

<b>Training Package</b>	Retail Services (SIR07)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Apply point-of-sale handling procedures</b>		
<b>Unit code</b>	<b>Competency field</b>	<b>Sector</b>	<b>HSC Indicative Hours</b>
<b>SIRXCCS001A</b>	Client and Customer Service	Cross-Sector	<b>20</b>

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.
<b>Prerequisite units</b>	Nil
<b>Application of the unit</b>	This unit applies to frontline service personnel. It requires the team member to demonstrate the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions according to store policies, and process a number of methods of payment. It further requires the demonstrated ability to package and arrange transportation for goods where required.
<b>Employability Skills</b>	The required outcomes described in this unit contain applicable facets of Employability Skills. The <i>Employability Skills Summary</i> of the qualification in which this unit is packaged will assist in identifying Employability Skill requirements.

### Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Methods of assessment</b>	<b>Assessing Employability Skills</b>
<p>Evidence of the following is <u>essential</u>:</p> <ul style="list-style-type: none"> <li>consistently operates point-of-sale equipment according to manufacturer instructions and store policy and procedures</li> <li>consistently applies store policy and procedures in regard to cash handling and point-of-sale transactions</li> <li>interprets, calculates and records numerical information accurately</li> <li>processes sales transaction information responsibly and accurately according to store policies and procedures</li> </ul>	<p>Assessment <u>must</u> ensure access to:</p> <ul style="list-style-type: none"> <li>a real or simulated work environment</li> <li>relevant documentation, such as: <ul style="list-style-type: none"> <li>stock, inventory and price lists</li> <li>financial transaction dockets and slips</li> <li>lay-by, credit and product return slips</li> <li>store policy and procedures manuals</li> </ul> </li> <li>a range of point-of-sale equipment.</li> </ul>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>observation of performance in the workplace</li> <li>a role play</li> <li>third-party reports from a supervisor</li> <li>customer feedback</li> <li>answers to questions about specific skills and knowledge</li> <li>review of portfolios of evidence and third-party workplace reports of on-the-job performance.</li> </ul>	<p>Employability Skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.</p> <p>Employability Skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.</p>

<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</b>		<b>Methods of assessment cont/d</b>	
<ul style="list-style-type: none"> <li>constantly applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.</li> </ul>		<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>SIRXRSK001A Minimise theft</li> <li>SIRXCCS002A Interact with customers</li> <li>SIRXINV001A Perform stock control procedures</li> <li>SIRXFIN001A Balance point-of-sale terminal.</li> </ul>	

