

**Sample Program Security and sales**

**Rationale:** This program provides the opportunity for students to develop knowledge and skills required to operate point-of-sale retail technology, handle point-of-sale procedures and minimise theft in a retail environment.

*Students will develop the specific knowledge and understanding to enable the skills to be developed and applied in the workplace. Effective communication and interaction skills will need to be addressed throughout the HSC Retail Services course.*

**Units of competency:** SIRXCCS001A Apply point-of-sale handling procedures  
 SIRXICT001A Operate retail technology\*  
 SIRXRSK001A Minimise theft

This program also covers some aspects of:

SIRXCCS002A Interact with customers  
 SIRXCOM001A Communicate in the workplace

**HSC requirements and advice – key terms and concepts:**

Apply point-of-sale handling procedures		Minimise theft	
<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> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• appropriate action</li> <li>• bag check</li> <li>• categories of theft</li> <li>• features, benefits and limitations of security equipment</li> <li>• internal and external theft</li> <li>• legislative requirements</li> <li>• level of authority</li> <li>• lines of reporting</li> <li>• maintaining security in the workplace</li> <li>• minimise and/or prevent theft</li> <li>• reporting and recording</li> <li>• routine workplace/company/store security</li> <li>• secure handling of cash and keys</li> <li>• secure storage of products and equipment</li> <li>• security systems</li> <li>• shrinkage</li> <li>• store merchandising systems</li> </ul>	<ul style="list-style-type: none"> <li>• strategies for dealing with breaches in security</li> <li>• styles/methods of theft</li> <li>• surveillance/monitoring of merchandise</li> <li>• suspect customer behaviour</li> <li>• use, operation and location of security equipment</li> <li>• workplace/company/store policy and procedures</li> <li>• workplace/company/store theft prevention</li> </ul>

\* Please note this program only covers aspects of SIRXICT001A in relation to retail technology associated with point-of-sale procedures and activities.

**Assessment:**

The tasks referred to in this table are briefly explained in the program itself and/or in Section 4 of this Support Document.

<b>SIRXCCS001A Apply point-of-sale handling procedures</b>	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Operate point-of-sale equipment	<ul style="list-style-type: none"> <li>• Tasks 1, 10, 12, 13, 15, 18, 20, 22, 23, 26, 27 and 28.</li> </ul>
2. Use numbers in the workplace	<ul style="list-style-type: none"> <li>• Students will have several opportunities to demonstrate competency in this element and associated performance criteria during completion of learning activities and assessment tasks throughout the Retail Services course.</li> <li>• Tasks 1, 10, 13, 20, 22, 23, 27 and 28.</li> </ul>
3. Perform point-of-sale transactions	<ul style="list-style-type: none"> <li>• Tasks 1, 9, 10, 13, 15, 20, 22, 23, 26, 27 and 28.</li> </ul>
4. Complete sales	<ul style="list-style-type: none"> <li>• Tasks 1, 10, 13, 15, 22, 26, 27 and 28.</li> </ul>
5. Wrap and pack goods	<ul style="list-style-type: none"> <li>• Tasks 1, 10, 12, 13, 22, 25, 26, 27 and 28.</li> </ul>

<b>SIRXICT001A Operate retail technology</b>	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Maintain retail equipment	<ul style="list-style-type: none"> <li>• Tasks 1, 3, 4, 10, 15, 18, 22, 26, 27 and 28.</li> </ul>
2. Apply keyboard skills	<ul style="list-style-type: none"> <li>• Tasks 1, 10, 22, 26 and 27.</li> </ul>
3. Operate data entry equipment	<ul style="list-style-type: none"> <li>• Tasks 1, 10, 18 22, 26, 27 and 28.</li> </ul>

<b>SIRXRSK001A Minimise theft</b>	
<i>Elements</i>	<i>Possible assessment strategy</i>
1. Apply routine store security	<ul style="list-style-type: none"><li>• Tasks 1, 6, 9, 10, 12, 15, 16, 20, 22, 26, 27 and 28.</li></ul>
2. Minimise theft	<ul style="list-style-type: none"><li>• Tasks 1, 6, 9, 10, 12, 15, 16, 22, 25, 26, 27 and 28.</li></ul>



