding of the Retail Industry and career planning in a retail context.
<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail</th>
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<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Introduction to Retailing</td>
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<td><strong>Module Code:</strong></td>
<td>RET001</td>
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<td><strong>Unit Descriptor:</strong></td>
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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Criteria</th>
<th>Module Content</th>
<th>HSC Requirements</th>
<th>Learning experiences for the HSC must include:</th>
</tr>
</thead>
</table>
| 1. Discuss the structure of the retail industry | • Describe significant stages in the development of the retail industry.  
• Describe the profile and place of the retail industry in the economy and the community.  
• Describe and distinguish between the major types of retail outlets in terms of their services and methods of distribution.  
• Identify the major functions of retail organisations.  
• Describe and analyse retail enterprises in terms of scale and ownership.  
• Describe enterprises in terms of control and function. | • Significant stages in the development of the retail industry  
• Profile and place of the retail industry in the economy and the community  
• Major types of retail outlets  
• Methods of distribution of goods, eg manufacturing through to wholesale and retail  
• Major functions of retail organisations, eg buying, merchandising, administration, human resources, stock control, customer service  
• Scale and ownership of retail organisations – sole trader, partnership, private/public companies, co-operatives, public authorities  
• Retail enterprises in terms of control and function – franchising, chains, small business, consumer co-operatives, wholesale. | HSC Requirements and Advice | • analysis of changes in the retail industry due to technology and societal changes  
• the major types of retail outlets in terms of their services and methods of distribution, eg owner operated, chain, discount, franchise, department, direct sell, telemarketing, speciality stores, E commerce, hypermarkets  
• key functions of retail organisations explained  
• the various types of ownership  
• changes in employment patterns in terms of percentage of population employed in retail and in regards full-time, part-time, casual employment  
• pollution, transport, employment, accessibility and congestion impacts of suburban shopping centres analysed  
• changes in employment patterns in the retail industry |
| 2. Assess the costs and benefits of retailing for society and the environment | • Identify changing patterns of employment within the industry.  
• Assess the impact of suburban shopping centres on the environment.  
• Assess the impact of modern methods of shopping on the community. | • Changing patterns of employment in the retail industry in regard to location, numbers employed and employment type  
• The costs and benefits of suburban shopping centres  
• Shifts from village shops, to town/city commercial districts, to suburban shopping centres as the hub of retail activity – the use of computer ‘on line’ shopping | **Phase:** A | **HSC Requirements and Advice:** |

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<tr>
<th>Title:</th>
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<tr>
<td><strong>Learning Outcome</strong></td>
<td><strong>Assessment Criteria</strong></td>
</tr>
</tbody>
</table>
| 3. Discuss retail industry career path options | • Identify changes of employment patterns in the retail industry.  
• Identify career opportunities in the retail industry.  
• Propose a possible career path in the retail industry suitable to the needs of the proponent. | • Changes in employment patterns in the retail industry  
• Career opportunities in the retail industry  
• Considerations when making career decisions, eg interests, work ethic, study, location, variety, responsibility  
• Employees’ responsibilities in the workplace  
• Appearance and behaviour standards  
• Methods of mapping a career path in the retail industry | • career opportunities in the retail industry  
• considerations when making career decisions, eg interests, work ethic, study, location, variety, responsibility  
• employees’ responsibilities in the workplace  
• appearance and behaviour standards  
• methods of mapping a career path in the retail industry |
| 4. Suggest training options appropriate to the proposed industry career path | • Identify training options available in the retail industry.  
• Identify skills and personal attributes necessary to be successful in the retail industry.  
• Define appropriate personal presentation and behaviour in the retail workplace.  
• Suggest training options applicable to the career path proposed in Learning Outcome 3. | • Training options available in the retail industry, eg private providers, vocational education institutions, tertiary education institutions  
• Skills and personal attributes necessary to be successful in the retail industry | • description of the various training options available  
• analysis of the skills and personal attributes required to be successful in the retail industry  
• career pathways identified in regard to training options available  
• the preparation and subsequent completion of a job application letter  
• the compilation of a resume/curriculum vitae  
• a real or simulated interview for a retail job |
| 5. Prepare documents and personal presentation to enter into a career path | • Prepare an application letter for a job in the retail industry.  
• Prepare a resume/curriculum vitae for a job in the retail industry.  
• Outline the steps that should be taken to prepare for a job interview in the retail industry, including personal presentation and demonstration of personnel attributes.  
• Demonstrate effective performance at interview. | • Lay out, principles and content of a job application letter  
• Lay out, principles and essential components of a resume/curriculum vitae  
• Interview preparation  
• Interview performance | • administration  
• buying  
• chain  
• curriculum vitae  
• customer service  
• department  
• direct sell  
• discount  
• franchise |

**Key Terms and Concepts**
- administration
- buying
- chain
- curriculum vitae
- customer service
- department
- direct sell
- discount
- franchise
### Title: Introduction to Retailing

#### Key Competencies

This module will relate to and support the development and demonstration of the following key competencies:
- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities

#### Learning Resources include:
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum – Module RET001 – Introduction to Retailing
- National Retail Training Materials – Learners Guide – Introduction to Retailing

<table>
<thead>
<tr>
<th>HSC Indicative Hours:</th>
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</thead>
</table>

#### HSC Requirements
- human resources
- interview
- manufacturing
- markets
- unlimited liability
- limited liability
- full time
- part time
- merchandising
- owner operated
- private providers
- resume
- retail
- retail industry
- speciality
- stock control
- telemarketing
- tertiary education institutions
- vocational education institutions
- wholesale
- work ethic
- franchisee
- casual
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<tr>
<th>Training Package</th>
<th>Retail</th>
<th>Title:</th>
<th>Operate Retail Equipment</th>
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<tbody>
<tr>
<td>Unit Code</td>
<td>Unit Descriptor</td>
<td>Skill Area</td>
<td>Phase</td>
<td>HSC Indicative Hours:</td>
</tr>
<tr>
<td>WRRCA.1A</td>
<td>This unit involves the operation of a variety of retail equipment. It encompasses the identification of the correct equipment required for a given task, maintenance required and operating competencies.</td>
<td>Clerical Administrative</td>
<td>A</td>
<td>20</td>
</tr>
</tbody>
</table>
## Operate Retail Equipment

<table>
<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>HSC Requirements</th>
</tr>
</thead>
</table>
| CA.1.1 Maintain Retail Equipment | • Purpose of equipment used in store/department identified accurately.  
• Equipment operated according to design specifications.  
• Maintenance program for retail equipment identified and applied according to store policy.  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, including:  
  − occupational health and safety regulations  
  − industry codes of practice, including:  
    − Supermarket Scanning Code  
    − Jewellery and Timepieces Industry Code  
Knowledge of purpose and impact of using electronic technology  
Operational skills and techniques in:  
• completing tasks in set time frame  
• dealing with different types of transactions  
• following common fault finding procedures | 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:  
• the operation of store retail equipment  
• maintenance of store retail equipment  
• reporting problems and faults.  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, including:  
  − occupational health and safety regulations  
  − industry codes of practice, including:  
    − Supermarket Scanning Code  
    − Jewellery and Timepieces Industry Code  
Knowledge of purpose and impact of using electronic technology  
Operational skills and techniques in:  
• completing tasks in set time frame  
• dealing with different types of transactions  
• following common fault finding procedures | Critical Aspects of Evidence  
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• operating a range of store retail equipment according to store policy and procedures and industry codes of practice  
• operating and maintaining a range of store retail equipment according to manufacturers' instructions and design specifications  
• applying store maintenance program and reporting of faults/problems  
• consistently applying safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice  
• reading and interpreting operation manuals to solve routine faults/errors and to maintain and use the equipment effectively  
• using keyboard skills to enter and edit data accurately  
• completing tasks in set time frame  
Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• the purpose of typical equipment in a retail environment – point of sale, stock control, pricing, ordering, product identification, security, information records, inter store communication, warehouse  
• general procedures for the operation and maintenance of equipment  
• Codes of Practice – OH & S regulations, Food Act with regards to the operation of equipment in a range of stores  
• familiarity with typical functions on a point of sale keyboard and their usage – discounts, refunds, amount tendered, change, total, sub-total  
• knowledge of various electronic/numeric data entry equipment for pricing and ordering stock  

### HSC Indicative Hours:

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<thead>
<tr>
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<th>HSC Indicative Hours</th>
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</thead>
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<tr>
<td>CA.1.1 Maintain Retail Equipment</td>
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<td>Element Of Competency</td>
<td>Performance Criteria</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| CA.1.2 Apply Keyboard Skills           | • Keyboard operated using typing techniques within designated speed and accuracy requirements.  
• Information entered and edited accurately. | Knowledge of the operation and maintenance of store retail equipment which may include:  
• point of sale terminals such as registers, EFTPOS, credit cards  
• numerical display boards  
• printers  
• electronic scales/weighing machines  
• calculators  
• scanners/electronic bar coding, equipment calculators  
• dye tag removers  
• thermometers  
• refrigeration or food storage equipment  
• pricing and security equipment  
• trolley return equipment  
• equipment for carrying or moving merchandise (eg trolleys, pallet jacks, pedestrian forklifts)  
• wrapping and packing equipment (eg shrink wrapping) | Skills for the operation and use of store retail equipment which may include:  
• keyboard skills  
• numeric keypad skills  
• electronic data entry skills  

Literacy skills in regard to reading store procedures for operating equipment  
Numeracy skills for using equipment  
Knowledge of purpose and impact of using electronic technology | Key Terms and concepts  
• technology  
• Electronic Data Interchange (EDI)  
• discounts  
• refunds  
• bar codes  
• stock control  
• scanners |
| CA.1.3 Operate Data Entry Equipment     | • Data entered using portable data entry equipment according to store policy and procedures.  
• Price marking equipment operated according to store policy.  
• Data entered accurately and within designated time limits. | | | |
<table>
<thead>
<tr>
<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>
</table>
|                       |                      | Operational skills and techniques in:  
• completing tasks in set time frame  
• dealing with different types of transactions  
• following common fault finding procedures  
Knowledge of the operation and maintenance of store retail equipment which may include:  
• point of sale terminals such as registers, EFTPOS, credit cards  
• Numerical display boards  
• printers  
• electronic scales/weighting machines  
• calculators  
• dye tag removers  
• thermometers  
• refrigeration or food storage equipment  
• pricing and security equipment  
• trolley return equipment  
• equipment for carrying or moving merchandise (eg trolleys, pallet jacks, pedestrian forklifts  
• wrapping and packing equipment (eg shrink wrapping)  
Skills for the operation and use of store retail equipment which may include:  
• keyboard skills  
• numeric keypad skills  
• electronic data entry skills  
Literacy skills in regard to reading store procedures for operating equipment and numeracy skills for using equipment |
Title: Operate Retail Equipment

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 store administrative and clerical systems.
- Store merchandise and service range.
- Size, type and location of store.
- Range of responsibility.
- Types of equipment used.

Retail equipment is not limited to, but may include:
- point of sales terminals
- electronic bar coding equipment for price labelling and stocktaking
- printers
- electronic ordering equipment
- wrapping and packing equipment, eg. shrink wrapping
- equipment for carrying or moving merchandise
- equipment for storage of merchandise including refrigerators
- weighing machines
- thermometers
- dye tag removers
- trolley return equipment

Method and Context of Assessment
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.