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
This section describes the essential skills and knowledge and their level, required for this unit.		
<p>The following skills <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• following set routines and procedures</li> <li>• interpersonal communication skills to: <ul style="list-style-type: none"> <li>- inform customers of delays</li> <li>- state price or total and amount of cash received</li> <li>- request adequate supplies of wrapping material or bags through clear and direct communication</li> <li>- ask questions to identify and confirm requirements</li> <li>- share information</li> <li>- use language and concepts appropriate to cultural differences</li> <li>- use and interpret non-verbal communication</li> </ul> </li> <li>• questioning and active listening</li> <li>• dealing with different types of transactions</li> <li>• wrapping and packing techniques</li> <li>• store bag checking procedures</li> <li>• merchandise handling techniques</li> <li>• literacy skills in regard to sales and delivery documentation</li> <li>• numeracy skills in regard to rendering change.</li> </ul>	<p>The following knowledge <u>must</u> be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• store policy and procedures in relation to: <ul style="list-style-type: none"> <li>- customer service</li> <li>- point-of-sale transactions</li> <li>- allocated duties and responsibilities</li> <li>- exchanges and returns</li> <li>- handling, packing and wrapping of goods or merchandise</li> </ul> </li> <li>• the range of services provided by the store</li> <li>• stock availability</li> <li>• relevant legislation and statutory requirements including: <ul style="list-style-type: none"> <li>- Trade Practices Act and consumer law</li> <li>- industry codes of practice</li> <li>- OHS</li> </ul> </li> <li>• cash and non-cash handling procedures, including: <ul style="list-style-type: none"> <li>- opening and closing point-of-sale terminal</li> <li>- clearance of terminal and transference of tender</li> <li>- maintenance of cash float</li> <li>- tendering of change</li> <li>- counting cash</li> <li>- calculating non-cash documents</li> <li>- balancing point-of-sale equipment</li> <li>- recording takings</li> <li>- security of cash and non-cash transactions</li> <li>- change required and denominations of change</li> </ul> </li> <li>• numeracy skills in regard to workplace functions: <ul style="list-style-type: none"> <li>- addition</li> <li>- subtraction</li> <li>- multiplication</li> <li>- division</li> <li>- percentages</li> <li>- use of a calculator</li> </ul> </li> <li>• functions and procedures for operating point-of-sale equipment, including: <ul style="list-style-type: none"> <li>- registers</li> <li>- numerical display board</li> <li>- calculators</li> <li>- electronic scales</li> <li>- scanners.</li> </ul> </li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• bag checks</li> <li>• balancing and clearing point-of-sale terminal</li> <li>• calculating non-cash documents</li> <li>• cash and non-cash handling procedures</li> <li>• cash and non-cash transactions</li> <li>• communication</li> <li>• complete sales</li> <li>• counting cash</li> <li>• customer delivery requirements</li> <li>• delays at point-of-sale</li> <li>• delivery methods</li> <li>• denominations of change</li> <li>• exchanges and returns</li> <li>• functions and operational features of point-of-sale equipment</li> <li>• handling goods/merchandise</li> <li>• labelling packaged goods/merchandise</li> <li>• legislation and statutory requirements</li> <li>• maintenance of cash float</li> <li>• numerical problems</li> <li>• opening and closing point-of-sale terminal</li> <li>• ordering change</li> <li>• packing and wrapping goods/merchandise</li> <li>• packing and wrapping materials</li> <li>• point-of-sale equipment</li> <li>• point-of-sale transactions</li> <li>• recording information</li> <li>• recording takings</li> <li>• recording transaction errors</li> <li>• sales documentation</li> <li>• sources of numerical information</li> <li>• tendering of change</li> <li>• transference of tender</li> <li>• use of a calculator</li> <li>• workplace/company/store policy and procedures.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Operate point-of-sale equipment	1.1 Operate <i>point-of-sale equipment</i> according to design specifications.	<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <b><i>Bold italicised</i></b> wording in the Performance Criteria is detailed below.</p> <p><b><i>Point-of-sale equipment</i></b> may include:</p> <ul style="list-style-type: none"> <li>• cash register</li> <li>• cash drawer</li> <li>• scanner</li> <li>• EFTPOS terminal</li> <li>• electronic scales</li> <li>• security tagging</li> <li>• numerical display board.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Understanding of the functions and operational features of common equipment at point-of-sale including:</p> <ul style="list-style-type: none"> <li>• cash register</li> <li>• point-of-sale terminal</li> <li>• cash drawer</li> <li>• calculator</li> <li>• scanner</li> <li>• EFTPOS terminal</li> <li>• scales</li> <li>• security detachers</li> <li>• numerical display board</li> <li>• imprint machines</li> <li>• conveyor belts</li> <li>• personal announcement (PA) systems</li> <li>• clearance chutes.</li> </ul> <p>Awareness of sources of information for standard operating procedures for point-of-sale equipment including:</p> <ul style="list-style-type: none"> <li>• manufacturer’s instructions</li> <li>• staff induction/training courses/in-services</li> <li>• store policies and procedures</li> <li>• manuals and guides.</li> </ul> <p>Working knowledge of a range of point-of-sale equipment.</p>
	1.2 Open and close point-of-sale terminal according to <i>store policy and procedures</i> .	<p><b><i>Store policy and procedures</i></b> <u>in regard to:</u></p> <ul style="list-style-type: none"> <li>• operation of point-of-sale equipment</li> <li>• security</li> <li>• sales transactions</li> <li>• handling techniques of stock</li> <li>• financial transactions</li> <li>• cash handling.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> <li>• work tasks/set routines for opening, closing and clearing the register/terminal</li> <li>• individual duties and responsibilities</li> <li>• transference of tender</li> <li>• maintenance of cash float</li> </ul>
	1.3 Clear point-of-sale terminal and transfer tender according to store procedure.		<ul style="list-style-type: none"> <li>• counting cash</li> <li>• calculating non-cash documents</li> <li>• ordering change</li> </ul>