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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator	✓									✓			✓							✓		✓	✓				✓	✓
<b>3 Perform point-of-sale transactions</b>																												
3.1 Complete point-of-sale transactions according to store policy	✓								✓	✓					✓							✓	✓				✓	✓
3.2 Identify and apply store procedures in respect of cash and non-cash transactions	✓									✓					✓					✓		✓					✓	✓
3.3 Identify and apply store procedures in regard to exchanges and returns	✓								✓	✓			✓		✓							✓					✓	✓
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	✓									✓												✓	✓				✓	✓
3.6 State price or total and amount of cash received verbally to customer	✓									✓												✓	✓				✓	✓
3.7 Tender correct change	✓									✓												✓	✓				✓	✓
<b>4 Complete sales</b>																												
4.1 Complete customer order forms, invoices and receipts accurately	✓									✓			✓									✓					✓	✓
4.2 Accurately identify and process customer delivery requirements according to set timeframes	✓									✓												✓					✓	✓
4.3 Process sales transaction or direct customers to point-of-sale terminals according to store policy without undue delay	✓									✓					✓							✓					✓	✓
<b>5 Wrap and pack goods</b>																												
5.1 Maintain/request adequate supplies of wrapping and packaging materials	✓									✓		✓										✓			✓	✓	✓	
5.2 Select appropriate wrapping or packaging material	✓									✓												✓			✓	✓	✓	✓
5.3 Wrap merchandise neatly and effectively where required	✓									✓												✓			✓	✓	✓	
5.4 Pack items safely to avoid damage in transit, and attach labels where required	✓									✓												✓			✓	✓	✓	
5.5 Arrange transfer of merchandise for parcel pick-up or other delivery methods if required	✓									✓			✓									✓			✓	✓	✓	

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations
<b>SIRXICT001A Operate retail technology</b>																												
<b>1 Maintain retail equipment</b>																												
1.1 Accurately identify purpose of equipment used in store or department	✓		✓	✓						✓					✓			✓				✓				✓	✓	
1.2 Operate equipment according to design specifications and safety requirements	✓		✓	✓						✓					✓			✓				✓				✓	✓	
1.3 Identify equipment faults and report to relevant personnel	✓		✓	✓						✓					✓			✓				✓				✓	✓	
1.4 Identify and apply maintenance program for retail equipment according to store policy and procedures	✓									✓					✓			✓				✓				✓	✓	
<b>2 Apply keyboard skills</b>																												
2.1 Operate keyboard using typing techniques within designated speed and accuracy requirements	✓									✓												✓					✓	✓
2.2 Enter and edit information accurately	✓									✓												✓					✓	✓
<b>3 Operate data entry equipment</b>																												
3.1 Enter data using relevant equipment according to store policy and procedures	✓									✓												✓				✓	✓	
3.2 Operate price marking equipment according to manufacturer instructions and store policy	✓									✓								✓				✓				✓	✓	
3.3 Enter data accurately and within designated time limits	✓									✓												✓				✓	✓	

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Task 9	Task 10	Task 11	Task 12	Task 13	Task 14	Task 15	Task 16	Task 17	Task 18	Task 19	Task 20	Task 21	Task 22	Task 23	Task 24	Task 25	Task 26	Task 27	Task 28	
	Work placement activities & journal	Newspaper scrapbook	OHS written test	OHS induction	Workplace inspection – risk assessment	Scenario – dealing with an emergency	Visual communication test	Research project	Extended response: legislation	Role-plays and case studies	Telephone technique	Extended response: stock control	Written documentation	Housekeeping schedule – individual & team	Workplace/company/store manual	Stock assistant	Material Safety Data Sheet	Tools and equipment/plant	Job application	Reconciliation of cash and non-cash items	Design a sign	Industry-specific class projects	Calculation exercises	Workplace/company/store roster	Wrap and pack	Skills showcase	Part-time work	Examinations	
<b>SIRXRSK001A</b>	<b>Minimise theft</b>																												
<i>1</i>	<i>Apply routine store security</i>																												
1.1	Apply store security systems and procedures according to store policy	✓				✓				✓					✓						✓					✓	✓	✓	
1.2	Handle and secure cash according to store policy and procedures	✓								✓					✓					✓							✓	✓	✓
1.3	Observe and detail with suspect behaviour by customers according to store policy and legislative requirements	✓				✓			✓	✓					✓						✓					✓	✓		
1.4	Deal with internal and external theft according to store policy and legislative requirements	✓				✓			✓	✓					✓						✓					✓	✓	✓	
1.5	Store products and equipment in a secure manner	✓							✓	✓		✓				✓					✓					✓	✓		
<i>2</i>	<i>Minimise theft</i>																												
2.1	Take appropriate action to minimise theft by applying store procedures	✓				✓				✓											✓					✓	✓	✓	
2.2	Match merchandise to correct price tags	✓								✓		✓				✓					✓					✓	✓		
2.3	Maintain surveillance of merchandise according to store policy and legislative requirements	✓							✓	✓						✓					✓					✓	✓	✓	
2.4	Check customers' bags as required at point-of-sale according to store policy and legislative requirements	✓							✓	✓					✓						✓				✓	✓	✓	✓	

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2.5 Maintain security of cash, cash register and keys according to store policy	✓					✓				✓					✓							✓				✓	✓	✓
2.6 Maintain security of stock, cash and equipment in regard to customers, staff and outside contractors according to store policy and legislative requirements	✓								✓	✓		✓			✓	✓						✓				✓	✓	✓
2.7 Deal with suspected or potential thieves according to store policy and procedures	✓					✓			✓	✓					✓							✓				✓	✓	✓