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.
Title: Operate Retail Equipment

Unit Assessment

Evidence is most relevant when provided through a holistic assessment activity that 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 CA.1: Operate Retail Equipment, the candidate will demonstrate the ability to effectively operate retail equipment specific to the work area, including fault identification and reporting procedures.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

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 CA.1: Operate Retail Equipment is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A units are:

- CS1: Communicate in the Workplace
- ER.1: Work Effectively in a Retail Environment
- LP.1: Apply Safe Working Practices
- M.2: Perform Routine Housekeeping Duties

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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme Developing Good Working Habits.

Related learning for the HSC

Delivery of this unit may be integrated with other units including:

- WRRER.1: Work Effectively in a Retail Environment
- WRRLP.1: Apply Safe Working Practices
- WRRM.2: Perform Routine Housekeeping Duties
- WRRCS.1: Communicate in the Retail Workplace

and to other related units in Phases B and C.

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

- Mathematics
- Business Services

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: **Operate Retail Equipment**

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 CA.1: **Operate Retail Equipment** that are critical to the theme of **Developing Good Working Habits** in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

### 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:
  - store policy and procedure manuals
  - manufacturers’ instructions/operation manuals
- a range of store retail equipment which may include but is not limited to the following:
  - point of sale terminals
  - electronic barricading equipment for price labelling
  - electronic ordering equipment
  - wrapping and packing equipment, such as shrink wrapping
  - equipment for carrying/moving/storing merchandise, such as pallet jack (or fork lift if licensed)
  - numerical keyboard equipment including calculators
  - scanners
- qualified workplace assessor.

### Key Competencies

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<tr>
<th>Collecting, analysing, &amp; organise information</th>
<th>Communicating Ideas and information</th>
<th>Planning &amp; organising activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solving problems</th>
<th>Use technology</th>
</tr>
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<tr>
<td>1</td>
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</tbody>
</table>
## Title: Communicate in the Workplace

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours</th>
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</thead>
<tbody>
<tr>
<td>WRRCS.1A</td>
<td>This unit encompasses the competencies required for effective communication with customers and other staff in the workplace.</td>
<td>Service</td>
<td>A</td>
<td>35</td>
</tr>
<tr>
<td>Training Package</td>
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</table>

**Title:** Communicate in the Workplace  

**Unit Code:** WRRCS.1A  
**Unit Descriptor:** This unit encompasses the competencies required for effective communication with customers and other staff in the workplace.

<table>
<thead>
<tr>
<th>Element Of Competency</th>
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</table>

**CS.1.1 Establish Contact with Customers**
- Welcoming customer environment maintained.
- Customer greeted warmly according to store procedures.
- Effective service environment created through verbal and non-verbal presentation according to store policy.
- Questioning and active listening used to determine customer needs.
- Confidentiality and tact demonstrated.

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:
- external and internal customer contact
- hygiene and self presentation
- verbal and non-verbal presentation
- code of conduct
- allocated duties and responsibilities
- collecting, organising and processing information

Knowledge of:
- goods and services provided by the store
- location of store departments

**Critical Aspects of Evidence**
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:
- providing a consistently welcoming environment by treating customers in a courteous and helpful manner
- using effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interpreting and communicating information accurately to customers, supervisors and peers both face to face and via other communication equipment
- accessing, comprehending and processing information accurately according to store policies and procedures
- consistently following routine instructions and seeking advice/assistance if required

Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:
- verbal and non-verbal communication techniques including questioning, active listening, presentation and body language
- appropriate presentation, manner, tone and forms of address in communication with customers and colleagues of different age groups, gender, cultural backgrounds and disabilities
- legislative and regulatory requirements - Anti-Discrimination Act, self-presentation, hygiene (Food Act) and Occupational Health and Safety Act
- telephone techniques including use of telecommunications equipment
- accurate recording and transmission of messages using business protocols – electronic media
<table>
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</table>
| CS.1.2 Process Information | Telephone answered promptly according to store procedures.  
• Questioning and active listening used to identify caller and accurately establish and confirm requirements.  
• Telephone system functions used according to requirements.  
• Messages or information recorded and passed on promptly.  
• Customer informed of any problems and what action is being taken.  
• Follow up action taken as necessary. | Basic operational knowledge of relevant legislation and statutory requirements in regard to personal hygiene and self presentation.  
Operational skills and techniques in:  
• questioning/listening  
• resolving conflict  
• negotiating  
• planning and organising activities | • participating actively and positively within a workplace team  
• consistently applying store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct  
• consistently meeting store scheduling routines and using time effectively  
• interpreting, calculating and recording numerical information accurately | • working in teams – assertiveness, listening, speaking, conflict resolution, negotiation  
• collecting, analysing and organising information and subsequent referral to appropriate personnel  
• use of typical documentation including invoices, receipts, lay-by slips, return slips, credit notes, stock sheets  
• retail calculations including arithmetic calculations related to cash transactions, price and quantity and stock control  
• use of basic mathematical operations (addition, subtraction, multiplication, division, percentages) in a retail context |
| CS.1.3 Work in a Team | Courteous and helpful manner demonstrated at all times.  
• Allocated tasks completed willingly without undue delay.  
• Assistance actively sought or provided by approaching other team members when difficulties arise.  
• Lines of communication with supervisors and peers identified according to store policy.  
• Constructive feedback provided by other team members in working group encouraged, acknowledged and acted upon.  
• Questioning used to minimise misunderstandings.  
• Signs of potential workplace conflict recognised and conflict avoided wherever possible.  
• Participation in team problem solving demonstrated. | Following set routines and procedures  
• managing stress  
• demonstrating self esteem  
Knowledge of the functions and procedures for operating telephones and other communication equipment  
Literacy skills in regard to the comprehension of workplace documents  
Numeracy skills in regard to workplace functions:  
• addition, subtraction  
• multiplication, division  
• percentages  
• use of a calculator | Key terms and concepts  
• communication  
• internal and external customers  
• collaboration, negotiation, feedback, conflict resolution, problem-solving  
• documentation including timesheets, rosters, invoices, receipts, lay-by slips, return slips, credit notes, stock sheets  
• cost price, retail price, mark up, discount, turnover, gross and net profit |
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</table>
| CS.1.4 Maintain Personal Presentation | • Personal dress and presentation maintained in a neat and tidy manner.  
• Personal hygiene maintained according to store policy and government legislation. | | | |
| CS.1.5 Follow Routine Instructions | • Instructions received and acted upon.  
• Effective questioning used to elicit information.  
• Store information relevant to the particular task is assessed, comprehended and acted upon.  
• Daily work routine planned and organised.  
• Tasks prioritised and completed without undue delay. | | | |
| CS.1.6 Read and Interpret Retail Documents | • A range of retail documents accurately listed and described.  
• Information from a range of retail documents read and interpreted. | | | |
| CS.1.7 Use Numbers in the Workplace | • Range of possible numerical problems in retail workplace accurately listed.  
• Numerical information collected from various sources and calculated accurately with or without the use of a calculator. | | | |
**Title:** Communicate in the Workplace

**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:
  - contact with customers
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
  - induction process.
- Store policies and government legislation in regard to personal hygiene and self presentation.
- Information may include telephone, written or verbal messages.
- Teams may include small work teams, store team or corporate team.
- Team members may include management or other staff members.
- Full-time, part-time or casual staff.
- Communication may occur with external customers and internal contacts including management and other team members.
- Customers may include new or repeat contacts.
- Customers and team members may include external and internal contacts, ie colleagues.
- Customers with routine or special requests.
- Customers and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Size, type and location of store.
- Telephone systems and type of technology.
- Planning may be affected by store procedures and unexpected contingencies.
- Levels of staffing, eg staff shortages
- Varying levels of staff training.
- Routine or busy trading conditions.
- Workplace documents may include:
  - stock sheets
  - plan-o-grams
  - timetables, staff record forms
  - lay-by slips
  - credit slips
  - product return slips
  - telephone message pads.
- Numerical problems may include calculations of:
  - cash amounts
  - change.
- Numerical techniques may include:
  - addition/subtraction
  - multiplication/division
  - percentages.
Title: Communicate in the Workplace

Method and Context of Assessment

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.

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 CS.1: Communicate in the Workplace, the candidate will demonstrate the ability to apply workplace procedures, including written and numerical procedures, make effective contact with customers and work collaboratively in team situations.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.
**Title:** Communicate in the Workplace

**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 CS.1: *Communicate in the Workplace* is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are:

- ER.1: Work Effectively in a Retail Environment
- LP.1: Apply Safe Working Practices
- M.2: Perform Routine Housekeeping Duties
- CA.1: Operate Retail Equipment.

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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme.

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 CS.1: *Communicate in the Workplace* that are critical to the theme of *Developing Good Working Habits* in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

---

**HSC Indicative Hours:**

35

**Related learning for the HSC**

Delivery of this unit may be integrated with other units including:

- WRRER.1: Work Effectively in a Retail Environment
- WRRLP.1: Apply Safe Working Practices
- WRRM.2: Perform Routine Housekeeping Duties
- WRRCA.1: Operate Retail Equipment.

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

- English
- Mathematics
- Business Studies
- Work Studies
- Legal Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Communicate in the Workplace

HSC Indicative Hours: 35

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:
  - stock/inventory/price lists
  - lay-by/credit/product return slips
  - store policy and procedure manuals
- access to a range of customers with different requirements (real or simulated)
- a range of communication equipment
- qualified workplace assessor.

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 002 – Communicate in the Retail Workplace
  - Module RET 003 – Retail Documentation and Calculations
- National Retail Training Materials – Learners Guide – Communicate in the Retail Workplace
- National Retail Training Materials – Learners Guide – Retail Documentation and Calculations
- National Retail Training Materials – Guide to Assessment Activities
- National Communications Module NCS001 – Workplace Communication
- Relevant legislation and regulations including anti-discrimination, health and hygiene, workplace relations
- Enterprise staff manuals
- Materials developed by Registered Training Organisations

<table>
<thead>
<tr>
<th>Key Competencies</th>
<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>
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<td>Collect, Analyse, and Organise Information</td>
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<tr>
<td><strong>Title:</strong></td>
<td>Apply Point of Sale Handling Procedures</td>
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<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours:</th>
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<tbody>
<tr>
<td>WRRCS.2A</td>
<td>This unit involves operations at the point of sale area. It encompasses procedures for use of point of sale equipment and for completing a sales transaction.</td>
<td>Service</td>
<td>B</td>
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</table>

