Retail Curriculum Framework

Stage 6 Syllabus
Part B

for implementation from 2003

Retail Operations (240 indicative hours)
Retail Operations (120 indicative hours)

2002
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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. 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.

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<td></td>
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<td></td>
<td>WRRS1B</td>
<td>Sell Products and Services</td>
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</tr>
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# Additional Module not in Retail Training Package
## Includes Retail Documentation and Calculations

The Key to Units explains the purpose of each part of the layout for the units.
### Title: Communicate in the Workplace

#### Unit Code: WRRCS1B

This unit encompasses the skills, knowledge and attitudes required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, reading and interpreting retail documents and using numbers in the workplace.

#### Customer Service

**HSC Indicative Hours:** 35

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<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
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<tr>
<td>1 Establish contact with customers</td>
<td>1.1 Welcoming customer environment maintained. 1.2 Customer greeted warmly according to store procedures. 1.3 Effective service environment created through verbal and non-verbal presentation according to store policy. 1.4 Questioning and active listening used to determine customer needs.</td>
<td>Knowledge of store policies and procedures: - external and internal customer contact - hygiene and self-presentation - verbal and non-verbal presentation - code of conduct - allocated duties and responsibilities Knowledge of goods and services provided by the store location of store departments</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: provides a consistently welcoming environment by treating customers in a courteous and helpful manner uses effective questioning and active listening techniques to communicate with customers while interpreting and communicating information accurately to customers, supervisors and peers both face-to-face and via other electronic communication equipment.</td>
<td>Indicated the depth of study required for purposes of the HSC.</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 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
  - self-presentation

- Information may include:
  - telephone
  - written
  - electronic media such as email
  - verbal messages

- Teams may include:
  - small work teams
  - store team
  - corporate team

- Team members may include:
  - management
  - other staff members
  - full-time
  - part-time

- Planning may be affected by:
  - store procedures
  - unexpected contingencies

- Customers may include:
  - new or repeat contacts
  - external and internal contacts
  - customers with routine or special requests
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

- 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

Contextualises units of competency, provides a focus for assessment and a link to enterprise requirements

Indicates the curriculum framework to which the unit of competency belongs and the code of the unit

Date of release for the HSC
## 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.

### 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

- **WRRER1B** Work effectively in a retail environment
- **WRRLP1B** Apply safe working practices
- **WRRM2B** Perform routine housekeeping duties
- **WRRCA1B** 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.
Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - lay-by/credit/product return slips
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of communication equipment

Resources stipulated in the Retail Training Package

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

Resources suggested for use in HSC delivery
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>Identifying customer requirements and informing others of any problems requires communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Identifying tasks and relevant store information requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Following routine instructions requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Working in a team is an essential part of this unit.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Dealing with numerical problems and calculating numerical information requires the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills will be applied when dealing with customer inquiries.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be applied in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>Training Package</td>
<td>Retail WRR02</td>
<td>HSC Requirements and Advice</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>Title:</strong></td>
<td>Introduction to Retailing</td>
<td></td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>RET001</td>
<td>HSC Indicative Hours:</td>
</tr>
<tr>
<td><strong>Unit Descriptor</strong></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>20</td>
</tr>
</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>Learning Outcome</th>
<th>Assessment Criteria</th>
<th>Module Content</th>
<th>HSC Requirements</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. | Learning experiences for the HSC must include:  
• 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, specialty 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 regard to full-time, part-time, and 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 ‘online’ shopping |
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Criteria</th>
<th>Module Content</th>
<th>HSC Requirements</th>
</tr>
</thead>
</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.  
• 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 | • 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 resumé/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 personal attributes.  
• Demonstrate effective performance at interview. | • Layout, principles and content of a job application letter  
• Layout principles and essential components of a resume/curriculum vitae  
• Interview preparation  
• Interview performance | • Key Terms and Concepts  
• administration  
• buying  
• chain  
• curriculum vitae  
• customer service  
• department  
• direct sell  
• discount  
• franchise |
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

HSC Requirements
- human resources
- interview
- manufacturing
- markets
- unlimited liability
- limited liability
- full time
- part time
- merchandising
- owner operated
- private providers
- resumé
- retail
- retail industry
- speciality
- stock control
- telemarketing
- tertiary education institutions
- vocational education institutions
- wholesale
- work ethic
- franchisee
- casual
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<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Establish contact with customers</td>
<td>1.1 Welcoming customer environment maintained.</td>
<td>Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events.</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.</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:</td>
</tr>
<tr>
<td>1.2 Customer greeted warmly according to store procedures.</td>
<td></td>
<td>Knowledge of:</td>
<td>Critical Aspects of Evidence</td>
<td>• verbal and non-verbal communication techniques including questioning, active listening, presentation and body language</td>
</tr>
<tr>
<td>1.3 Effective service environment created through verbal and non-verbal presentation according to store policy.</td>
<td></td>
<td>• store policies and procedures, in regard to:</td>
<td>Competency in this unit requires evidence that the candidate:</td>
<td>• appropriate presentation, manner, tone and forms of address in communication with customers and colleagues of different age groups, gender, cultural backgrounds and disabilities</td>
</tr>
<tr>
<td>1.4 Questioning and active listening used to determine customer needs.</td>
<td></td>
<td>- external and internal customer contact</td>
<td>• provides a consistently welcoming environment by treating customers in a courteous and helpful manner</td>
<td></td>
</tr>
<tr>
<td>1.5 Confidentiality and tact demonstrated.</td>
<td></td>
<td>- hygiene and self-presentation</td>
<td>• uses effective questioning and active listening techniques to communicate with customers while maintaining an awareness of the need for discretion, tact and confidentiality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- verbal and non-verbal presentation</td>
<td>• interprets and communicates information accurately to customers, supervisors and peers both face-to-face and via other electronic communication equipment.</td>
<td>• legislative and regulatory requirements – Anti-Discrimination Act, self-presentation, hygiene (Food Act) and Occupational Health and Safety Act</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- code of conduct</td>
<td></td>
<td>• telephone techniques including use of telecommunications equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- allocated duties and responsibilities</td>
<td></td>
<td>• accurate recording and transmission of messages using business protocols – electronic media</td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
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<td>HSC Requirements</td>
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</tr>
<tr>
<td>2 Process information</td>
<td>2.1 Telephone answered promptly according to store procedures.</td>
<td>• Relevant legislation and statutory requirements in regard to personal hygiene and self-presentation</td>
<td>• accesses, comprehends and processes information accurately according to store policies and procedures</td>
<td>• working in teams – assertiveness, listening, speaking, conflict resolution, negotiation</td>
</tr>
<tr>
<td></td>
<td>2.2 Questioning and active listening used to identify caller and accurately establish and confirm requirements.</td>
<td>• Functions and procedures for operating telephones and other communication equipment</td>
<td>• consistently follows routine instructions and seeks advice/assistance if required</td>
<td>• collecting, analysing and organising information and subsequent referral to appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>2.3 Telephone system functions used according to requirements.</td>
<td>• Skills in:</td>
<td>• participates actively and positively within a workplace team</td>
<td>• use of typical documentation including invoices, receipts, lay-by slips, return slips, credit notes, stock sheets</td>
</tr>
<tr>
<td></td>
<td>2.4 Messages or information recorded and passed on promptly.</td>
<td>- questioning/listening</td>
<td>• consistently applies store policies and procedures in regard to personal dress, presentation, hygiene and code of conduct</td>
<td>• retail calculations including arithmetic calculations related to cash transactions, price and quantity, and stock control</td>
</tr>
<tr>
<td></td>
<td>2.5 Customer informed of any problems and relevant action being taken.</td>
<td>- resolving conflict</td>
<td>• consistently meets store scheduling routines and uses time effectively</td>
<td>• use of basic mathematical operations (addition, subtraction, multiplication, division, percentages) in a retail context</td>
</tr>
<tr>
<td></td>
<td>2.6 Follow up action taken as necessary.</td>
<td>- negotiating</td>
<td>• interprets, calculates and records numerical information accurately.</td>
<td></td>
</tr>
<tr>
<td>3 Work in a team</td>
<td>3.1 Courteous and helpful manner demonstrated at all times.</td>
<td>- following set routines and procedures</td>
<td></td>
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<tr>
<td></td>
<td>3.2 Allocated tasks completed willingly without undue delay.</td>
<td>- managing stress</td>
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<tr>
<td></td>
<td>3.3 Assistance actively sought or provided by approaching other team members when difficulties arise.</td>
<td>- demonstrating self-esteem</td>
<td></td>
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<tr>
<td></td>
<td>3.4 Lines of communication with supervisors and peers identified according to store policy.</td>
<td>Literacy skills in regard to:</td>
<td></td>
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<tr>
<td></td>
<td>3.5 Constructive feedback provided by other team members encouraged, acknowledged and acted upon.</td>
<td>- the comprehension of workplace documents</td>
<td></td>
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<td></td>
<td>3.6 Questioning used to minimise misunderstandings.</td>
<td>- Numeracy skills in regard to workplace functions:</td>
<td></td>
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<tr>
<td></td>
<td>3.7 Signs of potential workplace conflict identified and conflict avoided wherever possible.</td>
<td>- addition</td>
<td></td>
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<td></td>
<td>3.8 Participation in team problem-solving demonstrated.</td>
<td>- subtraction</td>
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<td></td>
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<td>- multiplication</td>
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<td>- division</td>
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<td>- percentages</td>
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<tr>
<td></td>
<td></td>
<td>- use of a calculator</td>
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</tr>
</tbody>
</table>