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXRSK001A Minimise theft</i></p> <p><b>1 Apply routine store security</b></p> <p>1.1 Apply store security systems and procedures according to store policy.</p> <p>1.3 Observe and deal with suspect behaviour by customers according to store policy and legislative requirements.</p> <p>1.4 Deal with internal and external theft according to store policy and legislative requirements.</p>	<p><b>Shrinkage and theft</b></p> <p>An understanding of the importance of workplace/company/store security and theft prevention.</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• shrinkage             <ul style="list-style-type: none"> <li>- known</li> <li>- unknown.</li> </ul> </li> </ul> <p>Causes of shrinkage:</p> <ul style="list-style-type: none"> <li>• error</li> <li>• waste</li> <li>• theft.</li> </ul> <p>An awareness of categories of theft:</p> <ul style="list-style-type: none"> <li>• professional</li> <li>• amateur</li> <li>• opportunist</li> <li>• medical (eg kleptomaniac).</li> </ul> <p>Awareness of styles/methods of workplace/store theft:</p> <ul style="list-style-type: none"> <li>• palming</li> <li>• hiding             <ul style="list-style-type: none"> <li>- on person</li> <li>- in items                 <ul style="list-style-type: none"> <li>▪ bags from other stores</li> <li>▪ umbrellas</li> <li>▪ prams</li> <li>▪ shopping trolley</li> </ul> </li> </ul> </li> <li>• shoppers wearing/carrying loose or bulky clothing</li> <li>• shoppers trying on items for effect</li> <li>• price tag swapping</li> <li>• working in teams.</li> </ul>	<p>Class discussion.</p> <p>Brainstorm:</p> <ul style="list-style-type: none"> <li>• difference between known and unknown shrinkage</li> <li>• causes of shrinkage</li> <li>• examples for each cause.</li> </ul> <p>Overhead.</p> <p>Handout.</p> <p>Visual stimulus – video/DVD.</p> <p>Class discussion and associated handout.</p> <p>Guest speaker – workplace/company/store security officer or a police officer.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXRSK001A Minimise theft</i></p> <p><b>1 Apply routine store security</b></p> <p>1.4 Deal with internal and external theft according to store policy and legislative requirements.</p>	<p><b>Legislative requirements – store security and theft prevention</b></p> <p>A basic understanding of legislative requirements in relation to workplace/company/store security and theft prevention 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>• privacy</li> <li>• industry codes of practice and guidelines <ul style="list-style-type: none"> <li>- bag check</li> </ul> </li> <li>• reporting.</li> </ul>	<p>Handout and class discussion.</p> <p>Small group activity – using the industry code of practice, write a bag check policy for a retail services workplace/company/store.</p> <p>[Link to Task 9]</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>1 Operate point-of-sale equipment</b></p> <p>1.6 Attend active point-of-sale terminals according to store policy.</p> <p><i>SIRXRSK001A Minimise theft</i></p> <p><b>1 Apply routine store security</b></p> <p>1.1 Apply store security systems and procedures according to store policy.</p> <p>1.5 Store products and equipment in a secure manner.</p> <p><b>2 Minimise theft</b></p> <p>2.1 Take appropriate action to minimise theft by applying store procedures.</p> <p>2.2 Match merchandise to correct price tags.</p> <p>2.3 Maintain surveillance of merchandise according to store policy and legislative requirements.</p>	<p><b>Maintaining security and minimising theft</b></p> <p>Methods which maintain security in the workplace, including:</p> <ul style="list-style-type: none"> <li>• security card</li> <li>• security personnel</li> <li>• restricted access</li> <li>• sign in/out book</li> <li>• lock up procedures</li> <li>• cash handling procedures.</li> </ul> <p>The appropriate selection and application of approaches to minimise theft:</p> <ul style="list-style-type: none"> <li>• prevention</li> <li>• detection</li> <li>• apprehension.</li> </ul>	<p>Brainstorm:</p> <ul style="list-style-type: none"> <li>• methods to maintain security</li> <li>• benefits and limitations of each method.</li> </ul> <p>Students share their experience(s) from work placement and/or part-time job(s) in relation to maintaining security in the workplace.</p> <p>Visual stimulus – examples of each method.</p> <p>Role-play – simulate appropriate cash handling procedures to maintain security.</p> <p>[Link to Task 10]</p> <p>Overhead.</p> <p>Small group activity – students are list the equipment, signage and other deterrents they have seen in retail services workplaces/companies/stores and discuss their effect on potential thieves. Each group reports back to the class.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Strategies to minimise/prevent theft including:</p> <ul style="list-style-type: none"> <li>• use of security equipment</li> <li>• monitoring of                             <ul style="list-style-type: none"> <li>- stock</li> <li>- work area</li> <li>- customers</li> <li>- staff</li> </ul> </li> <li>• bag checks.</li> </ul> <p>Features, benefits and limitations of a range of security equipment:</p> <ul style="list-style-type: none"> <li>• alarm systems</li> <li>• video surveillance                             <ul style="list-style-type: none"> <li>- visible (overt)</li> <li>- hidden (covert)</li> </ul> </li> <li>• camera domes</li> <li>• mirrors</li> <li>• electronic article surveillance (EAS)                             <ul style="list-style-type: none"> <li>- security tags</li> <li>- pedestals</li> <li>- labels.</li> </ul> </li> </ul> <p>Use, operation and location of security equipment.</p> <p>Awareness of store merchandising systems.</p>	<p>Role-plays/case studies – proactive measures for store security.</p> <p>Handout.</p> <p>Visual stimulus – video/DVD.</p> <p>Activity – design a sign that could be placed in a retail services workplace/company/store for theft prevention. [Task 21]</p> <p>Class discussion – how retail services workplaces/companies/stores might be able to improve security and minimise theft in a cost effective manner.</p> <p>[Link to Tasks 1, 10 &amp; 27]</p> <p>Visual stimulus – samples/examples of a range of security equipment.</p> <p>Field trip – visit a variety of small, medium and large retail services workplaces/companies/stores to view their policies and procedures in relation to maintaining security and theft prevention. Discuss the reasons for the choices of security methods, security equipment and theft prevention strategies.</p> <p>Handout.</p> <p>Demonstration – use, operation and placement of security equipment.</p> <p>[Link to Tasks 1 &amp; 27]</p> <p>Class discussion.</p> <p>Activity – choose ten products from a selected store. Students work in pairs to relate placement of product with principles of theft prevention.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	Surveillance of merchandise.	Class discussion – the importance of surveillance of merchandise.  Overhead.