HSC Requirements and Advice
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<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>Critical Aspects of Evidence</th>
</tr>
</thead>
</table>
| CS.2.1 Operate Point of Sale Equipment | • Point of sale equipment operated according to design specifications.  
• Point of sale terminal opened and closed according to store procedure.  
• Point of sale terminal cleared and tender transferred according to store procedures.  
• Cash handled according to store security procedures.  
• Supplies of change in point of sale terminal maintained according to store policy.  
• Active point of sale terminals attended according to store policy.  
• Records completed for transaction errors according to store policy.  
• Adequate supplies of docket, vouchers and point of sale documents maintained.  
• Customers informed of delays in the point of sale operation. | 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:  
• customer service  
• point of sale procedures/transactions  
• allocated duties and responsibilities  
• processing information.  
Knowledge of:  
• range of services provided by the store  
• stock availability  
Basic operational knowledge of relevant  
• legislation and statutory requirements, incl. consumer law  
• industry codes of practice, including:  
  - Supermarket Scanning Code  
  - Jewellery and Timepieces Industry Code. | Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• consistently operating Point of Sale equipment according to manufacturers’ instructions and store policies and procedures  
• consistently applying store policies and procedures in regard to cash handling and point of sale transactions, according to the range of variables.  
• processing sales transaction information responsibly and accurately according to store policies and procedures  
• consistently applying store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise. | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• correct operation of contemporary point of sale equipment including point of sale terminal (POST)/cash register, scanners, scales, EFTPOS terminal, and imprint machine according to design specifications and common best practice  
• legislative/statutory requirements including consumer rights and industry codes of practice  
• opening and closing procedures  
• cash and non-cash transactions including EFTPOS, credit cards, cheques, customer accounts, lay-by, gift vouchers, returns, credit notes  
• handling cash and maintaining a float  
• accommodating customer needs  
• documentation including cash float records, sales docket, credit card vouchers, customer return slips, invoices, lay by docket, credit notes, delivery docket, order forms, cash refunds, delivery docket |

Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:
<table>
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<th>HSC Indicative Hours:</th>
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</tr>
</tbody>
</table>
| CS.2.2 | Perform Point of Sale Transactions | • Point of sale transactions completed according to store policy.  
• Store procedures identified and applied in respect of cash and non-cash transactions, eg EFTPOS, credit card, cheque and lay-by, gift vouchers.  
• Store procedures identified and applied in regard to exchanges and returns.  
• Goods moved through point of sale area efficiently and with attention to fragility and packaging.  
• Information entered into point of sale equipment accurately.  
• Price/total/amount of cash received stated verbally to customer.  
• Correct change tendered. | Operational skills and techniques in:  
• questioning/listening  
• verbal and non verbal communication  
• following set routines and procedures  
• dealing with different types of transactions  
• wrapping and packing techniques  
• store bag checking procedures  
• merchandising handling techniques | Key terms and concepts  
• functions of point of sale terminals and other point of sale equipment  
• enterprise policies/protocols for point of sale procedures  
• transaction, POST, EFTPOS, PIN, scanner, bar code, credit cards, cheque, gift voucher, lay by, customer account  
• documentation including cash float records, sales dockets, credit card vouchers, customer return slips, invoices, lay-by dockets, credit notes, delivery dockets, order forms, cash refunds, delivery dockets |
| CS.2.3 | Complete Sales | • Customer order forms, invoices, receipts completed accurately.  
• Customer delivery requirements identified and processed accurately, without undue delay.  
• Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy. | 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  
• tendering of change  
• counting cash  
• calculating non-cash documents  
• balancing point of sale terminal  
• recording takings  
• security of cash and non-cash transactions  
• change required and denominations of change  
• EFTPOS / credit cards  
• gift vouchers  
• lay-by  
• credits, credit notes and returns  
• cheques/travellers cheques  
• customer accounts  
• COD |
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<th>Evidence Requirements</th>
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</tr>
</thead>
</table>
| CS.2.4 Wrap and Pack Goods | • Adequate supplies of wrapping material or bags maintained/requested.  
• Appropriate packaging material selected.  
• Merchandise wrapped neatly and efficiently where required.  
• Items packed safely to avoid damage in transit, and labels attached where required.  
• Transfer of merchandise for parcel pick-up or other delivery methods arranged if required. | Knowledge of the functions and procedures for operating Point of Sale equipment, including:  
• registers  
• numerical display boards  
• calculators  
• electronic scales  
• scanners  
• EFTPOS / credit cards  
• lay by  
• credits and returns  
• cheques/travellers cheques  
• customer accounts  
• COD | Literacy skills in regard to written sales and delivery documentation.  
Numeracy skills in regard to handling cash. | |

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 operation of point of sale equipment, security and sales transactions.  
• Store facilities in regard to customer service.  
• Size, type and location of store.  
• Store merchandise range including size and weight.  
• Store services range.  
• Regular and new customers.  
• Customers may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.  
• Point of sale equipment may be manual or electronic.  
• Point of sale transactions may include cash or non-cash transactions including EFTPOS, cheques, credit cards, smart cards, lay-by, credits and returns and gift vouchers.  
• Wrapping techniques may vary according to merchandise range.  
• Levels of staffing, eg staff shortages.  
• Varying levels of staff training.  
• Routine or busy trading conditions.  
• Full-time, part-time or casual staff.  
• Customers with routine or special requests.  
• Handling techniques may vary according to stock characteristics and industry codes of practice.  
• Bag checking procedures. |
<table>
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<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>
</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 CS.2: Apply Point of Sale Handling Procedures, the candidate will demonstrate the ability to solve common problems which may occur during the performance of a range of point of sale transactions according to store policies and procedures.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.
### Title: Apply Point of Sale Handling Procedures

<table>
<thead>
<tr>
<th>HSC Indicative Hours:</th>
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### 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 CS.2: *Apply Point of Sale Handling Procedures* is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B units are:

- LP.2 Minimise Theft
- CS.3 Interact With Customers
- I.1 Perform Stock Control Procedures
- F.1 Balance the Register/Terminal

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 A 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 CS.2 *Apply Point of Sale Handling Procedures* that are critical to the theme of *Protecting the Store Against Loss* including customers, money and 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.

### Related learning for the HSC

Delivery of this unit may be integrated with other units including:

- WRRLP.2: Minimise Theft
- WRRCS.3: Interact With Customers
- WRRI.1 Perform Stock Control Procedures
- WRRF.1 Balance the Register/Terminal

and other related units in Phases A and C.

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

- English
- Mathematics
- Work Studies
- Legal Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Apply Point of Sale Handling Procedures

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
  - stock/inventory/price lists
  - store policy and procedure manuals
- a range of Point of Sale equipment and materials
- qualified workplace assessor.

HSC Indicative Hours: 20

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 009 – Apply Point of Sale Handling Procedures
- National Retail Training Materials – Learners Guide – Apply Point of Sale Handling Procedures
- National Retail Training Materials – Guide to Assessment Activities
- Equipment manufacturers’ manuals
- Relevant legislation and regulations including consumer legislation and industry codes of practice
- Materials developed by consumer organisations and government agencies
- Store manuals/policy statements
- Materials developed by Registered Training Organisations
- Various commercially produced materials

Key Competencies

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Retail Curriculum Framework
WRRCS.2A

July 1999
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<td><strong>Title:</strong></td>
<td>Interact With Customers</td>
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<tr>
<td><strong>Unit Code</strong></td>
<td>WRRCS.3A</td>
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<tr>
<td><strong>Unit Descriptor</strong></td>
<td>This unit encompasses the competencies required to deliver service to customers.</td>
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<td><strong>Skill Area</strong></td>
<td>Service</td>
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<td><strong>Phase</strong></td>
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HSC Requirements and Advice
**Title:** Interact With Customers

**Unit Code:** WRRCS.3A

**Unit Descriptor:** This unit encompasses the competencies required to deliver service to customers.

**Skill Area:** Service

**Phase:** B

**HSC Indicative Hours:** 30

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</thead>
</table>
| CS.3.1 Deliver Service to Customers | • Communication with customers conducted in a professional, courteous manner, according to store policy.  
• Customers’ needs and reasonable requests met or referred to supervisor according to store policy.  
• Customers’ details and information recorded where necessary.  
• Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.  
• Opportunities to delivery additional levels of service beyond the customer’s immediate request recognised and acted upon.  
• Contact with customer maintained until sale is completed according to store policy.  
• Customer farewelled appropriately and courteously according to store policy. | 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:  
• customer service  
• dealing with difficult customers  
• handling and recording complaints  
• allocated duties/ responsibilities  
• customer returns/refunds  
• lay-by/gift voucher/ raincheck procedures.  
Knowledge of:  
• merchandise and service range of the store  
• location of store departments  
• telephone extension numbers of store departments. | Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• consistently applying store policies and procedures and industry codes of practice in regard to customer service  
• providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure  
• accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to store policies and the range of variables using effective questioning/active listening and observation skills to identify customers’ special requirements  
• accessing, recording and processing sales orders accurately and responsibly according to store policies and procedures  
• collaboratively working within a team to meet customers’ needs | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• the factors customers expect in good service – individualised action, price, quality, product knowledge, presentation, polite and courteous service, efficiency, consistency  
• different methods of approaching a customer – greeting approach, merchandise approach, service approach  
• ascertaining and meeting customer needs and requests – consultative selling, needs identification, needs satisfaction, building a relationship with a customer, explain features and benefits, add-on sales, selling-up offer alternatives  
• communication methods used to develop rapport with customers – verbal, open, closed questions, active listening, non-verbal, body language  
• closing sale using a variety of techniques  
• farewelling customer |
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| CS.3.2 Respond to Customer Complaints | • Verbal and non-verbal communication used to develop rapport with customers during service delivery.  
• Repeat customer encouraged by promotion of appropriate services or products according to store policy.  
• Customer returns or refunds processed according to store policy and procedures. | Basic operational knowledge of relevant:  
• legislation and statutory requirements, including consumer law  
• industry codes of practice, including:  
  − Supermarket Scanning Code  
  − Jewellery and Timepieces Industry Code  
  − Trade Practices and Fair Trading Acts. | Operational skills and techniques in:  
• questioning/listening  
• resolving conflict  
• following set routines and procedures  
• handling difficult or abusive customers  
• greeting/farewelling techniques  
• add on selling concepts | • correct procedure when taking orders from customers – accurate customer and product details, check with other suppliers/outlets, follow-up with customers, gift vouchers, lay-bys, rainchecks  
• a range of techniques used to serve customers with special needs or requirements  
• identifying the main types of customer complaints – value for money, price overcharge, product, service  
• methods for dealing with customer complaints – AQUA, acknowledgement, empathy, store policies – refunds, apology, follow-up, documentation  
• reasons that businesses encourage dissatisfied customers to complain – chance to make amends, know what customer really wants, make customers believe their input is valuable, allow customers to ‘let off steam’ |

| | | Knowledge of the functions and procedures for operating the store telephone system and other communication equipment. | Literacy skills in the following areas:  
• written procedures for orders, in person, by telephone or electronic format | |
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</tr>
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</table>
|                       | • Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.  
• Follow up action taken as necessary to ensure customer satisfaction. | • message taking in person or by telephone  
• written record of complaints  
• sales, stock and delivery documentation  
Numeracy skills in regard to:  
• handling of tender  
• weighing and measuring goods | Key terms and concepts  
• features  
• benefits  
• add-on sales  
• selling up  
• gift voucher  
• lay-by  
• rainchecks  
• refunds  
• empathy  
• active listening  
• AQUA – Acknowledge, Question, Understanding, Answer  
• approaches – greeting, merchandise, service  
• questioning – open, closed, reflective | 30 |

**CS.3.3 Receive and Process Sales Orders**
- • Customers’ details and information recorded accurately.  
• Customers promptly referred to appropriate area as required.  
• Customers provided with information in clear, concise manner.  
• Sales orders processed, recorded and acted upon according to store policy.