Key terms and concepts
- communication
- internal and external customers
- collaboration, negotiation, feedback, conflict resolution, problem-solving
- documentation including time sheets, rosters, invoices, receipts, lay-by slips, return slips, credit notes, stock sheets
- cost price, retail price, mark-up, discount, turnover, gross and net profit
<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>4 Maintain personal presentation</td>
<td>4.1 Personal dress and presentation maintained in a neat and tidy manner. 4.2 Personal hygiene maintained according to store policy and government legislation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Follow routine instructions</td>
<td>5.1 Instructions received and acted upon. 5.2 Effective questioning used to elicit information. 5.3 Store information relevant to the particular task assessed, comprehended and acted upon. 5.4 Daily work routine planned and organised. 5.5 Tasks prioritised and completed without undue delay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Read and interpret retail documents</td>
<td>6.1 A range of retail documents accurately listed and described. 6.2 Information from a range of retail documents read and interpreted.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Use numbers in the workplace</td>
<td>7.1 Range of possible numerical problems in retail workplace accurately listed. 7.2 Numerical information collected from various sources and calculated accurately with or without the use of a calculator.</td>
<td></td>
<td></td>
<td></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 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
  - self-presentation
- Information may include:
  - telephone
  - written
  - electronic media such as email
  - verbal messages
- Teams may include:
  - small work teams
  - store team
  - corporate team
- Team members may include:
  - management
  - other staff members
  - full-time
  - part-time
  - casual staff
- Communication may occur with:
  - external customers
  - internal contacts including management and other team members
- Customers may include:
  - new or repeat contacts
  - external and internal contacts
  - customers with routine or special requests
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Planning may be affected by:
  - store procedures
  - unexpected contingencies
- 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
### 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 WRRCS1B can be assessed with the following units:
- WRRER1B Work effectively in a retail environment
- WRRLP1B Apply safe working practices
- WRRM2B Perform routine housekeeping duties
- 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
- WRRM2B Perform routine housekeeping duties
- WRRCA1B 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.
Resources Required
- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - lay-by/credit/product return slips
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of communication equipment

Resources that may be used in training and assessment for this unit:
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
  - Module RET 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
### 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 <strong>communication of ideas and information</strong> be applied?</td>
<td>Identifying customer requirements and informing others of any problems requires communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised</strong>?</td>
<td>Identifying tasks and relevant store information requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised</strong>?</td>
<td>Following routine instructions requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Working in a team is an essential part of this unit.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Dealing with numerical problems and calculating numerical information requires the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>problem-solving skills</strong> be applied?</td>
<td>Problem-solving skills will be applied when dealing with customer inquiries.</td>
<td>1</td>
</tr>
<tr>
<td>How can the <strong>use of technology</strong> be applied?</td>
<td>The use of technology may not be applied in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>
**Title:** Work Effectively in a Retail Environment

**Unit Code:** WRRER1B

This unit encompasses the skills, knowledge and attitudes required to work effectively in the retail environment. It involves acting responsibly and in a non-discriminatory manner, and identifying the relevant award/agreement.

### Element Of Competency

<table>
<thead>
<tr>
<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. Act responsibly</strong></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:</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. <strong>Critical Aspects of Evidence</strong> Competency in this unit requires evidence that the candidate:</td>
<td>Learning experiences for the HSC must include the opportunity to develop the specified competencies in relation to:</td>
</tr>
<tr>
<td>1.1 Notification of shift availability, non-attendance for shift, given without undue delay and according to store policies and procedures.</td>
<td>• Store policies and procedures 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 - Store organisational structure - Structure of the retail industry</td>
<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>
<td>• ethical and responsible workplace behaviour</td>
</tr>
<tr>
<td>1.2 Staff rosters interpreted accurately.</td>
<td></td>
<td>• 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.</td>
<td>• non-discriminatory communication with customers and colleagues of different age groups, gender, cultural backgrounds and special needs</td>
</tr>
<tr>
<td><strong>2. Act in a non-discriminatory manner</strong></td>
<td></td>
<td>• Knows employees' own rights and responsibilities in regards to awards/agreements.</td>
<td>• legislative and regulatory requirements – anti-discrimination, equal opportunity, workplace relations, unfair dismissal, awards</td>
</tr>
<tr>
<td>2.1 Non-discriminatory attitudes displayed when interacting with customers, staff or management.</td>
<td></td>
<td>• Identifies and describes the role of various parties including employer and employee associations.</td>
<td>• enterprise agreements, employee entitlements including wages, hours, leave, workers' compensation, superannuation, union membership/representation</td>
</tr>
<tr>
<td>2.2 Non-discriminatory language used consistently.</td>
<td></td>
<td></td>
<td>• enterprise procedures for recording hours/notifying absence</td>
</tr>
<tr>
<td><strong>3. Identify the award/ agreement</strong></td>
<td></td>
<td></td>
<td>• interpretation and use of typical documentation including role/duty statements, organisational charts, rosters, timesheets, leave forms</td>
</tr>
<tr>
<td>3.1 Relevant awards/agreements identified and interpreted accurately.</td>
<td></td>
<td></td>
<td>• identify and analyse the role of employee and employer associations in industrial relations</td>
</tr>
<tr>
<td>3.2 Role of employee and employer associations in industrial relations system identified and analysed.</td>
<td></td>
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</tr>
<tr>
<td>Element of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
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<td></td>
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<td>• retail industry career path options</td>
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<td>• retail industry training options</td>
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<td></td>
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<td>• rights and responsibilities of employers and employees in retail workplace</td>
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<td>• responsibilities under New Apprenticeship contract of training (if applicable)</td>
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<td>• major changes affecting retail workplaces</td>
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<td>• relevant legislation and statutory requirements, such as:</td>
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<td></td>
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<td>- equal opportunity legislation</td>
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<td></td>
<td></td>
<td>- equal employment opportunity legislation</td>
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<tr>
<td></td>
<td></td>
<td>- anti-discrimination legislation</td>
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<td></td>
<td></td>
<td>- workplace relations</td>
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<td></td>
<td></td>
<td>- industry awards/agreement</td>
<td></td>
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<td></td>
<td></td>
<td>Skills in:</td>
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<td></td>
<td></td>
<td>• ability to follow store policies and procedures</td>
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<td></td>
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<td>• preparing resumés and curriculum vitae</td>
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<td>• maintaining personal presentation</td>
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<td></td>
<td></td>
<td>• interpersonal communication skills, including:</td>
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<td></td>
<td></td>
<td>- verbal and non-verbal communication</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- listening/questioning/observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• literacy skills in reading workplace documents</td>
<td></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 policies and procedures in regard to:**
  - workplace ethics
  - store hours of operation
  - completing work out of hours
- **Peers and supervisors may:**
  - come from a range of social, cultural and ethnic backgrounds
  - may have varying degrees of language and literacy levels
- **Discrimination may occur between:**
  - staff
  - customers
  - management
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 WRRER1B can be assessed with the following units:
- WRRCS1B Communicate in the workplace
- WRRLP1B Apply safe working practices
- WRRM2B Perform routine housekeeping duties
- 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.
- Teachers and trainers may consider integrating the delivery of learning for this unit with the other units including:
  - WRRCS1B Communicate in the retail workplace
  - WRRLP1B Apply safe working practices
  - WRRM2B Perform routine housekeeping duties
  - WRRCA1B Operate retail equipment.
- 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.
Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
  - store/sample policy 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/agreements
  - government legislation on equal opportunity, equal employment opportunity and anti-discrimination

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
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.