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>1 Operate point-of-sale equipment</b></p> <p>1.6 Attend active point-of-sale terminals according to store policy.</p> <p><i>SIRXRSK001A Minimise theft</i></p> <p><b>1 Apply routine store security</b></p> <p>1.1 Apply store security systems and procedures according to store policy.</p> <p>1.4 Deal with internal and external theft according to store policy and legislative requirements.</p> <p><b>2 Minimise theft</b></p> <p>2.5 Maintain security of cash, cash register and keys according to store policy.</p> <p>2.6 Maintain security of stock, cash and equipment in regard to customers, staff and outside contractors according to store policy and legislative requirements.</p> <p>2.7 Deal with suspected or potential thieves according to store policy and procedures.</p>	<p><b>Taking appropriate action</b></p> <p>Workplace/company/store security policy and procedures applying to the following areas:</p> <ul style="list-style-type: none"> <li>• monitoring people <ul style="list-style-type: none"> <li>- staff</li> <li>- customers</li> <li>- visitors, sales representatives, contractors and/or vendors</li> </ul> </li> <li>• premises <ul style="list-style-type: none"> <li>- general access areas</li> <li>- secure areas</li> </ul> </li> <li>• security of <ul style="list-style-type: none"> <li>- documents</li> <li>- records</li> <li>- cash transactions</li> <li>- non-cash transactions</li> <li>- equipment</li> <li>- point of sale equipment</li> <li>- stock/supplies</li> <li>- key control system</li> </ul> </li> <li>• bag checks</li> <li>• monitoring stock and stock shrinkage</li> <li>• recording of stolen items.</li> </ul> <p>Awareness of workplace/company/store policy and procedures for bag checks in accordance with legislative requirements.</p>	<p>Visual stimulus – sample workplace/company/store staff manual in relation to security.</p> <p>Class discussion and associated handout.</p> <p>Work placement activity.</p> <p>Class discussion – student observations from work placement and/or part-time job.</p> <p>Visual stimulus – video/DVD showing a theft. Do not tell students about the second half of the activity prior to viewing. After watching the video/DVD each student is to complete a personal description form. This requires the student to record details of the offender and the event. Students should not discuss their form with each other until everyone has finished. Compare descriptions and discuss the differences and possible reasons. View the appropriate segment of the video/DVD again.</p> <p>Debate – ‘Bag checks are an invasion of customer privacy’.</p> <p>[Link to Tasks 1, 10 &amp; 15]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Strategies to deal with breaches in security including:</p> <ul style="list-style-type: none"> <li>• strange or suspicious persons                             <ul style="list-style-type: none"> <li>- deranged customers</li> <li>- abusive customers</li> </ul> </li> <li>• broken or malfunctioning equipment</li> <li>• damaged property or fittings</li> <li>• loss of keys</li> <li>• theft of property, goods or materials                             <ul style="list-style-type: none"> <li>- internal</li> <li>- external</li> </ul> </li> <li>• customer fraud</li> <li>• robberies or armed hold-up.</li> </ul> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul> <p>Understanding lines of reporting with supervisor/team leader and others in the workplace.</p> <p>Reporting breaches in security, faults or problems to appropriate personnel:</p> <ul style="list-style-type: none"> <li>• formal/informal</li> <li>• verbal/written.</li> </ul>	<p>Brainstorm:</p> <ul style="list-style-type: none"> <li>• difference between internal and external theft</li> <li>• implications of losing keys</li> <li>• implications of accepting a stolen credit card</li> <li>• possible consequences of broken/malfunctioning equipment</li> <li>• possible effect of a robbery/armed hold-up on employees and customers.</li> </ul> <p>Handout and associated discussion.</p> <p>Role-play/case studies.</p> <p>[Link to Task 10]</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• key personnel associated with store security</li> <li>• chain of command in relation to store security</li> <li>• reporting breaches, faults and problems</li> <li>• implications of not following correct lines of authority and notification</li> </ul> <p>Overhead</p> <p>Case studies – to assist students to distinguish their roles and responsibilities and those of other personnel in a range of situations within the school environment and while on work placement.</p> <p>Class discussion – identify when to take initiative and solve a problem yourself, when to report and when to make the decision to pass the problem on to another person.</p> <p>[Link to Tasks 1 &amp; 10]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>3 Perform point-of-sale transactions</b></p> <p>3.3 Identify and apply store procedures in regard to exchanges and returns.</p>	<p><b>Legislative requirements – sales</b></p> <p>A basic understanding of legislative requirements in relation to sales 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 and guidelines <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>	<p>Handout and class discussion.</p> <p>Small group activity – using the industry code of practice, write a computerised checkout system policy for a supermarket.