**CS.3.4 Identify Customers’ Special Requirements**
- • Customers with special needs or requirements identified promptly by observation and questioning.  
• A willingness to assist conveyed verbally and non-verbally.  
• Customers’ needs promptly serviced, referred or redirected as required.
### Title: Interact With Customers

#### 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 customer service.
- Size, type and location of store.
- Store merchandise range.
- Store services range.
- Product knowledge.
- Regular and new customers.
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

- Sales orders may be in verbal, written or electronic form.
- Store delivery policies.
- Customer service may include:
  - all store activities
  - internal and external customers
  - follow up in even of delays in service provision.
- Customer needs may include:
  - information regarding store facilities and services
  - location of specific items within the store
- Levels of staffing, eg staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions
- Full-time, part-time or casual staff.
- Customers with routine or special requests.

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.

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.
Title: Interact With Customers

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 CS.3: Interact with Customers, the candidate will demonstrate the ability to provide the most effective service to customers by identifying their specific needs and responding to complaints in a range of customer service situations.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

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 CS.3: Interact with Customers in 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
- 1.1: Perform Stock Control Procedures
- F.1: Balance the Register/Terminal

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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme.

Related Learning for the HSC

Delivery of this unit may be integrated with other units including:

- WRRLP.2: Minimise Theft
- WRRCS.2: Apply Point of Sale Handling Procedures
- WRRI.1: Perform Stock Control Procedures
- WRRF.1: Balance the Register/Terminal

and other related units in Phases A and C.

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:
• English
• Other VET courses
• Work Studies
• Legal Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Interact With Customers

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 CS.3 Interact With Customers that are critical to the theme of Protecting the Store Against Loss including customers, money and 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.

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:
  - sales order forms
  - comlains/return forms
  - stock/inventory/price lists
  - store policy and procedure manuals
- access to a range of customers with different requirements (real or simulated)
- point of sale equipment and materials
- a communication system or a range of communication equipment
- qualified workplace assessor

HSC Indicative Hours:

30

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 010 – Interact with Customers
- National Retail Training Materials – Learners Guide – Interact with Customers
- National Retail Training Materials – Guide to Assessment Activities
- Materials developed by Registered Training Organisations
- Various commercially produced materials

<table>
<thead>
<tr>
<th>Key Competencies</th>
<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>
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<tr>
<td>Training Package</td>
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<tr>
<td>Title:</td>
<td>Work Effectively in a Retail Environment</td>
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<tr>
<td>Unit Code</td>
<td>WRRER.1A</td>
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<tr>
<td>Unit Descriptor</td>
<td>This unit is concerned with staff members behaving responsibly in the workplace.</td>
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<tr>
<td>Skill Area</td>
<td>Employee Relations</td>
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<tr>
<td>Phase</td>
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<tr>
<td>HSC Indicative Hours:</td>
<td>15</td>
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</tbody>
</table>

HSC Requirements and Advice
### Training Package: Retail Curriculum Framework

#### Title:
**Work Effectively in a Retail Environment**

#### Unit Code: WRRER.1A

**This unit is concerned with staff members behaving responsibly in the workplace.**

<table>
<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ER.1.1 Act Responsibly</td>
<td>Notification of shift availability, non-attendance for shift, given without undue delay and according to store 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 and legislative requirements in regard to: workplace ethics, shift availability or non-attendance, staff rosters, interpersonal conflict, grievance procedures, personal animosity, discriminatory behaviour, harassment, staff counselling and disciplinary procedures, equal opportunity issues, non-compliance with store policies and procedures, part-time, casual, full-time work, contract employment.</td>
<td>Critical Aspects of Evidence Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit: consistently and responsibly applying store policies and procedures in regard to work place ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description, consistently applying store policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non-discriminatory language and attitudes, knowing employees' own rights and responsibilities in regard to awards/enterprise agreements.</td>
</tr>
<tr>
<td>ER.1.2 Act in a Non-Discriminatory Manner</td>
<td>Non-discriminatory attitudes displayed when interacting with customers, staff or management. Non-discriminatory language used consistently.</td>
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<tr>
<td>ER.1.3 Identify the Award/Agreement</td>
<td>Relevant awards/enterprise agreements identified and interpreted accurately.</td>
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</tbody>
</table>

#### HSC Indicative Hours:
15

**Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:**
- ethical and responsible workplace behaviour
- non-discriminatory communication with customers and colleagues of different age groups, gender, cultural backgrounds and special needs
- legislative and regulatory requirements – anti-discrimination, equal opportunity, workplace relations, unfair dismissal, awards
- enterprise agreements, employee entitlements including wages, hours, leave, workers' compensation, superannuation, union membership/representation
- enterprise procedures for recording hours/notifying absence
- interpretation and use of typical documentation including role/duty statements, organisational charts, rosters, timesheets, leave forms
### Title: Work Effectively in a Retail Environment

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Indicative Hours: 15</th>
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<tr>
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<td>Knowledge of:</td>
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<td>• store organisational structure</td>
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<td>• rights and responsibilities of</td>
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<td>employers and employees in retail workplace</td>
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<td>• forms of work in retail industry</td>
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<td>• major changes affecting retail workplaces</td>
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<td>Basic operational knowledge of relevant:</td>
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<td>• legislation and statutory requirements, such as:</td>
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<td>− equal opportunity legislation</td>
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<td>− equal employment opportunity legislation</td>
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<td>− anti-discrimination legislation</td>
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<td>• industry awards/enterprise agreement</td>
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<td></td>
<td>Literacy skills in reading workplace documents</td>
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</tbody>
</table>

**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 workplace ethics.
- Store hours of operation.
- Policies regarding completing work out of hours.
- Relevant industry awards/enterprise agreements.
- Size, type and location of store.
- Peers and supervisors may come from a range of social, cultural and ethnic backgrounds.
- Peers and supervisors may have varying degrees of language and literacy levels.
- Range of responsibilities/job descriptions.
- Discrimination may occur between staff, customers and management.

**Key terms and concepts**

- award, enterprise agreement, employee entitlements, union membership/representation
- ethics, discrimination, harassment, grievance, cultural diversity
- time-sheet, roster, role/duty statement, organisation chart, leave form
Title: Work Effectively in a Retail Environment

Method and Context of Assessment

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.

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 that 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 ER.1: Work Effectively in a Retail Environment, the candidate will demonstrate understanding of their workplace award/agreement and the ability to act responsibly and interact in a non-discriminatory way with staff and customers in a range of workplace situations.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.
Title: Work Effectively in a Retail Environment

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 ER.1: Work Effectively in a Retail Environment is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A units are:

- CS.1: Communicate in the Workplace
- LP.1: Apply Safe Work Practices
- M.2: Perform Routine Housekeeping Duties
- CA.1: Operate Retail Equipment

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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme Developing Good Working Habits.

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 ER.1: Work Effectively in a Retail Environment that are critical to the theme of Developing Good Working Habits in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

HSC Indicative Hours: 15

Related learning for the HSC

Delivery of this unit may be integrated with other Phase A units.

Teachers and trainers may consider integrating the delivery of learning for this unit with the other units including:
- WRRCS.1: Communicate in the Retail Workplace
- WRRLP.1: Apply Safe Work Practices
- WRRM.2: Perform Routine Housekeeping Duties
- WRRCA.1: Operate Retail Equipment.

and with other related units in Phases B and C.

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

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
**Title:** Work Effectively in a Retail Environment

**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:
  - store/sample policies and procedure in regard to workplace ethics
  - store/sample job descriptions and organisational charts
  - store/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace
  - awards/enterprise agreements
  - government legislation on EO, EEO and Anti-discrimination
  - store policy and procedure manuals
- 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>
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</table>

**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 004 – Work Effectively in a Retail Environment
- National Retail Training Materials – Learners Guide – Work Effectively in a Retail Environment
- National Retail Training Materials – Guide to Assessment Activities
- Relevant Commonwealth and State legislation and regulations including anti-discrimination, equal opportunity, workplace relations and awards
- Enterprise agreements
- Enterprise staff manuals/codes of behaviour
- Materials developed by Registered Training Organisations
- Various commercially produced materials
<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td><strong>Balance the Register/Terminal</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRF.1A</td>
<td>This unit involves operations at the register/terminal. It encompasses competencies involving clearing the register, counting money, calculating non-cash transactions and reconciling takings.</td>
<td>Finance</td>
<td>B</td>
<td>15</td>
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</tbody>
</table>
### Title: Balance the Register/Terminal

<table>
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<th>Phase</th>
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</tbody>
</table>

#### Element Of Competency: F.1.1 Remove Takings from Register/Terminal

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>Critical Aspects of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Register/terminal balance performed at designated times according to store policy and procedures.</td>
<td>The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.</td>
<td>Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:</td>
<td>Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:</td>
</tr>
<tr>
<td>• Cash float separated from takings prior to balancing procedure and secured according to store policy.</td>
<td>Operational knowledge of store policies and procedures, in regard to:</td>
<td>• operating register/terminal equipment according to manufacturers’ instructions and store policy</td>
<td>• operating register/terminal equipment according to manufacturers’ instructions and store policy</td>
</tr>
<tr>
<td>• Change supplied to register/terminal according to store policy.</td>
<td>• register/terminal balance</td>
<td>• consistently applying store policies and procedures in regard to handling cash and removing takings from register/terminal</td>
<td>• consistently applying store policies and procedures in regard to handling cash and removing takings from register/terminal</td>
</tr>
<tr>
<td>• Register/terminal reading or print out accurately determined.</td>
<td>• cash and non-cash transactions security</td>
<td>• balancing a register/terminal – cash counted accurately</td>
<td>• balancing a register/terminal – cash counted accurately</td>
</tr>
<tr>
<td>• Cash and non-cash documents removed and transported according to store security policies and procedures.</td>
<td>• cash float</td>
<td>• general store policies and procedures in regard to security at point of sale</td>
<td>• general store policies and procedures in regard to security at point of sale</td>
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<tr>
<td></td>
<td>• change required and denomination of change</td>
<td></td>
<td>• key terms and concepts</td>
</tr>
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<td></td>
<td>• operation of equipment used at register/terminal.</td>
<td></td>
<td>• cash float</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• non cash transactions</td>
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<td></td>
<td></td>
<td></td>
<td>• credit cards</td>
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<td></td>
<td></td>
<td></td>
<td>• hire purchase</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• store accounts</td>
</tr>
</tbody>
</table>

#### Key terms and concepts
- cash float
- non cash transactions
- credit cards
- cheques
- lay-by
- refunds
- hire purchase
- store accounts

#### 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
### Title: Balance the Register/Terminal

<table>
<thead>
<tr>
<th>Element of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Indicative Hours:</th>
</tr>
</thead>
</table>
| 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. | 15 |

**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.
Title: Balance the Register/Terminal

HSC Indicative Hours: 15

Method and Context of Assessment

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.