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<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</td>
<td>Notifying of shift availability or non-attendance requires ideas and information to</td>
<td>1</td>
</tr>
<tr>
<td>applied?</td>
<td>be communicated to others.</td>
<td></td>
</tr>
<tr>
<td>How can information be collected, analysed and</td>
<td>Information on awards/agreements will need to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>organised?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying and interpreting awards/agreements requires activities to be planned and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>organised.</td>
<td></td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when interacting with other staff.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques</td>
<td>The use of mathematical ideas and techniques may not be required in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>be applied?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills will be applied when dealing with interpersonal conflict.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be required in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>Training Package</td>
<td>Retail WRR02</td>
<td>Title: Apply Safe Working Practices</td>
</tr>
<tr>
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</tr>
<tr>
<td>Unit Code</td>
<td>WRRLP1B</td>
<td>Skill Area</td>
</tr>
<tr>
<td>Unit Descriptor</td>
<td>This unit incorporates the National Occupational Health and Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It encompasses the skills, knowledge and attitudes to maintain a safe work environment for staff, customers and others. It involved observing basic safety and emergency procedures.</td>
<td></td>
</tr>
<tr>
<td>HSC Indicative Hours:</td>
<td>15</td>
<td></td>
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</tbody>
</table>

<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>1 Observe basic safety procedures</td>
<td>1.1 Procedures to achieve a safe working environment followed and maintained in accordance with all relevant occupational health and safety legislation, including codes of practice, relating to particular hazards in the workplace or industry. 1.2 Unsafe work practices, including faulty equipment and plant are followed and reported according to store policy. 1.3 Dangerous goods and substances managed in accordance with store policy and relevant State and Territory legislation. 1.4 Tasks identified for potential manual risks and managed according to store policy. 1.5 Reporting of work related incidents and accidents to designated personnel observed. 1.6 Consultative processes for occupational health and safety demonstrated and</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:  - occupational health and safety and emergency procedures, which will take into account where applicable, State and Territory legislation and regulations  - rights and responsibilities of designated personnel responsible for health and safety in the workplace  - Relevant industry codes of practice  - Management of occupational health and safety in the workplace including:  - communication and consultation processes</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 safe work practices, in all areas of the store, according to occupational health and safety legislation, regulations and codes of practice.  - Consistently applies store policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person, department or committee.  - Identifies hazardous situations and rectifies them where appropriate, or reports to the relevant personnel according to store policy and procedures.  - Reads, accurately interprets and</td>
<td>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 &amp; 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</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Key terms and concepts</td>
<td></td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
<td>HSC Requirements</td>
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<td>-----------------------</td>
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</tr>
<tr>
<td>2 Observe basic emergency procedures</td>
<td>2.1 Fire and emergency procedures, including store evacuation, are followed in accordance with store policy and relevant State and Territory legislation. 2.2 Designated personnel responsible for first aid and evacuation procedures identified correctly. 2.3 Safety alarms identified accurately.</td>
<td>- reporting procedures  - manual handling procedures  - interpreting symbols for occupational health and safety signage  - First aid procedures  - Identification of what hazards exist in the workplace including:  - managing broken or faulty equipment  - storage of dangerous goods and hazardous substances  - fire/chemical/electrical hazards  - spills/leakage of materials  - appropriate waste disposal  - slips/trips/falls  - Controlling risks through the 'hierarchy of control' including:  - eliminating hazards  - isolating hazards  - use of engineering controls  - use of administrative controls  - appropriate use of personal protective clothing</td>
<td>consistently applies manufacturers’ instructions for storage and use of hazardous goods.  - Knows store policies and procedures with regard to emergency situations, evacuation or accident/illness in the store.</td>
<td></td>
</tr>
</tbody>
</table>

Skills in:  - Locating and using safety alarms/ fire extinguishers/ emergency exits  - Identifying hazardous goods and substances  - Interpreting symbols used for occupational health and safety
<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></td>
<td>signage</td>
<td></td>
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<td></td>
<td></td>
<td>• Storing and using chemicals and hazardous substances</td>
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<td></td>
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<td>• Handling broken or damaged equipment</td>
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<td>• Manual handling procedures</td>
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<td></td>
<td></td>
<td>• Using personal protective gear/equipment</td>
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<td>• Appropriate waste disposal</td>
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<td></td>
<td>• Literacy skills in regard to:</td>
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<td></td>
<td></td>
<td>- reading and interpreting</td>
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<td>instructions</td>
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<td>• Numeracy skills in regard to:</td>
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<td>- estimating weights, size,</td>
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<td></td>
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<td>quantities and mixtures</td>
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<td></td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Store policies and procedures in regard to:</strong></td>
<td></td>
</tr>
<tr>
<td>- observing basic safety procedures</td>
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<tr>
<td>- observing emergency procedures</td>
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<tr>
<td><strong>Safety procedures may include:</strong></td>
<td></td>
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<tr>
<td>- hazard identification eg workplace inspections</td>
<td></td>
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<tr>
<td>- fire or store evacuation involving staff or customers</td>
<td></td>
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<tr>
<td>- emergency, fire and accident procedures</td>
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<tr>
<td>- personal safety procedures</td>
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<tr>
<td>- procedures for the use of personal protective clothing and equipment</td>
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<tr>
<td>- issue resolution procedures</td>
<td></td>
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<tr>
<td>- reporting incidents and accidents in the workplace</td>
<td></td>
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<tr>
<td><strong>Occupational health and safety procedures may deal with:</strong></td>
<td></td>
</tr>
<tr>
<td>- safe manual handling and lifting</td>
<td></td>
</tr>
<tr>
<td>- dangerous goods</td>
<td></td>
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<tr>
<td>- customers</td>
<td></td>
</tr>
<tr>
<td>- staff</td>
<td></td>
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<tr>
<td>- equipment/tools</td>
<td></td>
</tr>
<tr>
<td>- premises</td>
<td></td>
</tr>
<tr>
<td>- stock</td>
<td></td>
</tr>
<tr>
<td><strong>Emergency procedures may include:</strong></td>
<td></td>
</tr>
<tr>
<td>- sickness</td>
<td></td>
</tr>
<tr>
<td>- accidents</td>
<td></td>
</tr>
<tr>
<td>- fire</td>
<td></td>
</tr>
<tr>
<td>- storms/cyclones</td>
<td></td>
</tr>
<tr>
<td>- store evacuation</td>
<td></td>
</tr>
<tr>
<td>- armed hold up</td>
<td></td>
</tr>
</tbody>
</table>