</p> <p>[Link to Task 9]</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>1 Operate point-of-sale equipment</b></p> <p>1.1 Operate point-of-sale equipment according to design specifications.</p> <p><i>SIRXCCS002A Interact with customers</i></p> <p><b>3 Receive and process sales</b></p> <p>3.4 Process, record and act upon sales orders according to store policy.</p> <p><i>SIRXICT001A Operate retail technology</i></p> <p><b>1 Maintain retail equipment</b></p> <p>1.1 Accurately identify purpose of equipment used in store or department.</p> <p>1.2 Operate equipment according to design specifications and safety requirements.</p> <p>1.3 Identify equipment faults and report to relevant personnel.</p> <p>1.4 Identify and apply maintenance program for retail equipment according to store policy and procedures.</p>	<p><b>Point-of-sale equipment</b></p> <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>Safe work practices for using equipment:</p> <ul style="list-style-type: none"> <li>• follow standard operating procedures (SOP) and manufacturer specifications before, during and after use</li> <li>• risk management (identify hazards and implement control measures)</li> <li>• correct manual handling</li> <li>• regular servicing and maintenance</li> <li>• working with electricity in a safe manner</li> <li>• adequate ventilation.</li> </ul>	<p>Define ‘point of sale’.</p> <p>Brainstorm.</p> <p>Visual stimulus – samples of the listed sources of information for a range of point-of-sale (POS) equipment.</p> <p>Investigate the availability of courses for training people in the operation of POS equipment.</p> <p>Brainstorm – safe work practices when using tools and equipment.</p> <p>Visual stimulus – video/DVD.</p> <p>Introduce the concept of daily or before-work checks. Ensure that pre-operational checks of tools and equipment become ‘second nature’ to students.</p> <p>Overhead.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Understanding of the purpose, 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>Working knowledge of a range of point-of-sale equipment.</p>	<p>Activity – students design a poster to highlight working safely with electricity.</p> <p>Visual stimulus – catalogues and operator manuals for equipment at POS.</p> <p>Class activity – collage/poster to highlight range of POS equipment.</p> <p>Individual activity – each student is allocated a piece of equipment at POS. Students produce a computer-generated:</p> <ul style="list-style-type: none"> <li>• information sheet (maximum one A4 page) with the following information: <ul style="list-style-type: none"> <li>- name of the tool or piece of plant or equipment</li> <li>- sketch/diagram/photo</li> <li>- characteristics</li> <li>- purpose (use and limitations)</li> <li>- OHS requirements (hazard controls and PPE and, for plant and equipment only, the responsibilities of the supplier/hire firm and operator)</li> <li>- training/qualifications required (school and industry expectations)</li> </ul> </li> <li>• pre-operational checklist.</li> </ul> <p>Students design an induction course for a piece of equipment and ‘deliver’ this training to classmates.</p> <p>[Link to Task 18]</p> <p>Collate all information sheets and pre-operational checklists to form an equipment information booklet for all students.</p> <p>Demonstration.</p> <p>Field trip.</p> <p>[Link to Tasks 1, 10, 26 and 27]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Identification of common faults and/or defects in point-of-sale equipment.</p> <p>Procedures for marking and reporting unsafe or faulty point-of-sale equipment for repair.</p> <p>Reporting of faults:</p> <ul style="list-style-type: none"> <li>• verbal notification to appropriate personnel                             <ul style="list-style-type: none"> <li>- supervisor/team leader/manager</li> <li>- supplier/manufacturer</li> </ul> </li> <li>• recording (eg in maintenance log).</li> </ul>	<p>Brainstorm – what to look for in order to identify malfunctions and worn, broken or missing components.</p> <p>Discuss the consequences of using poor performing and/or faulty tools and equipment.</p> <p>Reinforce the importance of identifying and reporting faulty tools and equipment in a retail services workplace and in the school workshop.</p> <p>Comparison of a range of tools and equipment in good order and some with regular use but no maintenance.</p> <p>Discuss methods of reporting and record keeping to ensure checks and repairs are notified to appropriate personnel. [Link to Task 13]</p> <p>Sample documentation.</p> <p>Visual stimulus – examples of safety/lockout tagging.</p> <p>Class discussion – repercussion of ignoring tagging.</p> <p>Practical activity – identify appropriate tagging for tools and equipment used in a retail services workplace.</p> <p>Practical activity – from an inspection of a faulty tool or piece of equipment, suggest repairs that may be required to rectify the problem and an efficient method to ensure repairs are carried out.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• consider options for temporary replacement of tools and equipment being repaired to ensure scheduled work can be completed</li> <li>• authority to work on particular tools or equipment and the implications of going beyond such authority.</li> </ul>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<p>Awareness of routine cleaning and maintenance for a range of point-of-sale equipment.</p> <p>Maintenance records:</p> <ul style="list-style-type: none"> <li>• manual</li> <li>• electronic.</li> </ul>	<p>Brainstorm – a range of cleaning techniques and equipment and situations in which their use is most appropriate.</p> <p>Practical exercises to gain experience using different cleaning techniques and equipment.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> <li>• the need to ensure that clean-up and/or disposal does not lead to the deterioration of the items or the environment</li> <li>• use of cleaning agents that will not corrode or damage tools or equipment.</li> </ul> <p>Cleaning and maintenance (where appropriate) of all tools and equipment used during school workshop projects.</p> <p>Sample documentation.