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

<table>
<thead>
<tr>
<th>HSC Indicative Hours: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related learning for the HSC</td>
</tr>
<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>
<tr>
<td>Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:</td>
</tr>
<tr>
<td>• Business Studies</td>
</tr>
<tr>
<td>• Mathematics</td>
</tr>
<tr>
<td>Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.</td>
</tr>
</tbody>
</table>

#### 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.
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.

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

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>
</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
</tbody>
</table>

July 1999
## Title:
Perform Stock Control Procedures

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRI.1A</td>
<td>This unit involves the handling of stock. It includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventory</td>
<td>B</td>
<td>30</td>
</tr>
</tbody>
</table>

HSC Requirements and Advice
### Title: Perform Stock Control Procedures

<table>
<thead>
<tr>
<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>
</table>
| I.1.1 Receive and Process Incoming Goods | • Cleanliness and orderliness in receiving bay maintained according to store policy.  
• Goods unpacked using correct techniques and equipment in line with store policy.  
• Packing materials removed and disposed of promptly according to store policy.  
• Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.  
• Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.  
• Stock levels accurately recorded on store stock systems, according to store policy.  
• Secure storage of goods. | 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:  
• stock control  
• store labelling policy  
• product quality standards  
• correct unpacking of goods  
• out of date, missing or damaged stock  
• equipment used  
• stock location  
• waste disposal  
• methods of storage  
• delivery documentation  
• stock record documentation  
• dispatch documentation. | Critical Aspects of Evidence  
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• consistently applying store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control  
• consistently applying safe work practices in the manual handling and moving stock, according to occupational health and safety legislation/regulations/codes of practice  
• interpreting and applying manufacturers’ instructions with regard to handling stock and using relevant equipment  
• receiving and processing incoming goods and dispatching outgoing goods according to store policies and procedures  
• rotating stock and reordering stock/maintaining stock levels according to store policies and procedures | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• defining stock  
• applying procedures for the receipt and processing of incoming stock – unpacking, inspecting, checking, storing, pricing and dispatching of goods including relevant documentation  
• principles of stock rotation  
• storage of stock in accordance with store policy and OH&S regulations  
• defining stocktake, the aims of stocktaking, and the types of stocktake – manual, EDI, cyclical stocktake, full stocktake, spot check  
• identifying procedures and documentation for recognising minimum stock levels, ordering stock and undelivered stock orders – minimum stock levels, lead time, manual systems, electronic systems  
• demonstrating the packing and storage of goods with relevant documentation to be dispatched/returned to suppliers |
<table>
<thead>
<tr>
<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>
</table>
| I.1.2 Rotate Stock    | • Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately accordingly to store policy.  
• Excess stock placed in storage or disposed of in accordance with store policy.  
• Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and government legislation. | Basic operational knowledge of relevant:  
• legislation and statutory requirements including consumer law  
• industry codes of practice, including:  
  - Supermarket Scanning Code  
  - Jewellery and Timepieces Industry Code  
• occupational health and safety regulations | • assisting with stocktaking and cyclical counts according to store policies and procedures  
• interpreting and processing information accurately and responsibly | Key terms and concepts  
• stock  
• stock rotation  
• incoming goods  
• dispatching goods  
• first in first out – FIFO  
• Electronic Data Interchange – EDI  
• lead time  
• replenishment  
• shelf life  
• obsolete lines  
• damaged stock  
• trends  
• seasonality  
• cyclical stocktake  
• full stocktake  
• spotcheck |
| 1.1.3 Participate in Stocktake | • Stocktaking and cyclical counts assisted with, according to store policy/procedures.  
• Stock records documentation completed according to store stock control system.  
• Discrepancies in stock recorded and reported.  
• Electronic recording equipment operated and maintained according to manufacturer's specifications. | Operational skills and techniques in:  
• following set routines and procedures  
• use of electronic labelling/ticketing equipment  
• literacy and numeracy skills in regard to stock records and delivery documentation | | |
| 1.1.4 Reorder Stock   | • Minimum stock levels identified according to store policy.  
• Stock requisition forms or electronic orders completed accurately.  
• Undelivered stock orders identified on stock system and followed up without undue delay. | | | |
## Title:
**Perform Stock Control Procedures**

<table>
<thead>
<tr>
<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>
</table>
| 1.1.5 Dispatch Goods  | • Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.  
                              • Credit request documentation completed according to store procedure.  
                              • Goods stored securely while awaiting dispatch.  
                              • Delivery documentation completed according to store procedures.  
                              • Special delivery instructions noted.  
                              • Items packed safely and securely to avoid damage. |                                  |                       |                  |

### 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 stock control and dispatch.
- Size, type and location of store.
- Manual or electronic stock recording.
- Stocktakes may be cyclical or compliance driven.
- Type of equipment.
- Store merchandise range.
- Seasonal and supplier availability.
- Merchandise may need to conform to established quality guidelines.
- Store stock control may include checking incoming or existing stock and special orders.
- Stock may be moved manually or mechanically.
- Delivery procedures.
- Levels of staffing, eg staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.
- Handling techniques may vary according to stock characteristics and industry codes of practice.
**Title:** Perform Stock Control Procedures

**Method and Context of Assessment**

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*.

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 that 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 L.1: *Perform Stock Control Procedures*, the candidate will demonstrate the ability to process a specified range of stock and undertake stocktaking procedures in accordance with store policy.

Unit assessment exemplars are available in the *Guide to Assessment Activities* for Certificate II in Retail Operations.
Title: Perform Stock Control Procedures

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 I.I: Perform Stock Control Procedures in a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B units are:

- CS2: Apply Point of Sale Handling Procedures
- LP.2: Minimise Theft
- CS.3: Interact With Customers
- F.1: Balance the Register/Terminal

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 C1 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme Promoting Products So That They Sell.

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 M.2: Perform Routine Housekeeping Duties that are critical to the theme of Developing Good Working Habits in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

HSC Indicative Hours: 30

Related learning for the HSC

Delivery of this unit may be integrated with other Phase A units including:
- WRRLP.2: Minimise Theft
- WRRCS.2: Apply Point of Sale Handling Procedures
- WRRCS.3: Interact With Customers
- WRRF.1: Balance the Register/Terminal

and to other related units in Phases A and C.

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: Perform Stock Control Procedures

HSC Indicative Hours: 30

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
- access to relevant equipment:
  - stock moving equipment
  - manual and electronic labelling/ticketing equipment
  - computers/stock recording equipment
- relevant documentation, such as:
  - invoices/packing slips/dispatch documents/order forms
  - recording/tally sheets
  - store policy and procedure manuals
  - occupational health and safety regulations
  - legislation and statutory requirements including consumer law
  - industry codes of practice, including:
    - Supermarket Scanning Code
    - Jewellery and timepieces Industry Code
- qualified workplace assessor.

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 011 – Perform Stock Control Procedures
- National Retail Training Materials – Guide to Assessment Activities
- Materials developed by Registered Training Organisations
- Store policy and procedure manuals
- Various commercially produced materials

Key Competencies

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</tr>
<tr>
<td>Training Package</td>
<td>Retail</td>
<td>Title:</td>
<td>Apply Safe Work Practices</td>
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</tr>
<tr>
<td>Unit Code</td>
<td>Unit Descriptor</td>
<td>Skill Area</td>
<td>Phase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRRLP.1A</td>
<td>This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to maintain a safe workplace for staff, customers and others.</td>
<td>Loss Prevention</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HSC Indicative Hours:</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HSC Requirements and Advice
<table>
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<tr>
<th>Training Package</th>
<th>Retail</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Apply Safe Work Practices</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
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<th>Unit Code</th>
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<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours:</th>
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</thead>
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<td>WRRLP.1A</td>
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</table>

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<thead>
<tr>
<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></td>
<td></td>
<td></td>
<td>Critical Aspects of Evidence</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:</td>
<td>legal requirements of the Occupational Health and Safety Act – general aims and objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• consistently applying safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.</td>
<td>the safety rights and responsibilities of employers and employees in the workplace including OH &amp; S committees</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• consistently applying store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.</td>
<td>a range of potential hazards and unsafe practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• identifying hazardous situations and rectifying where appropriate, or reporting to the relevant personnel according to store policy and procedures.</td>
<td>precautions to reduce risks – safety audits, reporting procedures, manual handling and lifting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• reading, accurately interpreting and consistently applying manufacturers’ instructions for storage and use of hazardous goods.</td>
<td>emergency evacuation procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Key terms and concepts</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Occupational Health and Safety Act</td>
<td></td>
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<td></td>
<td>• Occupational Health and Safety Committee</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• hazards – chemical, physical, psychological, ergonomic</td>
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<td></td>
<td></td>
<td></td>
<td>• safety audits</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• emergency procedures</td>
<td></td>
</tr>
</tbody>
</table>

- Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements and according to store policy.
- All unsafe situations recognised and reported according to store policy.
- All breakdowns in relation to machinery and equipment reported to supervisor.
- Fire and safety hazards identified and necessary precautions taken or reported according to store policy and procedures.
- Dangerous goods and substances identified, handled and stored according to occupational health and safety regulations and requirements.

- 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:
  - occupational health and safety and emergency procedures, which will take into account where applicable, local and state government regulations/requirements
  - emergency evacuation of store
  - events likely to endanger staff or customers
  - consultative committees
  - reporting procedures

- Basic operational knowledge of relevant:
  - occupational health and safety regulations

- Critical Aspects of Evidence:
  - Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:
    - consistently applying safe work practices, in all areas of the store, according to occupational health and safety legislation/regulations/codes of practice.
    - consistently applying store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.
    - identifying hazardous situations and rectifying where appropriate, or reporting to the relevant personnel according to store policy and procedures.
    - reading, accurately interpreting and consistently applying manufacturers’ instructions for storage and use of hazardous goods.

- Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:
  - legal requirements of the Occupational Health and Safety Act – general aims and objectives
  - the safety rights and responsibilities of employers and employees in the workplace including OH & S committees
  - a range of potential hazards and unsafe practices
  - precautions to reduce risks – safety audits, reporting procedures, manual handling and lifting
  - emergency evacuation procedures

- Key terms and concepts
  - Occupational Health and Safety Act
  - Occupational Health and Safety Committee
  - hazards – chemical, physical, psychological, ergonomic
  - safety audits
  - emergency procedures
Title: Apply Safe Work Practices

<table>
<thead>
<tr>
<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></td>
<td>• Store policy regarding manual handling practice followed. • Participation in consultative arrangements established by company for occupational health and safety demonstrated.</td>
<td>• legislation and statutory requirements • industry codes of practice</td>
<td>• knowing store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.</td>
<td></td>
</tr>
<tr>
<td>LP.1.2 Observe Emergency Procedures</td>
<td>• Store policies and procedures in regard to illness or accident identified and observed. • Safety alarms identified accurately. • Qualified person contacted in the event of accident or sickness of customers or staff and accident details correctly recorded according to store accident/injury procedures. • Store evacuation procedures identified and observed according to store policy.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• locating and using safety alarms/fire extinguishers/emergency exists • identifying hazardous goods and substances • interpreting symbols used for occupational health and safety signage • storing and using chemicals and hazardous substances • handling broken or damaged equipment • manual handling procedures • using personal protective gear/equipment • appropriate waste disposal.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Literacy skills in reading and interpreting instructions</td>
<td>Numeracy skills in estimating weights, size, quantities and mixtures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Title: Apply Safe Work Practices

<table>
<thead>
<tr>
<th>Range of Variables</th>
<th>HSC Indicative Hours: 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Relevant store policies and procedures should include:</td>
<td></td>
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<tr>
<td>- hazard policies and procedures</td>
<td></td>
</tr>
<tr>
<td>- emergency, fire and accident procedures</td>
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<td>- personal safety procedures</td>
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<td>- procedures for the use of personal protective clothing and equipment</td>
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<td>- use of motor vehicles</td>
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<td>- hazard identification</td>
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<td>- issue resolution procedures</td>
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<td>- job procedures</td>
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<td>- work instructions.</td>
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<tr>
<td>The following variables may be present:</td>
<td></td>
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<tr>
<td>- Relevant occupational health and safety legislation and codes of practice.</td>
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<tr>
<td>- Store policies and procedures in regard to occupational health and safety, general duty of care and emergency procedures.</td>
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</tr>
</tbody>
</table>

Method and Context of Assessment

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.