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			<ul style="list-style-type: none"> <li>• recording takings</li> <li>• balancing point-of-sale equipment.</li> </ul>
	1.4 Handle cash according to store security procedures.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Cash and non-cash handling procedures to ensure:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• security.</li> </ul>
	1.5 Maintain supplies of change in point-of-sale terminal according to store policy.		
	1.6 Attend active point-of-sale terminals according to store policy.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of workplace/company/store policy and procedures for bag checks in accordance with legislative requirements.</p>
	1.7 Complete records for transaction errors according to store policy.		
	1.8 Maintain adequate supplies of docket, vouchers and <i>point-of-sale documents</i> .	<p><i>Point-of-sale documents</i> may include:</p> <ul style="list-style-type: none"> <li>• order forms</li> <li>• lay-by slips</li> <li>• credit slips</li> <li>• product return slips</li> <li>• message pads</li> <li>• promotional materials.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Typical sales documentation including:</p> <ul style="list-style-type: none"> <li>• invoices</li> <li>• credit notes</li> <li>• stock/inventory/price lists</li> <li>• order forms</li> <li>• financial transaction dockets/slips</li> <li>• lay-by slips</li> <li>• credit slips</li> <li>• product return slips.</li> </ul>
	1.9 Inform <i>customers</i> of delays in the point-of-sales operation.	<p><i>Customers</i> may include:</p> <ul style="list-style-type: none"> <li>• new or repeat contacts</li> <li>• internal and external contacts</li> <li>• customers with routine or special requests</li> <li>• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Verbal and non-verbal communication skills.</p> <p>An awareness of reasons for delays at point-of-sale including:</p> <ul style="list-style-type: none"> <li>• waiting for EFTPOS transaction</li> <li>• ordering change or consumables</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• transaction errors</li> <li>• queues forming</li> <li>• equipment breakdown</li> <li>• stock availability.</li> </ul>
2 Use numbers in the workplace	2.1 Accurately list a range of possible retail workplace <i>numerical problems</i> .	<i>Numerical problems</i> may include: <ul style="list-style-type: none"> <li>• calculations of cash amounts and change</li> <li>• addition and subtraction</li> <li>• multiplication and division</li> <li>• percentages</li> <li>• measurement</li> <li>• estimation of quantities.</li> </ul>	
	2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Sources of numerical information including:</p> <ul style="list-style-type: none"> <li>• catalogue</li> <li>• scanner</li> <li>• price tag</li> <li>• stock/inventory price list</li> <li>• point-of-sale equipment.</li> </ul> <p>Calculations common to a retail services workplace:</p> <ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• multiplication</li> <li>• division</li> <li>• percentages.</li> </ul>
3 Perform point-of-sale transactions	3.1 Complete <i>point-of-sale transactions</i> according to store policy.	<i>Point-of-sale transactions</i> may include: <ul style="list-style-type: none"> <li>• EFTPOS</li> <li>• cheques</li> <li>• travellers cheques</li> <li>• credit cards and store cards</li> <li>• smart cards</li> <li>• lay-by</li> <li>• returns</li> <li>• exchanges</li> <li>• gift vouchers.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Awareness of a range of point-of-sale transactions including:</p> <ul style="list-style-type: none"> <li>• cash</li> <li>• non-cash <ul style="list-style-type: none"> <li>- EFTPOS</li> <li>- cheque</li> <li>- travellers cheque</li> <li>- credit card</li> <li>- smart card</li> <li>- store card</li> <li>- lay-by</li> </ul> </li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>- gift voucher</li> <li>- store account.</li> </ul>
	3.2 Identify and apply store procedures in respect of cash and non-cash transactions.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Workplace/company/store policy and procedures for cash and non-cash transactions.</p>
	3.3 Identify and apply store procedures in regard to exchanges and returns.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of workplace/company/store policy and procedures in relation to exchange and return of goods.</p> <p>A basic understanding of legislation and statutory requirements relating to sales, exchanges and returns including:</p> <ul style="list-style-type: none"> <li>• <i>Trade Practices Act 1974</i> (Cth) (as amended)</li> <li>• <i>Fair Trading Act 1987</i> (NSW) (as amended)</li> <li>• consumer law</li> <li>• industry codes of practice <ul style="list-style-type: none"> <li>- for example, computerised checkout systems in supermarkets</li> </ul> </li> <li>• occupational health and safety (OHS).</li> </ul>
	3.4 Move goods through point-of-sale area efficiently and with attention to fragility and packaging.		
	3.5 Accurately enter information entered into point-of-sale equipment.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> <li>• appropriate language</li> <li>• clear voice</li> <li>• audible volume</li> <li>• courteous tone.</li> </ul>
	3.6 State price or total and amount of cash received verbally to customer.		
	3.7 Tender correct change.		