</p> <p>[Link to Task 13]</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>1 Operate point-of-sale equipment</b></p> <p>1.2 Open and close point-of-sale terminal according to store policy and procedures.</p> <p>1.3 Clear point-of-sale terminal and transfer tender according to store procedure.</p> <p>1.5 Maintain supplies of change in point-of-sale terminal according to store policy.</p> <p>1.6 Attend active point-of-sale terminals according to store policy.</p> <p>1.7 Complete records for transaction errors according to store policy.</p> <p>1.8 Maintain adequate supplies of docket, vouchers and point-of-sale documents.</p> <p><i>SIRXCCS002A Interact with customers</i></p>	<p><b>Point-of-sale handling procedures</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> <li>• counting cash</li> <li>• calculating non-cash documents</li> <li>• ordering change</li> <li>• recording takings</li> <li>• balancing point-of-sale equipment</li> <li>• completing records for transactions errors</li> <li>• maintaining adequate supplies of docket, vouchers and point-of-sale documents.</li> </ul>	<p>Class discussion – student observations from work placement.</p> <p>Handout.</p> <p>[Link to Tasks 1 &amp; 27]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><b>3 Receive and process sales</b> 3.4 Process, record and act upon sales orders according to store policy.</p>	<p>An awareness of the importance of following workplace/company/store set routines and procedures.</p> <p>A knowledge of workplace/company/store policies and procedures to access, record and process sales orders.</p> <p>A range of methods for recording sales orders including:</p> <ul style="list-style-type: none"> <li>• verbal</li> <li>• written</li> <li>• electronic.</li> </ul>	<p>Class discussion.</p> <p>The importance of:</p> <ul style="list-style-type: none"> <li>• taking responsibility for the quality of own work</li> <li>• using accepted industry and workplace/company/store routines, techniques, practices and procedures.</li> </ul> <p>Handout.</p> <p>Link to Tasks 1, 15 and 27.</p> <p>Handout and associated examples.</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>2 Use numbers in the workplace</b> 2.1 Accurately list a range of possible retail workplace numerical problems. 2.2 Collect numerical information from various sources and calculate accurately with or without the use of a calculator.</p>	<p><b>Using numbers in the workplace</b></p> <p>An awareness of the consequences of incorrect calculations for:</p> <ul style="list-style-type: none"> <li>• the customer</li> <li>• the employee</li> <li>• the workplace/company/store.</li> </ul> <p>Importance of checking calculations.</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>Class discussion:</p> <ul style="list-style-type: none"> <li>• consequences of incorrect calculations (for customer, employee and workplace/company/store)</li> <li>• the importance of: <ul style="list-style-type: none"> <li>- checking calculations</li> <li>- clearly recording and being accurate with calculations.</li> </ul> </li> </ul> <p>Brainstorm:</p> <ul style="list-style-type: none"> <li>• list a range of possible workplace numerical problems</li> <li>• list sources of numerical information.</li> </ul> <p>Students to undertake a range of practical activities that requires them to:</p> <ul style="list-style-type: none"> <li>• collect numerical information from various sources</li> <li>• calculate accurately with and without the use of a calculator.</li> </ul>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	Calculations common to a retail services workplace: <ul style="list-style-type: none"> <li>• addition</li> <li>• subtraction</li> <li>• multiplication</li> <li>• division</li> <li>• percentages.</li> </ul>	Students to undertake a range of calculation exercises typical of a retail services work environment.  [Link to Task 23]
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>1 Operate point-of-sale equipment</b></p> <p>1.4 Handle cash according to store security procedures.</p> <p>1.8 Maintain adequate supplies of docket, vouchers and point-of-sale documents.</p> <p><b>3 Perform point-of-sale transactions</b></p> <p>3.1 Complete point-of-sale transactions according to sale policy.</p> <p>3.2 Identify and apply store procedures in respect of cash and non-cash transactions.</p> <p><b>4 Complete sales</b></p> <p>4.1 Complete customer order forms, invoices and receipts accurately.</p> <p><i>SIRXCCS002A Interact with customers</i></p> <p><b>3 Receive and process sales</b></p> <p>3.1 Record customers' details and information accurately.</p> <p>3.3 Provide customers with information in clear, concise manner.</p> <p>3.4 Process, record and act upon sales orders according to store policy.</p> <p><i>SIRXCOM001A Communicate in the workplace</i></p> <p><b>5 Read and interpret retail documents</b></p>	<p><b>Point-of-sale transactions</b></p> <p>A range of retail services documentation including:</p> <ul style="list-style-type: none"> <li>• invoice</li> <li>• cash sales docket</li> <li>• credit note</li> <li>• stock/inventory/price list</li> <li>• order form</li> <li>• financial transaction docket/slip</li> <li>• lay-by slip</li> <li>• credit slip</li> <li>• product return slip</li> <li>• plan-o-gram</li> <li>• cheque verification form</li> <li>• delivery documentation</li> <li>• repair slip</li> <li>• stock control</li> <li>• message pad.</li> </ul> <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> </ul>	<p>Visual stimulus – samples of a range of retail services documentation.</p> <p>Student activity – complete a range of workplace/company/store documents. [Link 13]</p> <p>Overhead.</p> <p>[Link to Task 13]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>5.1 List and describe a range of retail documents. 5.2 Read and interpret information from a range of retail documents.</p> <p><i>SIRXRSK001A Minimise theft</i></p> <p><b>1 Apply routine store security</b> 1.2 Handle and secure cash according to store policy and procedures.</p>	<ul style="list-style-type: none"> <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> <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> <li>- gift voucher</li> <li>- store account.