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.
Title: Apply Safe Work Practices

**Unit Assessment**

Evidence is most relevant when provided through a holistic assessment activity that 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 LP.1: Apply Safe Working Practices, the candidate will demonstrate the ability to identify typical workplace hazards and make suggestions for dealing with such hazards in order to maintain a safe workplace.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

**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 LP.I: Apply Safe Working Practices is a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential. The other Phase A Units are.

- CS1: Communicate in the Workplace
- ER.1: Work Effectively in a Retail Environment
- M.2: Perform Routine Housekeeping Duties
- CA.1: Operate Retail Equipment

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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme Developing Good Working Habits.

**Related learning for the HSC**

Delivery of this unit may be integrated with other units including:

- WRRER.1: Work Effectively in a Retail Environment
- WRRLP.1: Communicate in the Workplace
- WRRM.2: Perform Routine Housekeeping Duties
- WRRCA.1: Operate Retail Equipment

and to other related units in Phases B and C.

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

- Legal Studies
- Other HSC VET courses
- Mathematics
- Work Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Apply Safe Work Practices

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 LP.1: Apply Safe Working Practices that are critical to the theme of Developing Good Working Habits in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

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:
  - store policy and procedure manuals
  - manufacturers’ instructions/operation manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice
- 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>
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</tr>
</tbody>
</table>

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 005 – Apply Safe Work Practices
- National Retail Training Materials – Learners Guide – Apply Safe Work Practices
- National Retail Training Materials – Guide to Assessment Activities
- Materials developed by Registered Training Organisations
- Various commercially produced materials
<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td><strong>Minimise Theft</strong></td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td><strong>Unit Descriptor</strong></td>
</tr>
<tr>
<td>WRRLP.2A</td>
<td>This unit encompasses the competencies necessary to maintain a secure workplace.</td>
</tr>
</tbody>
</table>

HSC Requirements and Advice
<table>
<thead>
<tr>
<th>Element Of Competency</th>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>Critical Aspects of Evidence</th>
</tr>
</thead>
</table>
| LP.2.1 Apply Routine Store Security | • Store security systems and procedures applied according to store policy.  
• Cash handled and secured according to store policy.  
• Suspect behaviour by customers observed and dealt with according to store policy.  
• Internal and external theft dealt with according to store policy.  
• Products and equipment stored in a secure manner. | 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:  
• security  
• checking customers’ bags and purchases  
• reporting problems and faults.  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, particularly in regard to checking customers’ bags and purchases, including criminal law, property offences, consumer law  
• Trade Practices Act and Fair Trading Act  
Operational knowledge of:  
• store merchandising system including price tags, label, bar codes, and price lists/catalogues | Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• consistently applying store policies and procedures and industry codes of practice, in regard to store security and theft prevention  
• consistently applying store policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel  
• monitoring stock, work area, customers and staff to minimise opportunities for theft. | 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 |
<table>
<thead>
<tr>
<th>Element of Competency</th>
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<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
</table>
| LP.2.2 Minimise Theft | • Appropriate action taken to minimise theft by applying store procedures.  
• Merchandise matched to correct price tags.  
• Surveillance of merchandise which can be easily stolen maintained according to store policy and industry codes of practice.  
• Customers’ bags checked as required at point of sale according to store policy and industry codes of practice.  
• Security of cash, cash register and keys maintained according to store policy.  
• Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.  
• Suspected or potential thieves dealt with according to store policy and procedures. | • security procedures relating to cash handling, credit cards, EFTPOS and cheque transactions  
• location and operation of store security equipment, including video surveillance, alarms, dye tags, etc.  
• reporting procedures for external/internal theft or suspicious circumstances. |  | Key terms and concepts  
  • security system  
  • external theft  
  • internal theft  
  • vendor theft  
  • stock shrinkage  
  • codes of practice  
  • legal rights of customers and staff |
Title: Minimise Theft

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 security.
- Store policies will take into account local and state security legislation and industry codes of practice.
- Size and type and location of store.
- Store merchandise and service range.
- Merchandise may be covered by special security requirements.
- Types of security equipment.
- Varying levels of staff training
- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock and records
  - cash, credit
  - equipment
  - premises
  - armed hold-up.
- Security equipment used, eg alarm systems, video surveillance, mirrors, locked and secure areas.
- Levels of staffing, eg staff shortages.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.

Method and Context of Assessment
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.

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 oral short answer testing, multiple-choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.
Title:  Minimise Theft

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 LP.2: Minimise Theft, the candidate will demonstrate the ability to follow store security procedures and store procedures to minimise theft in a range of retail situations.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

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 LP.2: Minimise Theft, is a Phase B unit within Certificate II in Retail Operations. All Phase B units are essential. The other Phase B Units are:

- CS2: Apply Point of Sale Handling Procedures
- CS.3: Interact With Customers
- I.1: Perform Stock Control Procedures
- F.1: Balance the Register/Terminal

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.

HSC Indicative Hours: 15

Related learning for the HSC

Delivery of this unit may be integrated with other units including:

- WRRCS2: Apply Point of Sale Handling Procedures
- WWRCS.3: Interact With Customers
- WWRI.1: Perform Stock Control Procedures
- WWRF.1: Balance the Register/Terminal

Where appropriate, links should also be made to related units in Phases A and C.

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.
Title: Minimise Theft

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 LP.2: Minimise Theft 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.

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:
  - store policy and procedure manuals
  - legislation and statutory requirements
  - industry codes of practice
  - Trade Practices Act and Fair Trading Act
- relevant security equipment
- point of sale equipment
- qualified workplace assessor.

<table>
<thead>
<tr>
<th>Key Competencies</th>
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<th>Communicate Ideas and Information</th>
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</tbody>
</table>

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
<table>
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<tr>
<th>Training Package</th>
<th>Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Merchandise Products</td>
</tr>
<tr>
<td><strong>Unit Code</strong></td>
<td>WRRM.1A</td>
</tr>
<tr>
<td><strong>Unit Descriptor</strong></td>
<td>This unit involves the arrangement and presentation of merchandise within the store. It includes the setting up and maintenance of displays and labelling or pricing stock.</td>
</tr>
<tr>
<td><strong>Skill Area</strong></td>
<td>Merchandising</td>
</tr>
<tr>
<td><strong>Phase</strong></td>
<td>C1</td>
</tr>
<tr>
<td><strong>HSC Indicative Hours:</strong></td>
<td>35</td>
</tr>
</tbody>
</table>

HSC Requirements and Advice
### Retail Curriculum Framework

#### Title: Merchandise Products

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Description</th>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRM.1A</td>
<td>This unit involves the arrangement and presentation of merchandise within the store. It includes the setting up and maintenance of displays and labelling or pricing stock.</td>
<td>Merchandising</td>
<td>C1</td>
<td>35</td>
</tr>
</tbody>
</table>

#### Element Of Competency

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<thead>
<tr>
<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>
</table>
| **M.1.1 Place and Arrange Merchandise** | • Merchandise unpacked in accordance with salon/store procedure.  
• Merchandise placed on floor, fixtures and shelves in determined locations.  
• Merchandise displayed in achieve a balanced fully stocked appearance and promote sales.  
• Damaged, soiled or out of date stock identified and corrective action taken as required according to store procedure.  
• Stock range placed to conform with fixtures, ticketing, prices or bar codes.  
• Stock rotated according to stock requirements and store procedure.  
• Stock presentation conforms to special handling techniques and other safety requirements. | 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:  
• merchandising, ticketing and pricing of stock  
• correct storage of stock  
• principles of display  
• store promotional themes, including advertising, catalogues and special offers  
• location of display areas  
• availability and use of display materials  
• stock rotation  
• stock replenishment  
• merchandise range scheduling for building and rotating displays  
• correct manual handling techniques for protection of self and merchandise  
Basic knowledge of elements and principles of design and trends in retail design. | **Critical Aspects of Evidence**  
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• consistently apply store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock  
• displaying merchandise on floor, fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.  
• preparing display labels and price tickets for merchandise with regard to store policies and procedures.  
• operating, maintaining and storing a range of ticketing equipment according to:  
  • store policy and procedures  
  • industry codes of practice  
  • manufacturers’ instructions and design specifications.  
• arranging correct pricing and information on merchandise according to store procedures, industry codes and government requirements. | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• importance of store image  
• aspects of exterior and interior design eg entrances, signage, window displays, layout, fixtures, ambience  
• elements of display – colour, shape, placement, arrangement, lighting  
• display types – wall displays, free-standing displays, aisles, fixtures, showcases, display windows  
• appropriate display styles for a range of merchandise types eg apparel, fresh and packaged foodstuffs, homewares  
• stock presentation and stock rotation  
• ticketing types, methods and information – eg price, size, packing date, bar code  
• use of manual and electronic ticketing equipment  
• occupational health and safety requirements in relation to unpacking, moving, lifting, stacking, displaying and storing stock  
• relevant legislation and regulations |
<table>
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<th>HSC Requirements</th>
</tr>
</thead>
</table>
| M.1.2 Prepare Display Labels/Tickets | - Labels/tickets for window, wall or floor displays prepared according to store policy.  
- Tickets prepared using electronic equipment or neatly by hand according to store procedures.  
- Soiled, damaged, illegible or incorrect labels/tickets identified and corrective action taken.  
- Electronic ticketing equipment used and maintained according to design specifications.  
- Ticketing equipment maintained and stored in a secure location. | Basic operational knowledge of relevant:  
- occupational health and safety regulations including manual handling and hygiene and sanitation  
- legislation and statutory requirements, including consumer law  
- industry codes of practice, including:  
  - Supermarket Scanning Code  
  - Jewellery and Timepieces Industry Code | Identifying damaged, soiled or out of date stock and taking corrective action as required by store procedures and legislative requirements  
- maintaining display areas and replenishing stock as required in accordance with store procedures and legislative requirements  
- performing correct manual handling, storage and display techniques according to:  
  - stock characteristics  
  - industry codes of practice  
- occupational health and safety legislation/regulations/codes of practice. |  |
| M.1.3 Place, Arrange and Display Price Tickets and Labels. | - Tickets/labels are visible and correctly placed on merchandise.  
- Labels/tickets replaced according to store policy.  
- Correct pricing and information maintained on merchandise according to store procedures, industry codes and government requirements. | Operational skills and techniques in:  
- use and maintenance of manual and electronic labelling/ticketing equipment  
- completing tasks in a set time frame.  
- literacy and numeracy skills in regard to:  
  - reading and interpreting store procedures and guidelines  
  - machine or manual preparation of labels/tickets  
  - reading and understanding manufacturer’s instructions | |  |

Key terms and concepts  
- merchandising  
- principles of display  
- stock rotation  
- props, risers, stocks, backgrounds  
- planogram  
- traffic flow  
- open, partial and full displays  
- layout – grid, free flow, herringbone  
- fixtures and fittings  
- labels and tickets  
- barcode  
- use by and packaging date  
- promotions
<table>
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<th>Element of Competency</th>
<th>Performance Criteria</th>
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<th>Evidence Requirements</th>
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</thead>
</table>
| M.1.4 Maintain Displays | • Special promotion areas reset and dismantled.  
• Supervisor assisted in selection of merchandise for display.  
• Merchandise arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.  
• Unsuitable or out of date displays identified, reset and/or removed as directed.  
• Optimum stock levels identified and stock replenished according to store policy.  
• Display areas maintained in a clean and tidy manner.  
• Excess packaging removed from display areas. | | | |
| M. 1.5 Protect Merchandise | • Correct handling, storage and display techniques identified and used according to stock characteristics and industry codes. | | | |

**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 merchandising of stock.
- Size, type and location of store.
- Size, type and location of display areas and fittings.
- Store merchandise range.
- Industry codes of practice.
Title: Merchandise Products

Method and Context of Assessment

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.