- Designated personnel may include:
  - safety representative
  - supervisor/team leader
  - manager
- Checking plant and equipment may include:
  - guarding of machinery
  - sharp cutting tools and instruments
  - broken or damaged equipment
  - damaged packing material or containers
- Safe manual handling practices may include:
  - lifting practices
  - use of equipment such as ladders, trolleys
  - job procedures
- Communication and consultation processes may include:
  - minutes from staff meetings, occupational health and safety meetings
  - identification of health and safety representatives
  - suggestions from staff for improving existing tasks and procedures
- Unsafe situations may deal with but are not restricted to:
  - sharp cutting tools and instruments
  - electricity and water
  - damaged packing material or containers
  - toxic substances
  - inflammable materials and fire hazards
  - lifting practices
  - spillages
  - waste and debris
  - ladders
  - trolleys
  - broken or damaged equipment
  - glue guns/burns
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 WRRLP1B can be assessed with the following units:
WRRC1B Communicate in the workplace
WRRE1B Work effectively in a retail environment
WRRM2B Perform routine housekeeping duties
WRRA1B 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:
WRRE1B Work effectively in a retail environment
WRRC1B Communicate in the workplace
WRRM2B Perform routine housekeeping duties
WRRA1B Operate retail equipment.
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.
### Resources Required
- A real or simulated work environment
- Suitable equipment and materials for lifting
- Relevant documentation, such as:
  - store policy and procedures manuals
  - manufacturer’s instructions/operation manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice

### 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
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</td>
<td>Reporting unsafe situations requires communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>applied?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can information be collected, analysed and</td>
<td>Information on fire and safety hazards needs to be collected, analysed and organized.</td>
<td>1</td>
</tr>
<tr>
<td>organised?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying evacuation procedures requires planning and organization.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work will be applied when maintaining a safe work environment for staff, customers and others.</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 applied when estimating weights, size, quantities and mixtures.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills will be applied when identifying correct procedures for accidents or illness.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may not be applied in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>
### Training Package

**Retail WRR02**

### Title:

**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.

### HSC Requirements and Advice

### Element Of Competency

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Organise work area</strong></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:</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.</td>
</tr>
<tr>
<td>1.1 Work area is maintained in a safe, uncluttered and organised manner according to store policy.</td>
<td>• 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>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>1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to store policy.</td>
<td><strong>Critical Aspects of Evidence</strong></td>
<td></td>
</tr>
<tr>
<td>1.3 Store policies and procedures for tidying work areas and placing items in designated areas applied.</td>
<td>Competency in this unit requires evidence that the candidate:</td>
<td></td>
</tr>
<tr>
<td><strong>2 Clean work area</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Store policies and procedures for personal hygiene applied.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Store policies and procedures applied for cleaning of work area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Waste promptly removed and disposed of according to store policy and legislative requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 Spills, food, waste, or other potential hazards reported to appropriate personnel and removed from floors according to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
</table>
|                       | store policy and legislative requirements.  
2.5 Signage promptly displayed in regard to unsafe areas.  
2.6 Equipment and consumable materials maintained and stored correctly after use.  
2.7 Tools and equipment (including guards) cleaned and used in accordance with manufacturer’s instructions and legislative requirements. | statutory requirements  
• Relevant industry codes of practice  
Skills in:  
• Using and maintaining cleaning equipment  
• Using and storing chemicals, hazardous substances and flammable materials  
• Using electrical and other equipment safely  
• Literacy and numeracy skills in:  
  - reading and understanding manufacturer’s instructions  
  - reading and understanding warning labels and instructions for the use of chemicals and hazardous substances | person/department  
• Accurately reads, interprets and consistently applies manufacturers’ instructions for cleaning products, tools and equipment  
• Completes 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 |
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
WRRER1B Work effectively in a retail environment
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.

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<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>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1 Maintain retail equipment</td>
<td>1.1 Purpose of equipment used in store/department identified accurately</td>
<td>Knowledge of: - Store policies and procedures, in regard to: - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults. - Relevant legislation and statutory requirements - Relevant occupational health and safety regulations - Relevant industry codes of practice - Purpose and impact of using electronic technology - Operation and maintenance of store retail equipment - Licensing requirements for carrying/moving merchandise (if applicable)</td>
</tr>
<tr>
<td>1.2 Equipment operated according to design specifications.</td>
<td>Knowledge of: - Store policies and procedures, in regard to: - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults. - Relevant legislation and statutory requirements - Relevant occupational health and safety regulations - Relevant industry codes of practice - Purpose and impact of using electronic technology - Operation and maintenance of store retail equipment - Licensing requirements for carrying/moving merchandise (if applicable)</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.</td>
</tr>
<tr>
<td>1.3 Equipment faults identified and reported to appropriate personnel</td>
<td>Knowledge of: - Store policies and procedures, in regard to: - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults. - Relevant legislation and statutory requirements - Relevant occupational health and safety regulations - Relevant industry codes of practice - Purpose and impact of using electronic technology - Operation and maintenance of store retail equipment - Licensing requirements for carrying/moving merchandise (if applicable)</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.</td>
</tr>
<tr>
<td>1.4 Maintenance program for retail equipment identified and applied according to store policy.</td>
<td>Knowledge of: - Store policies and procedures, in regard to: - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults. - Relevant legislation and statutory requirements - Relevant occupational health and safety regulations - Relevant industry codes of practice - Purpose and impact of using electronic technology - Operation and maintenance of store retail equipment - Licensing requirements for carrying/moving merchandise (if applicable)</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.</td>
</tr>
<tr>
<td>2 Apply keyboard skills</td>
<td>2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements.</td>
<td>Knowledge of: - Store policies and procedures, in regard to: - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults. - Relevant legislation and statutory requirements - Relevant occupational health and safety regulations - Relevant industry codes of practice - Purpose and impact of using electronic technology - Operation and maintenance of store retail equipment - Licensing requirements for carrying/moving merchandise (if applicable)</td>
</tr>
<tr>
<td>2.2 Information entered and edited accurately.</td>
<td>Knowledge of: - Store policies and procedures, in regard to: - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults. - Relevant legislation and statutory requirements - Relevant occupational health and safety regulations - Relevant industry codes of practice - Purpose and impact of using electronic technology - Operation and maintenance of store retail equipment - Licensing requirements for carrying/moving merchandise (if applicable)</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.</td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
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<tr>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>3 Operate data entry equipment</td>
<td>3.1 Data entered using portable data entry equipment according to store policy and procedures.</td>
<td>Skills in:  - Completing tasks in set time frame  - Dealing with different types of transactions  - Following common fault finding procedures  - Operation and use of store retail equipment  - Literacy and numeracy skills in regard to:  - reading store procedures for operating equipment</td>
</tr>
<tr>
<td></td>
<td>3.2 Price marking equipment operated according to manufacturers instructions and store policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Data entered accurately and within designated time limits.</td>
<td></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 work contexts.

The following variables may be present:

- **Store policies and procedures in regard to:**
  - store administration
  - clerical systems

- **Retail equipment may include:**
  - point of sales terminals
  - electronic bar coding equipment for price labelling and stocktaking
  - portable data entry
  - printers
  - electronic ordering equipment
  - wrapping and packing equipment such as shrink wrapping
  - equipment for carrying or moving merchandise
  - equipment for storage of merchandise including refrigerators
  - weighing machines
  - thermometers
  - dye tag removers
  - trolley return equipment
  - computers
  - scanners
  - numerical keyboard equipment including calculators

- **Appropriate personnel may include:**
  - supervisor
  - team leader
  - manager
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 WRRCA1B can be assessed with other units which make up a particular job function.

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.

Resources Required
• A real or simulated work environment
• Relevant documentation, such as:
  - store policy and procedure manuals
  - manufacturer’s instructions/operation manuals
• A range of store retail equipment

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
WRRM2B Perform routine housekeeping duties
WRRCS1B Communicate in the retail workplace.
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.

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 – Operate Retail Equipment
• National Retail Training Materials – Learners Guide – Operate Retail Equipment
• National Retail Training Materials – Guide to Assessment Activities
• Materials developed by Registered Training Organisations
• Manufacturers’ manuals
• Equipment catalogues
• 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.