</li> </ul> </li> </ul> <p>Workplace/company/store policy and procedures for:</p> <ul style="list-style-type: none"> <li>• cash and non-cash transactions</li> <li>• raincheck.</li> </ul> <p>Cash and non-cash handling procedures to ensure:</p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• security.</li> </ul>	<p>Verbal and non-verbal communication covered in sample program <i>Customer service</i>.</p> <p>Revise and contextualise to the units covered in this program.</p> <p>Stimulus question – what is considered ‘legal tender’ in Australia? Are there any differences in other countries/cultures?</p> <p>Define:</p> <ul style="list-style-type: none"> <li>• cash and non-cash transaction</li> <li>• raincheck.</li> </ul> <p>Class discussion and associated handouts.</p> <p>Class activity – compile a table to summarise the benefits and limitations of each type of transaction of the customer, employee and workplace/company/store.</p> <p>Role-plays and case studies.</p> <p>[Link to Tasks 1, 10, 20 &amp; 27]</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>1 Operate point-of-sale equipment</b></p>	<p><b>Receive and process sales</b></p> <p>A knowledge of add-on selling concepts.</p>	<p>Define ‘add-on’ selling.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p>1.9 Inform customers of delays in the point-of-sales operation.</p> <p><b>3 Perform point-of-sale transactions</b></p> <p>3.4 Move goods through point-of-sale area efficiently and with attention to fragility and packaging.</p> <p>3.5 Accurately enter information entered into point-of-sale equipment.</p> <p>3.6 State price or total and amount of cash received verbally to customer.</p> <p>3.7 Tender correct change.</p> <p><b>4 Complete sales</b></p> <p>4.3 Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay.</p> <p><i>SIRXCCS002A Interact with customers</i></p> <p><b>1 Deliver service to customers</b></p> <p>1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p>1.6 Maintain contact with customer until sale is completed according to store policy.</p> <p>1.7 Farewell customer appropriately and courteously according to store policy.</p> <p>1.9 Encourage repeat customers by promotion of appropriate services or products according to store policy.</p> <p><b>3 Receive and process sales</b></p> <p>3.3 Provide customers with information in clear, concise manner.</p> <p>3.4 Process, record and act upon sales orders according to store policy.</p> <p><i>SIRXICT001A Operate retail technology</i></p> <p><b>2 Apply keyboard skills</b></p>	<p>Point-of-sale handling procedures:</p> <ul style="list-style-type: none"> <li>• moving goods through point-of-sale area</li> <li>• accurately entering information into point-of-sale equipment</li> <li>• verbally stating price or total to customer</li> <li>• verbally stating amount of cash received from customer</li> <li>• tendering correct change.</li> </ul> <p>Using appropriate verbal and non-verbal communication skills inform customers of delays in point-of-sale operations.</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> <li>• transaction errors</li> <li>• queues forming</li> <li>• equipment breakdown</li> <li>• stock availability.</li> </ul>	<p>Overhead.</p> <p>[Link to Task 10]</p> <p>Class discussion and associated handout.</p> <p>[Link to Tasks 1, 10 and 27]</p> <p>Verbal and non-verbal communication covered in sample program <i>Customer service</i>.</p> <p>Revise and contextualise to the units covered in this program.</p> <p>[Link to Task 10]</p> <p>Brainstorm.</p> <p>Class discussion – reasons why POS delays may occur and how they could be prevented.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
2.1 Operate keyboard using typing techniques within designated speed and accuracy requirements. 2.2 Enter and edit information accurately.		
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>4 Complete sales</b></p> 4.2 Accurately identify and process customer delivery requirements according to set timeframes. <p><b>5 Wrap and pack goods</b></p> 5.1 Maintain/request adequate supplies of wrapping and packaging materials. 5.2 Select appropriate wrapping or packaging materials. 5.3 Wrap merchandise neatly and effectively where required. 5.4 Pack items safely to avoid damage in transit, and attach labels where required. 5.5 Arrange transfer of merchandise for parcel pick-up or other delivery methods if required.	<p><b>Pack, wrap and deliver</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> <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> <p>Awareness of a range of delivery methods including:</p> <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>	<p>Brainstorm.</p> <p>Active listening and questioning techniques covered in sample program <i>Customer service</i>.</p> <p>Revise and contextualise to the units covered in this program.</p> <p>Role-plays/case studies – interpret and act on a variety of delivery instructions.</p> <p>[Link to Task 10]</p> <p>Brainstorm.</p> <p>Class activity – for each delivery method, compile a table that summarises the benefits and limitations and identifies the situations where it might be used.</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
	<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> <p>Packaging and wrapping materials including:</p> <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> <p>Information required for labelling:</p> <ul style="list-style-type: none"> <li>• destination</li> <li>• customer details</li> <li>• quantity/volume</li> <li>• special instructions.</li> </ul>	<p>Overhead.</p> <p>Class discussion – reasons for using particular types of packaging/wrapping materials.</p> <p>Visual stimulus – samples of packaging and wrapping materials.</p> <p>Class activity – for each type of packaging and wrapping material, compile a table that summarises the advantages and disadvantages and identifies the situations where it might be used.</p> <p>Student activity – students wrap and pack a variety of goods (be sure to have items of different shapes and sizes and with different characteristics and requirements). [Task 25]</p> <p>Competition – each student wraps/packs 2 or 3 items of varying difficulty with their choice of materials and then displays them.</p> <p>Handout.</p> <p>[Link to 13]</p>