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 M.1: Merchandise Products, the candidate will demonstrate the ability to undertake basic merchandising and display activities with the air of enhancing sales performance for specified products.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.
Title: Merchandise Products

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 M.1: Merchandise Products is a Phase C1 unit within Certificate II in Retail Operations. Phase C1 is an elective stream. The other Phase C1 Units are:

S2: Advise on Products and Services
S1: Sell Products and Services

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 C1 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme Promoting Products So That They Sell.

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 M.1: Merchandise Products that are critical to the theme of Promoting Products So That They Sell in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the products and services of the candidate’s workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1.

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

Related learning for the HSC

Delivery of this unit may be integrated with other units including:

WRSS2: Advise on Products and Services
WRSS1: Sell Products and Services
and to other related units in Phases A and B.

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

- English
- Business Studies
- Visual Arts
- Work Studies

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Merchandise Products

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
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and occupational health and safety
  - manufacturers’ instructions/operation manuals on electronic ticketing equipment
  - relevant legislation and industry codes of practice.
- qualified workplace assessor.

Key Competencies

<table>
<thead>
<tr>
<th>Collecting, analysing, and organising information</th>
<th>Communicating ideas and information</th>
<th>Planning &amp; organising activities</th>
<th>Work with others and in teams</th>
<th>Use mathematical ideas and techniques</th>
<th>Solving problems</th>
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<tr>
<td><strong>Title:</strong></td>
<td>Perform Routine Housekeeping Activities</td>
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<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRM.2A</td>
<td>This unit involves the application of personal hygiene practices by staff members and the organisation, tidiness and cleanliness of the workplace.</td>
<td>Merchandising</td>
<td>A</td>
<td>15</td>
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</tbody>
</table>

HSC Requirements and Advice
# Title:
Perform Routine Housekeeping Activities

## Unit Code
WRRM.2A

## Unit Description
This unit involves the application of personal hygiene practices by staff members and the organisation, tidiness and cleanliness of the workplace.

## Skill Area
Merchandising

## Phase
A

## HSC Indicative Hours:
15

### Element Of Competency
M.2.1 Organise Work Area

### Performance Criteria
- Counter, preparation area, point of sales area, and walkways maintained in a sale, uncluttered and organised manner according to store policy.
- All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy.
- Store policies and procedures for tidying of fixtures, point of sale terminals, displays, preparation areas and aisles, and placing items in designated areas applied.

### Underpinning Skills and Knowledge
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:
- housekeeping
- use and maintenance of store cleaning equipment
- personal hygiene
- waste disposal and environment protection
- reporting problems and faults.

Basic operational knowledge of relevant:
- occupational health and safety regulations including manual handling and hygiene and sanitation
- labels used to identify chemicals and hazardous substances/HAZCHEM labels
- manufacturers' instructions for use of cleaning materials or hazardous substances

### Critical Aspects of Evidence
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:
- consistently applying housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas
- consistently applying safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:
  - store policy and procedures
  - occupational health and safety legislation/regulation/codes of practice
  - industry codes of practice
  - manufacturers' instructions and design specifications
  - applying store housekeeping program of work area and reporting of faults/problems to relevant person/department

### Learning experiences for the HSC
Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:
- importance of housekeeping – safety, customer impression, store image
- safe practices for point of sale, counters, aisles and displays
- protocols for cleaning and identifying individual responsibilities
- operation, maintenance and storage of cleaning equipment in accordance with enterprise policy and manufacturers' instructions
- procedures for identifying, reporting and dealing with hazards or problems
- legislative and regulatory requirements – occupational health and safety, self-presentation, hygiene
- environmentally responsible waste disposal policies and practices
<table>
<thead>
<tr>
<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>
</table>
| M.2.2 Clean Work Area | • Store policies and procedures for personal hygiene applied.  
• Store policies and procedures applied for cleaning of work area.  
• Waste promptly removed and disposed of according to store policy.  
• Spills, food, waste, or other potential hazards removed from floors according to store policy.  
• Signage promptly displayed in regard to unsafe areas, e.g. spills  
• Equipment and consumable materials maintained and stored correctly after use.  
• Tools and equipment (including guards) cleaned and used in accordance with manufacturer’s instructions and government requirements. | • manufacturers’ instructions for use cleaning equipment  
• legislation and statutory requirements, including consumer law  
• industry codes of practice, including:  
  − Supermarket Scanning Code  
  − Jewellery and Timepieces Industry Code  
Operational skills and techniques in:  
• use and maintenance of cleaning equipment  
• use and storage of chemicals, hazardous substances and flammable materials  
• safe use of electrical and other equipment  
• planning and organising activities.  
Literacy and numeracy skills in reading and understanding manufacturer’s instructions | • applying store housekeeping program of work area and reporting faults/problems to relevant person/department  
• reading, accurately interpreting and consistently applying manufacturers’ instructions for cleaning products, tools and equipment  
• completing tasks in set time frame. | Key terms and concepts  
• housekeeping policy  
• hazards  
• stock storage  
• stock rotation  
• hazard signage  
• industry codes of practice  
• schedules/checklists  
• personal hygiene and presentation  
• waste disposal  
• recycling |
## Title: Perform Routine Housekeeping Activities

### 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 routine housekeeping practices.
- Size and type of store.
- Store merchandise and service range.
- Types of equipment used in store.
- Routine housekeeping may include tidying and cleaning of counters, benches, sinks, preparation areas, walkways, fixtures and other working surfaces.
- Maintenance and storage of cleaning equipment.
- Use and storage of cleaning chemicals.
- Handling and cleaning techniques may vary according to stock characteristics and industry codes of practice.
- Routine or busy trading conditions.

### Method and Context of Assessment

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.

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.
Title: Perform Routine Housekeeping Activities

Unit Assessment

Evidence is most relevant when provided through a holistic assessment activity that 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 M.2: Perform Routine Housekeeping Duties, the candidate will demonstrate the ability to apply to organise the work area and perform effective routine housekeeping procedures in a range of retail situations.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

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 M.2: Perform Routine Housekeeping Duties in a Phase A unit within Certificate II in Retail Operations. All Phase A units are essential.

The other Phase A units are:

- CS1: Communicate in the Workplace
- ER.1: Work Effectively in a Retail Environment
- LP.1: Apply Safe Working Practices
- CA.1: Operate Retail Equipment.

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 A has been completed the candidate will undertake an Integrated Competency Assessment based on the theme Developing Good Work Habits.

Related learning for the HSC

Delivery of this unit may be integrated with other Phase A units including:
- WRRER.1: Work Effectively in a Retail Environment
- WRRLP.1: Apply Safe Working Practices
- WRRCA.1: Operate Retail Equipment.
- WRRCS.1: Communicate in the Workplace

and with other related units in Phases B and C.

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

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
**Title:** Perform Routine Housekeeping Activities

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 M.2: Perform Routine Housekeeping Duties, which are critical to the theme of Developing Good Working Habits in order to demonstrate the acquisition of basic work skills, knowledge and good work habits essential for all retail employees.

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

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

**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
- cleaning/store housekeeping equipment and materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, cleaning and occupational health and safety
  - manufacturers’ instructions/operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations
- 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>
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</tr>
</tbody>
</table>

**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 006 – Perform Routine Housekeeping Duties
- National Retail Training Materials – Learners Guide – Perform Routine Housekeeping Duties
- National Retail Training Materials – Guide to Assessment Activities
- Store manuals
- Materials developed by Registered Training Organisations
- Various commercially produced materials
<table>
<thead>
<tr>
<th>Training Package</th>
<th>Title:</th>
<th>HSC Requirements and Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail</td>
<td>Sell Products and Services</td>
<td>WRRS.1A</td>
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</table>

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
<th>Phase</th>
<th>HSC Indicative Hours:</th>
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<tbody>
<tr>
<td>WRRS.1A</td>
<td>This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.</td>
<td>Selling</td>
<td>C1/C2</td>
<td>15</td>
</tr>
</tbody>
</table>
## Title:
Sell Products and Services

