# Perform Routine Housekeeping Duties

**Unit Code**: WRRM2B

This unit encompasses the skills, knowledge and attitudes required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices by staff members and the organisation of the work area to keep the workplace tidy, clean and safe.

**Skill Area**: Merchandising

### HSC Indicative Hours

15

<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><strong>1 Organise work area</strong></td>
<td>1.1 Work area is maintained in a safe, uncluttered and organised manner according to store policy. 1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy. 1.3 Store policies and procedures for tidying work areas and placing items in designated areas applied.</td>
<td>Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below: Knowledge of:  - store policies and procedures, in regard to:  - housekeeping  - use and maintenance of store cleaning equipment  - personal hygiene  - waste disposal and environment protection  - reporting problems and faults.</td>
<td>The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program. Critical Aspects of Evidence Competency in this unit requires evidence that the candidate:  - Consistently applies housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas  - Consistently applies 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  - Applies store housekeeping program of work area and reports faults/problems to relevant</td>
<td>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</td>
</tr>
<tr>
<td><strong>2 Clean work area</strong></td>
<td>2.1 Store policies and procedures for personal hygiene applied. 2.2 Store policies and procedures applied for cleaning of work area. 2.3 Waste promptly removed and disposed of according to store policy and legislative requirements. 2.4 Spills, food, waste, or other potential hazards reported to appropriate personnel and removed from floors according to</td>
<td>Relevant occupational health and safety regulations  - Relevant labels to identify chemicals and hazardous substances/Hazardous Chemicals (HAZCHEM) labels  - Manufacturer’s instructions for use of cleaning materials or hazardous substances  - Manufacturer’s instructions for use of cleaning equipment  - Relevant legislation and codes of practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

---

*Retail Curriculum Framework*  
WRRM2B  
November 2002
<table>
<thead>
<tr>
<th>Competency</th>
<th>and Knowledge</th>
<th>Key terms and concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>store policy and legislative requirements.</td>
<td>statutory requirements</td>
<td>• housekeeping policy</td>
</tr>
<tr>
<td>2.5 Signage promptly displayed in regard to unsafe areas.</td>
<td>• Relevant industry codes of practice</td>
<td>• hazards</td>
</tr>
<tr>
<td>2.6 Equipment and consumable materials maintained and stored correctly</td>
<td>• Using and maintaining cleaning equipment</td>
<td>• stock storage</td>
</tr>
<tr>
<td>after use.</td>
<td>• Using and storing chemicals, hazardous substances and flammable materials</td>
<td>• stock rotation</td>
</tr>
<tr>
<td>2.7 Tools and equipment (including guards) cleaned and used in accordance</td>
<td>• Using electrical and other equipment safely</td>
<td>• hazard signage</td>
</tr>
<tr>
<td>with manufacturer’s instructions and legislative requirements.</td>
<td>• Literacy and numeracy skills in:</td>
<td>• industry codes of practice</td>
</tr>
<tr>
<td></td>
<td>- reading and understanding manufacturer’s instructions</td>
<td>• schedules/checklists</td>
</tr>
<tr>
<td></td>
<td>- reading and understanding warning labels and instructions for the use of</td>
<td>• personal hygiene and presentation</td>
</tr>
<tr>
<td></td>
<td>chemicals and hazardous substances</td>
<td>• waste disposal</td>
</tr>
<tr>
<td></td>
<td>• Completes tasks in set time frame</td>
<td>• recycling</td>
</tr>
</tbody>
</table>
### RANGE OF VARIABLES

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

The following variables may include but are not limited to:

- **Store policy and procedures in regard to:**
  - housekeeping practices
  - personal hygiene
  - maintenance and storage of cleaning equipment
  - use and storage of cleaning chemicals

- **Work areas may include:**
  - counters
  - benches
  - sinks
  - point of sale terminals
  - point of sale areas
  - preparation areas
  - walkways and aisles
  - displays
  - fixtures and other working surfaces

- **Handling and cleaning techniques may vary according to:**
  - stock characteristics
  - industry codes of practice

- **Unsafe areas may include:**
  - spills
  - sharp edges
  - loose wiring

- **Reporting of faults/problems may be conducted by:**
  - face to face
  - email
  - phone
  - fax

- **Legislative requirements may include:**
  - waste removal
  - environmental protection
  - transport, storage and handling of goods
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - occupational health and safety
  - use of protective clothing/equipment

- **Appropriate personnel may include:**
  - manager
  - area supervisor
  - team leader
  - colleagues
Context of Assessment

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

Integrated Competency Assessment
Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.
The candidate will be required to:
• apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies
• integrate knowledge and skills critical to demonstrating competence in this unit.
Unit WRRM2B can be assessed with the following units:
WRRCS1B Communicate in the workplace
WRRLP1B Apply safe working practices
WRRCA1B Operate retail equipment

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

Related learning for the HSC
Delivery of this unit may be integrated with other units including:
WRRER1B Work effectively in a retail environment
WRRLP1B Apply safe working practices
WRRCA1B Operate retail equipment
WRRCS1B Communicate in the workplace

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.
### Resources Required
- A real or simulated work environment
- Cleaning/store housekeeping equipment and materials
- Relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and occupational health and safety
  - manufacturer’s instructions/operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations

### 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
Generic Process Skills

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

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Faults or problems will need to be communicated to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Store policies and procedures for cleaning work areas will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Cleaning work areas and disposing of waste will require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when carrying out routine procedures and reporting to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may be required when measuring out chemicals.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills may be required to clean particular areas.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Technology may be required when operating a range of cleaning equipment.</td>
<td>1</td>
</tr>
</tbody>
</table>