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<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>Reporting equipment faults to appropriate personnel will require the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Entering and editing information 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 will be applied when reporting to other staff members.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Entering data will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Maintaining equipment and identifying faults will require problem-solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied when operating retail equipment.</td>
<td>1</td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>1 Apply routine store security</strong></td>
<td>1.1 Store security systems and procedures applied according to store policy. 1.2 Cash handled and secured according to store policy. 1.3 Suspect behaviour by customers observed and dealt with according to store policy. 1.4 Internal and external theft dealt with according to store policy. 1.5 Products and equipment stored in a secure manner.</td>
<td>Knowledge and skills are essential to apply this unit of competency in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below: Knowledge of:  - Store policies and procedures, in regard to:     - security  - checking customers’ bags and purchases  - reporting problems and faults.  - Relevant legislation and statutory requirements, particularly in regard to checking customers’ bags and purchases  - Trade Practices Act and Fair Trading Acts  - Store merchandising system Security procedures relating to cash and non-cash transactions  - Location and operation of store security equipment  - Reporting procedures for external/internal theft or suspicious circumstances</td>
</tr>
<tr>
<td><strong>2 Minimise theft</strong></td>
<td>2.1 Appropriate action taken to minimise theft by applying store procedures. 2.2 Merchandise matched to correct price tags. 2.3 Surveillance of merchandise maintained according to store policy and legislative requirements. 2.4 Customers’ bags checked as required at point of sale according to store policy and legislative requirements.</td>
<td></td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>2.5</td>
<td>Security of cash, cash register and keys maintained according to store policy.</td>
<td>Skills in:</td>
</tr>
<tr>
<td>2.6</td>
<td>Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to store policy.</td>
<td>Literacy and numeracy skills in:</td>
</tr>
<tr>
<td>2.7</td>
<td>Suspected or potential thieves dealt with according to store policy and procedures.</td>
<td>- recording of stolen items</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reporting of theft</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 work contexts.

The following variables may include but are not limited to:

- **Store policies and procedures in regard to:**
  - security
  - surveillance of merchandise

- **Security procedures may deal with:**
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
  - armed hold-up

- **Security equipment may include:**
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas

- **Legal requirements may include:**
  - privacy/confidentiality laws
  - Trade Practices and Fair Trading Acts
  - consumer law
  - property offences
  - credit laws
  - reporting procedures
  - criminal law
### Context of Assessment

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

Evidence should be gathered as part of the learning process.

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

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

Unit WRRLP2B can be assessed with the following units:
- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRR1B Perform stock control procedures
- WRRF1B Balance the register/terminal

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

### Related learning for the HSC
Delivery of this unit may be integrated with other units including:
- WRRCS2B Apply point of sale handling procedures
- WRRCS3B Interact with customers
- WRR1B Perform stock control procedures
- WRRF1B Balance register/terminal

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

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

- A real or simulated work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- Relevant security equipment
- Point of sale equipment

### Resources that may be used in training and assessment for this unit:

- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
  - Module RET 008 – Minimise Theft
- National Retail Training Materials – Learners Guide – Minimise Theft
- National Retail Training Materials – Guide to Assessment Activities
- Store manuals
- Acts and Regulations
- Industry Codes of Practice
- Materials developed by Registered Training Organisations
- Various commercially produced materials
Generic Process Skills

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

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can communication of ideas and information be applied?</td>
<td>Identifying suspect behaviour and relaying to relevant personnel may require information and ideas to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Information of security systems needs to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Checking customer bags may require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>Team work may be required when identifying suspect customer behaviour.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques may not be required in this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving may be required when dealing with theft.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Use of technology may be required when reporting and recording theft.</td>
<td>1</td>
</tr>
</tbody>
</table>
Title: Apply Point of Sale Handling 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>
<tbody>
<tr>
<td>1 Operate point of sale equipment</td>
<td>1.1 Point of sale equipment operated according to design specifications.</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 relation to: - customer service - point of sale transactions - allocated duties and responsibilities - exchanges and returns - handling, packing and wrapping of goods/merchandise - The range of services provided by the store - Stock availability - Relevant legislation and statutory requirements including: - Trade Practices Act - consumer law - industry codes of practice - occupational health and safety</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 operates point of sale equipment according to manufacturers’ instructions and store policies and procedures. - Consistently applies store policies and procedures in regard to cash handling and point of sale transactions. - Processes sales transaction information responsibly and accurately according to store policies and procedures. - Constantly applies store policies and procedures in regard to the handling, packing and</td>
<td>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) or 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 dockets, credit card vouchers, customer return slips, invoices, lay-by dockets, credit</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Element Of Competency</th>
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</thead>
<tbody>
<tr>
<td>1 Operate point of sale equipment</td>
<td>1.2 Point of sale terminal opened and closed according to store procedure.</td>
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<tr>
<td>1.3 Point of sale terminal cleared and tender transferred according to store procedures.</td>
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<tr>
<td>1.4 Cash handled according to store security procedures.</td>
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<tr>
<td>1.5 Supplies of change in point of sale terminal maintained according to store policy.</td>
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<td>1.6 Active point of sale terminals attended according to store policy.</td>
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<tr>
<td>1.7 Records completed for transaction errors according to store policy.</td>
<td></td>
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<tr>
<td>1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained.</td>
<td></td>
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<tr>
<td>1.9 Customers informed of delays in the point of sales</td>
<td></td>
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</tr>
<tr>
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</tr>
<tr>
<td>2 Perform point of sale transactions</td>
<td>2.1 Point of sale transactions completed according to store policy.</td>
<td>• cash and non cash handling procedures, including:</td>
<td>wrapping of goods/merchandise.</td>
<td>notes, delivery dockets, order forms, cash refunds, delivery dockets</td>
</tr>
<tr>
<td></td>
<td>2.2 Store procedures identified and applied in respect of cash and non-cash transactions.</td>
<td>- opening and closing point of sale terminal</td>
<td></td>
<td>• wrapping, packaging and after sale services</td>
</tr>
<tr>
<td></td>
<td>2.3 Store procedures identified and applied in regard to exchanges and returns.</td>
<td>- clearance of terminal and transference of tender</td>
<td></td>
<td>• functions of point of sale terminals and other point of sale equipment</td>
</tr>
<tr>
<td></td>
<td>2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging.</td>
<td>- maintenance of cash float</td>
<td></td>
<td>• enterprise policies/protocols for point of sale procedures</td>
</tr>
<tr>
<td></td>
<td>2.5 Information entered into point of sale equipment accurately.</td>
<td>- tendering of change</td>
<td></td>
<td>• transaction, POST, EFTPOS, PIN, scanner, bar code, credit cards, cheque, gift voucher, lay-by, customer account</td>
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<tr>
<td></td>
<td>2.6 Price/total/amount of cash received stated verbally to customer.</td>
<td>- calculating non-cash documents</td>
<td></td>
<td>• 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</td>
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<tr>
<td></td>
<td>2.7 Correct change tendered.</td>
<td>- balancing point of sale equipment</td>
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<td></td>
<td>- recording takings</td>
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<td></td>
<td>- security of cash and non-cash transactions</td>
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<td>- change required and denominations of change</td>
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<td></td>
<td></td>
<td>• Functions and procedures for operating point of sale equipment including:</td>
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<td></td>
<td></td>
<td>- registers</td>
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<td></td>
<td></td>
<td>- numerical display board</td>
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<td>- calculators</td>
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<td>- electronic scales</td>
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<td></td>
<td></td>
<td>- scanners</td>
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<td></td>
<td>3 Complete sales</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3.1 Customer order forms, invoices, receipts completed accurately.</td>
<td>• Following set routines and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Customer delivery requirements identified and processed accurately, without undue delay.</td>
<td>• Verbal and non-verbal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy.</td>
<td>• Questioning and active listening</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Dealing with different types of transactions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Wrapping and packing techniques</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Store bag checking procedures</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Merchandise handling techniques</td>
<td></td>
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</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
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</tr>
<tr>
<td>4 Wrap and pack goods</td>
<td>4.1 Adequate supplies of wrapping material or bags maintained/requested.</td>
<td>• Literacy skills in regard to written sales and delivery documentation.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4.2 Appropriate packaging material selected.</td>
<td>• Numeracy skills in regard to rendering change.</td>
<td></td>
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<td></td>
<td>4.3 Merchandise wrapped neatly and effectively where required.</td>
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<tr>
<td></td>
<td>4.4 Items packed safely to avoid damage in transit, and labels attached where required.</td>
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<tr>
<td></td>
<td>4.5 Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.</td>
<td></td>
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<td></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 policies and procedures in regard to:
  - operation of point of sale equipment
  - security
  - sales transactions
  - handling techniques of stock
- Point of sale equipment may include:
  - cash registers
  - cash drawers
  - scanners
- Customer interactions may include:
  - greetings
  - price confirmation
  - delivery inquiries
  - reward point inquiries
  - regular and new customers
  - routine or special requirements
- Transactions may include:
  - EFTPOS
  - cheques
  - travellers cheques
  - credit cards/store cards
  - smart cards
  - lay-by
  - returns
  - exchanges
  - gift vouchers
- Packing and wrapping materials may include:
  - boxes
  - bags
  - paper
  - bubble wrap
  - gift wrapping
- Staff may include:
  - full-time
  - casual
  - part-time
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 WRRCS2B can be assessed with the following units:
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRIT1B Perform stock control procedures
- WRRF1B Balance the register/terminal