<table>
<thead>
<tr>
<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>
</table>
| S.1.1  Apply Product Knowledge | • Knowledge of the use and application of relevant products and services demonstrated.  
• Experienced sales staff or product information guide consulted to increase product knowledge. | 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:  
• selling products and services allocated duties and responsibilities.  
Knowledge of store merchandise and service range  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, including consumer law  
• industry codes of practice, including:  
  − Supermarket Scanning Code  
  − Jewellery and Timepieces Industry Code | Critical Aspects of Evidence  
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales  
• using questioning, listening and observation skills to accurately determine customer requirements  
• consistently applying store policies and procedures, in regard to selling products and services  
• maximising sales opportunities according to store policies and procedures  
• consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services  
• evaluating personal sales performance to maximise future sales. | HSC Requirements and Advice:  
Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• workplace communication skills including  
  − verbal and non-verbal communication techniques including questioning, active listening, presentation and body language  
  − appropriate presentation, manner, tone and forms of address in communication with customers and colleagues of different age groups, gender and cultural backgrounds  
• working in teams  
• use of typical documentation including invoices, receipts, lay-by slips, return slips, credit notes, stock sheets, rainchecks  
• retail calculations including arithmetic calculations related to cash transactions  
• appreciation of special needs  
• legislative and regulatory requirements |
| S.1.2  Approach Customer | • Timing of customer approach determined and applied.  
• Effective sales approach identified and applied.  
• Positive impression conveyed to arouse customer interest.  
• Knowledge of customer buying behaviour demonstrated.  
• Customer focused on specific merchandise. | Knowledge of store merchandise and service range  
Basic operational knowledge of relevant:  
• legislation and statutory requirements, including consumer law  
• industry codes of practice, including:  
  − Supermarket Scanning Code  
  − Jewellery and Timepieces Industry Code |  |  |
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<tr>
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<th>Evidence Requirements</th>
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</tr>
</thead>
</table>
| S.1.3 Gather Information | • Questioning techniques applied to determine customer buying motives.  
• Listening skills used to determine customer requirements.  
• Non-verbal communication cues interpreted and clarified.  
• Customers identified by name where possible. | Operational skills and techniques in:  
• verbal and non verbal communications  
• questioning/listening/observation  
• handling difficult customers  
• negotiating  
• problem solving  
• sales performance appreciation | • emotional and rational buying motives  
• identifying sources of product knowledge  
• demonstrating the different methods of approaching a customer (greeting, merchandise and service approaches) and the timing of these approaches to make a good first impression  
• ascertaining and meeting customer needs and requests – consultative selling, need identification, need satisfaction, building a relationship with the customer  
• converting features to benefits for the customer  
• responding to customer objections in relation to price, timing, merchandise  
• identifying and responding appropriately to customer buying signals  
• closing the sale using a variety of techniques | |
| S.1.4 Sell Benefits | • Customer needs matched to appropriate products and services.  
• Knowledge of products’ features and benefits communicated clearly to customers.  
• Product use and safety requirements described to customers.  
• Customers referred to appropriate product specialist as required.  
• Routine customer questions about merchandise, eg price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff. | Basic knowledge and understanding of customer types and needs, including:  
• customer buying motives  
• customer behaviour and cues  
• individual and cultural differences  
• demographics/lifestyle/income  
• types of customer needs, eg functional, psychological  
Selling skills, including:  
• opening techniques  
• buying signals  
• strategies to focus customer on specific merchandise  
• add ons and complimentary sales  
• overcoming customer objections  
• closing techniques | | |
<table>
<thead>
<tr>
<th>Element of Competency</th>
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<th>Evidence Requirements</th>
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</tr>
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<tbody>
<tr>
<td>S.1.5 Overcome Objections</td>
<td>- Customer objections identified and accepted.</td>
<td>Literacy skills in regard to:</td>
<td></td>
<td>• identifying opportunities to maximise sales – selling up, add ons (complementary products)</td>
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<td>- Objections categorised into price, time and merchandise characteristics.</td>
<td>• reading and understanding product information</td>
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<td></td>
<td>- Solutions offered according to store policy.</td>
<td>• reading and understanding store policies and procedures</td>
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<td>- Problem solving applied to overcome customer objections.</td>
<td>• recording information</td>
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<td></td>
<td></td>
<td>Literacy skills in regard to:</td>
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<tr>
<td></td>
<td></td>
<td>• understanding product information</td>
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<td></td>
<td></td>
<td>• understanding store policies and procedures</td>
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<td></td>
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<td>• recording information</td>
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<td></td>
<td>Numeracy skills in regard to handling of tender, weighing and measuring goods</td>
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<tr>
<td>S.1.6 Close Sale</td>
<td>- Customer buying signals monitored, identified and responded to appropriately.</td>
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<td>- Customer encouraged to make purchase decisions.</td>
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<td></td>
<td>- Appropriate method of closing sale selected and applied.</td>
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<tr>
<td>S.1.7 Maximise Sales Opportunities</td>
<td>- Opportunities for making additional sales recognised and applied.</td>
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<td>- Customer advised of complementary products or services according to customer's identified need.</td>
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<td></td>
<td>- Personal sales outcomes reviewed to maximise future sales.</td>
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</tbody>
</table>
**Title:** Sell Products and Services

**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 selling products and services.
- Size, type and location of store.
- Store merchandise range.
- Store service range.
- Store sales approach.
- Product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements.
- Customers with routine or special requests.
- Regular and new customers.
- Selling may be face to face or by telephone.
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Levels of staffing, eg staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.
- Customer lists.
- Handling techniques may vary according to stock characteristics and industry codes of practice.

**Method and Context of Assessment**

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.

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.
### Title: Sell Products and Services

<table>
<thead>
<tr>
<th>HSC Indicative Hours:</th>
<th>15</th>
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</thead>
</table>

#### 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 S.1: Sell Products and Services, the candidate will demonstrate the ability to develop and communicate specified product knowledge to a range of customers and encourage sales opportunities by matching customer needs to features and benefits of the product.

Unit assessment exemplars are available in the Guide to Assessment Activities for Certificate II in Retail Operations.

#### 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 S.1: Sell Products and Services in a Phase C1 and a Phase C2 unit within Certificate II in Retail Operations. Phase C1 and Phase C2 are elective streams.

Refer to the Qualifications, Section 3.4 of the Training Package for the other Phase C1 and Phase C2 units.

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 C1 or Phase C2 has been completed the candidate will undertake an Integrated Competency Assessment based on one of the themes:

- **Phase C1: Promoting Products So That They Sell**
- **Phase C2: Promoting Fresh Food Products So That They Sell**

#### Related learning for the HSC

Delivery of this unit may be integrated with other Phase C units including:
- WRRM.1: Merchandise Products
- WRSS.2: Advise on Products and Services

and other related units in Phases A and B.

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

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Sell Products and Services

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 S.1: Sell Products and Services that are critical to the theme of Promoting Products (or Fresh Food Products) So That They Sell in order to demonstrate the acquisition of knowledge and skills in promoting, displaying, providing information and selling the products and services of the candidate’s workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1 or Phase C2.

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

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
- access to a range of customers with different requirements (real or simulated)
- relevant documentation, such as: 
  - stock/inventory/price lists
  - sales order forms
  - store policy and procedure manuals
- a range of communication equipment
- product labels and sources of product information
- qualified workplace assessor.

HSC Indicative Hours: 15

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>
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</tbody>
</table>

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 014 Sell Products and Services
- National Retail Training Materials – Learners Guide – Sell Products and Services
- Store manuals and guides
- Materials developed by Registered Training Organisation
- Various commercially produced materials
<table>
<thead>
<tr>
<th>Training Package</th>
<th>Retail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Advise on Products and Services</td>
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<tr>
<th>Unit Code</th>
<th>Unit Descriptor</th>
<th>Skill Area</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRS.2A</td>
<td>This unit builds on Unit S1: Sell Products and Services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.</td>
<td>Service</td>
<td>C1</td>
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<table>
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<tr>
<th>HSC Requirements and Advice</th>
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</table>

<table>
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<tr>
<th>HSC Indicative Hours:</th>
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<tbody>
<tr>
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</table>
Title: Advise on Products and Services

Unit Code: WRRS.2A
Unit Descriptor: This unit builds on Unit S1: Sell Products and Services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Phase</th>
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<td>Service</td>
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HSC Indicative Hours: 25

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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>
| **S.2.1 Develop Product Knowledge** | • Product knowledge developed, maintained and conveyed to other staff members as required.  
• Comparisons between products and services researched and applied including:  
  - brand options  
  - product features  
  - warranties  
  - price.  
• Knowledge of competitors’ product and service range and pricing structure demonstrated. | The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.  
Specialist product knowledge including:  
• specialised products  
• warranties  
• corresponding benefits of various products  
• shelf life; use-by date  
• storage requirements  
• ingredients or materials contained in products  
• product/ingredients origins  
• features and use of products  
• care and handling of products  
• corresponding or complementary products and services  
• stock availability  
• ordering procedures | Critical Aspects of Evidence  
Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:  
• consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services  
• developing, maintaining and conveying product knowledge to customers  
• applying detailed and specialised product knowledge to customers  
• applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer. | Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:  
• defining ‘product knowledge’  
• techniques for acquiring product knowledge – packaging, labels, suppliers, colleagues, manufacturers, trade journals, consumer  
• developing specialist product knowledge to allow comparisons between alternative products – brand options, features/benefits, warranties, price, value for money, shelf life, use by date, safety aspects, instructions for use, cleaning, storage requirements, ingredients and materials  
• demonstrating features and benefits of products to customers to create a buying motive  
• a range of product/merchandise types – eg apparel, homewares, at least one specialist area |
| **S.2.2 Recommend Specialised Products** | • Merchandise evaluated according to customer requirements.  
• Features and benefits of products and services demonstrated to customer to create a buying environment.  
• Detailed specialised knowledge of product applied to provide accurate advice to customers. | Knowledge of and ability to apply store/industry manuals and documentation (paper based or computerised). |  |

HSC Requirements and Advice
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<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
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</thead>
</table>
| **Knowledge of store:** | • stock and merchandise range  
• service range  
• procedures for taking customer orders  
• buying, pricing and ordering procedures  
• other relevant policies and procedures.  
Basic operational knowledge of relevant:  
• legislation and statutory requirements including consumer law.  
• industry codes of practice, including:  
  − Supermarket Scanning Code  
  − Jewellery and Timepieces Industry Code.  
Ability to use a range of communication/electronic equipment.  
Literacy skills in regard to:  
• reading and understanding product information  
• reading and understanding store policies and procedures  
• recording information.  
Numeracy skills used for estimating and calculating costs relevant to pricing products. |

**Key terms and concepts**  
• product knowledge  
• brand options  
• features and benefits  
• warranties  
• guarantees  
• shelf life  
• buying motive – emotional, rational |
**Title:** Advise on Products and Services  

**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 selling products and services.
- Size, type and location of store
- Store merchandise range
- Store service range
- Product knowledge and training available
- Specialist products and services
- Customers with routine or special needs
- Regular and new customers
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Levels of staff training

**Method and Context of Assessment**

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.

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.
**Title:** Advise on Products and Services

### Unit Assessment

Evidence is most relevant when provided through a holistic assessment activity that 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 S.2: Advise on Products and Services, the candidate will demonstrate the ability to apply product knowledge to specified products and provide accurate advice to customers on those products in a variety of sales situations.

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

### 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 S.2: Advise on Products and Services in a Phase C1 unit within Certificate II in Retail Operations. Phase C1 is an elective stream.

The other Phase C1 Units are:

- S1: Sell Products and Services
- M1: Merchandise Products

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 C1 has been completed the candidate will undertake an Integrated Competency Assessment based on the theme *Promoting Products So That They Sell*.

### Related learning for the HSC

Delivery of this unit may be integrated with other units including:

- WRRS1: Sell Products and Services
- WRRM1: Merchandise Products

Where appropriate, links should also be made to related units in Phases A and B.

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

- English
- Design and Technology
- Industrial Technology

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
Title: Advise on Products and Services

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 S.2: Advise on Products and Services that are critical to the theme of Promoting Products So That They Sell in order to demonstrate the acquisition of knowledge and skills in promoting, displaying providing information and selling of products and services in the candidate's workplace.

The evidence should be gathered during learning and assessment activities for each unit of competency within Phase C1.

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

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 store situation containing:
  - range of stock and merchandise (real and simulated, common and unusual)
- relevant documentation, such as:
  - stock/inventory lists
  - price lists
  - store policy and procedures manuals
  - delivery costs
  - details of services available
- access to a range of customers with different requirements (real or simulated)
- a range of communication equipment
- qualified workplace assessor.

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<thead>
<tr>
<th>Key Competencies</th>
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<tbody>
<tr>
<td>Collect, Analyse, and Organise Information</td>
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<td>Communicate Ideas and Information</td>
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<td>Plan and Organise Activities</td>
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<td>Work with Others and in Teams</td>
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<tr>
<td>Use Mathematical Ideas and Techniques</td>
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<td>Solve Problems</td>
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<td>Use Technology</td>
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</table>

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 015 – Advise on Products and Services
- National Retail Training Materials – Learners Guide – Advise on Products and Services
- National Retail Training Materials – Guide to Assessment Activities
- Materials developed by Registered Training Organisations
- Store and manufacturer’s catalogues
- Trade journals
- Various commercially produced materials