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>SIRXCCS002A Interact with customers</i></p> <p><b>1 Deliver service to customers</b> 1.1 Conduct communication with customers in a professional, courteous manner according to store policy.</p> <p><i>SIRXRSK001A Minimise theft</i></p> <p><b>2 Minimise theft</b> 2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements.</p>	<p><b>Farewell the customer</b></p> <p>Protocol and procedures/techniques for closing and farewelling customers.</p>	<p>Class discussion and associated handout.</p> <p>Role-plays and case studies.</p> <p>[Link to Tasks 1, 10 and 27]</p>
<p><i>SIRXCCS001A Apply point-of-sale handling procedures</i></p> <p><b>3 Perform point-of-sale transactions</b> 3.3 Identify and apply store procedures in regard to exchanges and returns.</p> <p><i>SIRXCCS002A Interact with customers</i></p> <p><b>1 Deliver service to customers</b> 1.10 Process customer returns or refunds according to store policy and procedures.</p>	<p><b>Legislative requirements – exchanges and returns</b></p> <p>A basic understanding of legislation and statutory requirements relating to 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.</li> </ul> <p>An awareness of workplace/company/store policy and procedures in relation to return, exchange and refund of goods.</p>	<p>Focus question – what are some of the exchange and return policies you have seen and why do they differ between workplaces/companies/stores?</p> <p>Handout and class discussion.</p> <p>[Link to Task 9]</p> <p>Work placement activity.</p> <p>Class discussion – student observations from work placement.</p> <p>Small group activity – design a pamphlet, leaflet or poster that outlines an exchange and returns policy for a retail services workplace/company/store.</p> <p>[Link to Tasks 1 &amp; 10]</p>