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:
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRIT1B Perform stock control procedures
- WRRF1B Balance register/terminal

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

Assessment of competency for this unit must conform to the requirements set out in the Evidence Guide.
### Resources Required
- A real or simulated work environment
- Relevant documentation, such as:
  - stock/inventory/price lists
  - financial transaction dockets/slips
  - lay-by/credit/product return slips
  - store policy and procedures manuals
- A range of point of sale equipment

### Resources that may be used in training and assessment for this unit:
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
  - Module RET 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
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.

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<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>By communicating with the customer in relation to the amount owed and identifying delivery requirements.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>By identifying customer requirements in relation to picking up parcels or having them delivered and to where.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>By organizing the wrapping and packaging of goods and maintaining adequate supplies.</td>
<td>1</td>
</tr>
<tr>
<td>How can team work be applied?</td>
<td>This skill may not be applicable to this unit.</td>
<td>0</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques need to be used when receiving money from customers and in giving correct change.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Organising delivery and packaging goods will require problem-solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>Using various point of sale equipment requires the use of technology.</td>
<td>1</td>
</tr>
</tbody>
</table>
### Training Package
Retail WRR02

**Title:** Interact With Customers

**Unit Code:** WRRC3B

This unit encompasses the skills, knowledge and attitudes required to deliver service to customers. It entails being able to communicate effectively with customers, respond to their complaints, receive and process sales orders and identify customers special requirements.

<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>1 Deliver service to customers</td>
<td>1.1 Communication with customers conducted in a professional, courteous manner, according to store policy.</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: - customer service - dealing with difficult customers - handling and recording complaints - allocated duties/ responsibilities - customer returns/refunds - lay-by/gift voucher/ raincheck procedures. • Merchandise and service range of store departments • Location of store departments • Functions and procedures for operating the store telephone system and other communication equipment</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 store policies and procedures and industry codes of practice in regard to customer service. • Provides 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 identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies. • Uses effective questioning/active listening and observation skills to identify customers special 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 and closed questions, active listening, non-verbal, body language • closing sale using a variety of techniques • farewelling customer • correct procedure when taking orders from customers – accurate</td>
<td>Customer Service</td>
</tr>
<tr>
<td>1.2 Customer needs and reasonable requests met or referred to supervisor according to store policy or legislative requirements.</td>
<td>1.3 Customer details and information recorded where necessary.</td>
<td>1.4 Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction.</td>
<td>1.5 Opportunities to deliver additional levels of service beyond the customer’s immediate request recognised and acted upon.</td>
<td>1.6 Contact with customer maintained until sale is completed according to store policy.</td>
</tr>
</tbody>
</table>

**HSC Indicative Hours:** 30
<table>
<thead>
<tr>
<th>Element of Competency</th>
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<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8</td>
<td>Verbal and non-verbal communication used to develop rapport with customers during service delivery.</td>
<td>and the relevant numbers and the relevant numbers</td>
<td>Accesses, records and processes sales orders accurately and responsibly according to store policies and procedures.</td>
<td>• 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</td>
</tr>
<tr>
<td>1.9</td>
<td>Repeat customer encouraged by promotion of appropriate services or products according to store policy.</td>
<td>Relevant legislation and statutory requirements</td>
<td>• Collaboratively works within a team to meet customers’ needs.</td>
<td>• a range of techniques used to serve customers with special needs or requirements</td>
</tr>
<tr>
<td>1.10</td>
<td>Customer returns or refunds processed according to store policy and procedures.</td>
<td>Relevant industry codes of practice</td>
<td></td>
<td>• identifying the main types of customer complaints – value for money, price overcharge, product, service</td>
</tr>
<tr>
<td>1.10</td>
<td>Customer returns or refunds processed according to store policy and procedures.</td>
<td>Questioning/active listening</td>
<td></td>
<td>• methods for dealing with customer complaints – AQUA,, acknowledgement, empathy, store policies – refunds, apology, follow-up, documentation</td>
</tr>
<tr>
<td>1.10</td>
<td>Customer returns or refunds processed according to store policy and procedures.</td>
<td>Conflict resolution</td>
<td></td>
<td>• 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’</td>
</tr>
<tr>
<td>1.10</td>
<td>Customer returns or refunds processed according to store policy and procedures.</td>
<td>Following set routines and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>Customer returns or refunds processed according to store policy and procedures.</td>
<td>Handling difficult or abusive customers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Respond to customer complaints</td>
<td>Skills in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Positive helpful attitude conveyed to customers when handling complaints.</td>
<td>• Greeting/farewelling techniques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Complaints handled sensitively, courteously and with discretion.</td>
<td>• Add on selling concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>Nature of complaint established by active listening and questioning and confirmed with the customer.</td>
<td>• Literacy skills in the following areas:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Action taken to resolve complaint to customers’ satisfaction wherever possible.</td>
<td>- written procedures for orders, in person, by telephone or electronic format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>Unresolved customer dissatisfaction or complaints promptly referred to supervisor.</td>
<td>- message-taking in person or by telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.6</td>
<td>Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with store policy.</td>
<td>- written record of complaints</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
<td>- sales, stock and delivery documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
<td>- Numeracy skills in regard to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
<td>- handling of tender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.</td>
<td>- weighing and measuring goods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
<td>HSC Requirements</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>2.8 Follow up action taken as necessary to ensure customer satisfaction.</td>
<td></td>
<td></td>
<td></td>
<td>Key terms and concepts</td>
</tr>
<tr>
<td>3 Receive and process sales orders</td>
<td>3.1 Customers’ details and information recorded accurately.</td>
<td></td>
<td></td>
<td>features</td>
</tr>
<tr>
<td></td>
<td>3.2 Customers promptly referred to appropriate area as required.</td>
<td></td>
<td></td>
<td>benefits</td>
</tr>
<tr>
<td></td>
<td>3.3 Customers provided with information in clear, concise manner.</td>
<td></td>
<td></td>
<td>add-on sales</td>
</tr>
<tr>
<td></td>
<td>3.4 Sales orders processed, recorded and acted upon according to store policy.</td>
<td></td>
<td></td>
<td>selling up</td>
</tr>
<tr>
<td>4 Identify customers special requirements</td>
<td>4.1 Customers with special needs or requirements identified promptly by observation and questioning.</td>
<td></td>
<td></td>
<td>gift voucher</td>
</tr>
<tr>
<td></td>
<td>4.2 A willingness to assist conveyed verbally and non-verbally.</td>
<td></td>
<td></td>
<td>lay-by</td>
</tr>
<tr>
<td></td>
<td>4.3 Customers’ needs promptly serviced, referred or redirected as required.</td>
<td></td>
<td></td>
<td>rainchecks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>refunds</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>empathy</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>active listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AQUA – Acknowledge, Question, Understanding, Answer</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>approaches – greeting, merchandise, service</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>questioning – open, closed, reflective</td>
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<td></td>
<td></td>
<td></td>
<td>Legislative requirements including:</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Trade Practices Act</td>
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<td></td>
<td></td>
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<td></td>
<td>- Fair Trading Act</td>
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<td></td>
<td></td>
<td></td>
<td>- Sale of Goods Act</td>
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<td></td>
<td></td>
<td></td>
<td>- tobacco laws</td>
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<td></td>
<td>- lottery acts</td>
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<td></td>
<td>- liquor licensing regulations</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- sale of second hand goods</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- trading hours</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 policies and procedures in regard to:**
  - customer service
  - dealing with customer complaints
  - processing sales orders
- **Customers may include:**
  - regular and new customers
  - people from a range of social, cultural, ethnic backgrounds and physical and mental abilities
  - people with a routine or special requests
- **Sales orders may be in:**
  - verbal
  - written
  - electronic form
- **Legislative requirements may include:**
  - Trade Practices Act
  - tobacco laws
  - lottery acts
  - liquor licensing regulations
  - sale of X and R rated products
  - sale of second hand goods
  - trading hours
  - transport, storage and handling of goods
  - sale of X and R rated products
- **Customer service may include:**
  - all store activities
  - internal and external customers
  - follow up in event of delays in service provision
- **Customer needs may include:**
  - information regarding store facilities and services
  - location of specific items within the store
  - returns or refunds
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 WRRCS3B can be assessed with the following units:
- WRRCS2B Apply point of sale handling procedures
- WRRLP2B Minimise theft
- WRRI1B Perform stock control procedures
- WRRF1B Balance register/terminal