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
4 Complete sales	4.1 Complete customer order forms, invoices and receipts accurately.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of details required on a typical invoice including:</p> <ul style="list-style-type: none"> <li>• invoice number</li> <li>• date</li> <li>• supplier details</li> <li>• purchaser details</li> <li>• order number</li> <li>• quantity and description of goods</li> <li>• unit price of goods</li> <li>• GST payable</li> <li>• total invoice amount</li> <li>• terms of payment.</li> </ul> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> <li>• clear</li> <li>• legible</li> <li>• accurate</li> <li>• concise.</li> </ul>
	4.2 Accurately identify and process customer delivery requirements according to set timeframes.		<p><b>Learning experiences for the HSC must address:</b></p> <p>Establishing the details of the customer delivery requirements by:</p> <ul style="list-style-type: none"> <li>• active listening</li> <li>• asking questions or rephrasing to clarify or confirm understanding.</li> </ul> <p>Questioning techniques:</p> <ul style="list-style-type: none"> <li>• open questions</li> <li>• closed questions</li> <li>• reflective questions.</li> </ul>
	4.3 Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay.		
5 Wrap and pack goods	5.1 Maintain/request adequate supplies of <i>wrapping and packaging materials</i> .	<i>Wrapping and packaging materials</i> may include: <ul style="list-style-type: none"> <li>• boxes</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Packaging and wrapping materials including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> <li>• bags</li> <li>• paper</li> <li>• bubble wrap</li> <li>• gift wrapping</li> <li>• adhesive tape</li> <li>• ribbon</li> <li>• string.</li> </ul>	<ul style="list-style-type: none"> <li>• boxes</li> <li>• crates</li> <li>• bags <ul style="list-style-type: none"> <li>- paper</li> <li>- plastic</li> </ul> </li> <li>• paper</li> <li>• wrapping paper</li> <li>• protective products <ul style="list-style-type: none"> <li>- special labels</li> <li>- fragile tape</li> <li>- bubble wrap</li> <li>- styrofoam</li> <li>- shredded paper</li> </ul> </li> <li>• fastening items <ul style="list-style-type: none"> <li>- adhesive tape</li> <li>- decorative ribbon</li> <li>- string</li> <li>- banding</li> <li>- staples.</li> </ul> </li> </ul>
	5.2 Select appropriate wrapping or packaging material.		<p><b>Learning experiences for the HSC must address:</b></p> <p>The use of packaging/wrapping materials for:</p> <ul style="list-style-type: none"> <li>• protection of merchandise <ul style="list-style-type: none"> <li>- fragile/delicate items</li> <li>- perishable items</li> <li>- bulk items</li> </ul> </li> <li>• security of merchandise</li> <li>• point-of-sale marking/promotion</li> <li>• company/store/brand promotion</li> <li>• gift/special wrapping.</li> </ul>
	5.3 Wrap merchandise neatly and effectively where required.		
	5.4 Pack items safely to avoid damage in transit, and attach labels where required.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of the causes of damage:</p> <ul style="list-style-type: none"> <li>• movement</li> <li>• temperature</li> <li>• stacking.</li> </ul>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			Information required for labelling: <ul style="list-style-type: none"> <li>• destination</li> <li>• customer details</li> <li>• quantity/volume</li> <li>• special instructions.</li> </ul>
	5.5 Arrange transfer of merchandise for parcel pick-up or other <i>delivery methods</i> if required.	<i>Delivery methods</i> may include: <ul style="list-style-type: none"> <li>• parcel pick-up</li> <li>• post or express post</li> <li>• courier</li> <li>• freight</li> <li>• domestic or international delivery.</li> </ul>	<b>Learning experiences for the HSC must address:</b> Awareness of a range of delivery methods including: <ul style="list-style-type: none"> <li>• parcel pick-up</li> <li>• post or express post</li> <li>• courier</li> <li>• freight</li> <li>• domestic or international delivery.</li> </ul>