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:
- WRRLP2B: Minimise theft
- WRRCS2B: Apply point of sale handling procedures
- WRRI1B: Perform stock control procedures
- WRRF1B: Balance register/terminal

Students may draw on skills and knowledge developed in other studies to achieve competency in this unit. These could include:
- 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.
### Resources Required
- A real or simulated work environment
- Relevant documentation, such as:
  - sales order forms
  - complaint/return forms
  - stock/inventory/price lists
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- Point of sale equipment and materials
- A communication system or a range of communication equipment

### Resources that may be used in training and assessment for this unit:
- Board of Studies – Retail Support Document
- National Retail Training Materials – Certificate II in Retail Operations – Curriculum
  - Module RET 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
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 <strong>communication of ideas and information</strong> be applied?</td>
<td>Delivering service to customers requires ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised</strong>?</td>
<td>Dealing with customer complaints requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised</strong>?</td>
<td>Receiving and processing sales orders requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Referring customers to relevant personnel will require team work to be applied.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Processing sales orders will require the use of mathematical ideas and techniques.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>problem-solving skills</strong> be applied?</td>
<td>Dealing with customer complaints will require problem-solving skills.</td>
<td>1</td>
</tr>
<tr>
<td>How can the <strong>use of technology</strong> be applied?</td>
<td>The use of technology may not be required in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>
**Title:** Perform Stock Control Procedures  
**Unit Code:** WRRI1B  
**Unit Descriptor:** This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

### Element Of Competency: Receive and process incoming goods

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
</table>
| 1.1 Cleanliness and orderliness in receiving bay maintained according to store policy. | 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:  
  - 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.  
- Reporting faults and problems. | 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 store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.  
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.  
- Interprets and applies manufacturers’ instructions with regard to handling stock and using relevant equipment.  
- Receives and processes incoming goods and dispatching outgoing goods 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. |

1.2 Goods unpacked using correct techniques and equipment in line with store policy.  
1.3 Packing materials removed and disposed of promptly according to store policy.  
1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.  
1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.  
1.6 Stock levels accurately recorded on store stock systems, according to store policy.  
1.7 Secure storage of goods arranged according to store policy and legislative requirements.  
1.8 Stock dispatched to appropriate area/department.  
1.9 Stock price and code labels applied when required according to store policy.
<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>2 Rotate stock</td>
<td>2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately accordingly to store policy. 2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements. 2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements.</td>
<td>• Relevant legislation and statutory requirements  • Relevant industry codes of practice  • Relevant occupational health and safety regulations</td>
<td>• Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.  • Assists with stocktaking and cyclical counts according to store policies and procedures.  • Interprets and processes information accurately and responsibly.</td>
<td>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  • spot check</td>
</tr>
<tr>
<td>3 Participate in stocktake</td>
<td>3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures. 3.2 Stock records documentation completed according to store stock control system. 3.3 Discrepancies in stock recorded and reported to relevant personnel. 3.4 Electronic recording equipment operated and maintained according to manufacturer's specifications.</td>
<td>• Following set routines and procedures  • Using electronic labelling/ticketing equipment  • Literacy and numeracy skills in regard to:  - stock records and delivery documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Reorder stock</td>
<td>4.1 Minimum stock levels identified according to store policy. 4.2 Stock requisition forms or electronic orders completed accurately. 4.3 Undelivered stock orders identified on stock system and followed up without undue delay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
<td>Evidence Requirements</td>
<td>HSC Requirements</td>
</tr>
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<td>-----------------------</td>
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</tr>
</tbody>
</table>
| 5 Dispatch goods      | 5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.  
5.2 Credit request documentation completed according to store procedure.  
5.3 Goods stored securely while awaiting dispatch.  
5.4 Delivery documentation completed according to store procedures.  
5.5 Special delivery instructions noted.  
5.6 Items packed safely and securely to avoid damage in transit. | | | |
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:**
  - stock control
  - dispatch
- **Stock recording may be:**
  - manual
  - electronic
- **Stock takes may be:**
  - cyclical
  - compliance driven
- **Stock control may include:**
  - checking incoming or existing stock
  - special orders
- **Stock may be moved:**
  - manually
  - mechanically
- **Handling techniques may vary according to:**
  - stock characteristics
  - industry codes of practice
- **Reporting of faults may involve:**
  - telephone
  - fax
  - email
  - letter
  - face to face
- **Legislative requirements may include:**
  - occupational health and safety
  - hazardous substances and dangerous goods
  - labelling of workplace substances
  - waste removal and environmental protection
  - transport, storage and handling of goods
- **Relevant personnel may include:**
  - team leader
  - supervisor
  - store/area manager
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 WRRI1B can be assessed with the following units:
- WRRCS2B Apply point of sale handling techniques
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRF1B Balance register/terminal

Evidence Gathering Methods
Evidence should include products, processes and procedures from the workplace context. Evidence might include:
- observation of the person in the workplace
- 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:
- WRRLP2B: Minimise theft
- WRRCS2: Apply point of sale handling procedures
- WRRCS3B: Interact with customers
- WRRF1B: Balance register/terminal

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.
### Resources Required

- A retail work environment
- Access to relevant equipment including
  - 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 procedures manuals
  - occupational health and safety regulations
  - legislation and statutory requirements
  - industry codes of practice

### 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
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.

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<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>Reordering stock may require ideas and information to be communicated.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Identifying stock levels and reordering requires 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 applied when undertaking stocktake procedures.</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 receiving goods and checking and validating delivery.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem solving-skills be applied?</td>
<td>Problem-solving skills may be applied when identifying excess stock and determining storage or return of items.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology may be applied when recording stock and reporting faults and problems.</td>
<td>1</td>
</tr>
</tbody>
</table>
# Balance Register/Terminal

## Unit Code: WRRF1B

This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

### Element Of Competency

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
</table>
| 1 Remove takings from register/terminal | 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:  
  - register/terminal balance  
  - cash and non-cash transactions security  
  - cash float  
  - operation of equipment used at register/terminal.  
- Cash and non-cash handling procedures, including:  
  - opening and closing point of sale terminal  
  - clearance of terminal and transference of tender  
  - maintenance of cash float  
  - counting cash  
  - calculating non-cash documents  
  - balancing point of sale terminal  
  - recording takings  
  - security of cash and non-cash transactions | 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:  
- Operates register/terminal equipment according to manufacturers’ instructions and store policy.  
- Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.  
- Consistently applies store policies and procedures in regard to reading registers and recording information.  
- Processes documentation/records responsibly and according to store policies and procedures.  
- Reconciles takings according to store policies and procedures. | 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.  

Key terms and concepts:  
- cash float  
- non-cash transactions  
- cash denominations  
- balance  
- reconciliation  
- cheques  
- credit cards  
- hire purchase  
- store accounts |
<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>2 Reconcile takings</td>
<td>2.1 Cash counted accurately.</td>
<td>- change required and denominations of change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.2 Non-cash documents calculated accurately.</td>
<td>- EFTPOS/credit cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.</td>
<td>- gifts vouchers/lay-by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4 Records for store and individual department takings recorded accurately and according to store policy.</td>
<td>- credits and returns</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills in:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• completing tasks to a set time frame</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• literacy skills in regard to interpreting documentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• numeracy skills in regard to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- counting cash</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- calculating non-cash transactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reporting on takings.</td>
<td></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 policies and procedures in regard to:**
  - register/terminal balance
  - security

- **Register/terminals may be:**
  - manual
  - electronic

- **Non-cash transactions may include:**
  - credit cards
  - cheques
  - hire purchase
  - lay-by
  - cash on delivery (COD)
  - customer refunds
  - customer credit ratings

- **Register/terminals may be cleared by:**
  - operator
  - specialist staff
  - at intervals during or at close of trading.
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 WRRF1B can be assessed with the following units:
WRRCS2B Apply point of sale handling procedures
WRRLP2B Minimise theft
WRRCS3B Interact with customers
WRR11B Perform stock control procedures

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:
WRRRLP2B Minimise theft
WRRCS2B Apply point of sale handling procedures
WRRCS3B Interact with customers
WRR11B Perform stock control procedures

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.
<table>
<thead>
<tr>
<th>Resources Required</th>
<th>Resources that may be used in training and assessment for this unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A real or simulated work environment</td>
<td>• Board of Studies – Retail Support Document</td>
</tr>
<tr>
<td>• Relevant documentation, such as:</td>
<td>• National Retail Training Materials – Certificate II in Retail Operations – Curriculum Module RET 012 – Balance the Register/Terminal</td>
</tr>
<tr>
<td>- financial transaction dockets/slips/invoices</td>
<td>• National Retail Training Materials – Learners Guide – Balance the Register/Terminal</td>
</tr>
<tr>
<td>- sample debit, credit card vouchers</td>
<td>• National Retail Training Materials – Guide to Assessment Activities</td>
</tr>
<tr>
<td>- recording/tally sheets</td>
<td>• Materials developed by Registered Training Organisations</td>
</tr>
<tr>
<td>- store policy and procedure manuals in regard to register/terminal balance</td>
<td>• Store policy and procedure manuals</td>
</tr>
<tr>
<td>• Register/terminal and related equipment</td>
<td>• Various commercially produced materials</td>
</tr>
</tbody>
</table>
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>Errors in readings may need to be communicated to relevant personnel.</td>
<td>1</td>
</tr>
<tr>
<td>How can information be collected, analysed and organised?</td>
<td>Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are activities planned and organised?</td>
<td>Reconciling takings requires 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 establishing individual and store department takings.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of mathematical ideas and techniques be applied?</td>
<td>Mathematical ideas and techniques will be required when balancing register/terminal.</td>
<td>1</td>
</tr>
<tr>
<td>How can problem-solving skills be applied?</td>
<td>Problem-solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of technology be applied?</td>
<td>The use of technology will be applied through using the register/terminal.</td>
<td>1</td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1 Apply product knowledge</td>
<td>1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.</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:  + selling products and services  + allocated duties and responsibilities - Store merchandise and service range - Specific product knowledge for area/section - Relevant legislation and statutory requirements - Relevant industry codes of practice - Customer types and needs, including:  - customer buying motives  - customer behaviour and cues  - individual and cultural differences  - demographics/lifestyle</td>
</tr>
<tr>
<td>2 Approach customer</td>
<td>2.1 Timing of customer approach determined and applied.</td>
<td></td>
</tr>
<tr>
<td>3 Gather information</td>
<td>3.1 Questioning techniques applied to determine customer buying motives.</td>
<td></td>
</tr>
<tr>
<td>Element Of Competency</td>
<td>Performance Criteria</td>
<td>Underpinning Skills and Knowledge</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>3.4</td>
<td>Customers identified by name where possible.</td>
<td>income - types of customer needs, eg functional, psychological</td>
</tr>
<tr>
<td>3.5</td>
<td>Customer directed to specific merchandise.</td>
<td></td>
</tr>
<tr>
<td>4 Sell benefits</td>
<td>4.1 Customer needs matched to appropriate products and services.</td>
<td>Selling techniques, including: - opening techniques - buying signals - strategies to focus customer on specific merchandise - add ons and complimentary sales - overcoming customer objections - closing techniques</td>
</tr>
<tr>
<td></td>
<td>4.2 Knowledge of products features and benefits communicated clearly to customers.</td>
<td>Verbal and non-verbal communication skills</td>
</tr>
<tr>
<td></td>
<td>4.3 Product use and safety requirements described to customers.</td>
<td>Handling difficult customers</td>
</tr>
<tr>
<td></td>
<td>4.4 Customers referred to appropriate product specialist as required.</td>
<td>Negotiation skills</td>
</tr>
<tr>
<td></td>
<td>4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff.</td>
<td>Sales performance appreciation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questioning/listening</td>
</tr>
</tbody>
</table>

**Key terms and Concepts**

- product knowledge
- greeting approach
- merchandise approach
- service approach
- active listening
- questioning – open, closed, reflective techniques
- features and benefits
- customer objections – price, time, merchandise
- buying signals (verbal and non-verbal)
- closing techniques – assumptive, final chance, special offer, alternative, active, narrow down
<table>
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<tr>
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<th>Underpinning Skills and Knowledge</th>
<th>Evidence Requirements</th>
<th>HSC Requirements</th>
</tr>
</thead>
</table>
| 7 Maximise sales opportunities | 7.1 Opportunities for making additional sales recognised and applied. 7.2 Customer advised of complementary products or services according to customer’s identified need. 7.3 Personal sales outcomes reviewed to maximise future sales. | | | items  
• add-on sales (complementary products)  
• selling up |
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:**
  - selling products and services
- **Customers may include:**
  - people with routine or special needs
  - regular or new customers
  - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- **Product knowledge may include:**
  - warranties
  - features and benefits
  - use-by dates
  - handling/storage requirements
  - stock availability
  - safety features
  - price
- **Selling may involve:**
  - face to face
  - over the telephone
  - over the Internet
- **Routine customer questions may relate to:**
  - price and price reductions
  - quality
  - features and benefits
- **Legislative requirements may include:**
  - Trade Practices Act
  - tobacco laws
  - liquor laws
  - sale of second hand goods
  - occupational health and safety
  - industry codes of practice
  - Lottery Acts

- **Relevant sources of information may include:**
  - internet
  - relevant staff members
  - store or supplier product manuals
  - product profiles
  - videos
  - demonstrations
  - labels
  - store tours
### 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 WRRS1B can be assessed with other units which make up a specific job function.

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

#### Resources Required
- A retail work environment
- Relevant documentation, such as:
  - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of merchandise and products appropriate to the retail workplace
- Product labels and sources of product information

### Related learning for the HSC
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.

### 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
**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.

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<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can <strong>communication of ideas and information</strong> be applied?</td>
<td>Relaying product features and benefits to customers requires the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>information be collected, analysed and organised?</strong></td>
<td>Establishing customer requirements requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How are <strong>activities planned and organised?</strong></td>
<td>Identifying opportunities to make additional sales requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>team work</strong> be applied?</td>
<td>Team work will be applied when referring to other staff members or seeking product knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>How can the use of <strong>mathematical ideas and techniques</strong> be applied?</td>
<td>Mathematical ideas and techniques may be required when reviewing personal sales outcomes.</td>
<td>1</td>
</tr>
<tr>
<td>How can <strong>problem-solving skills</strong> be applied?</td>
<td>Problem-solving skills may be applied when overcoming customer objections.</td>
<td>1</td>
</tr>
<tr>
<td>How can the <strong>use of technology</strong> be applied?</td>
<td>The use of technology may not be required in this unit.</td>
<td>0</td>
</tr>
</tbody>
</table>