



TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING

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# National Competency Standard for Cashier

Standard Code: SOC13S17V2

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## KEY FOR CODING

### Coding Competency Standards and Related Materials

| DESCRIPTION                                       | REPRESENTED BY   |
|---|--|
| Industry Sector as per ESC<br>(Three letters)     | Construction Sector <b>(CON)</b><br>Fisheries and Agriculture Sector <b>(FNA)</b><br>Transport sector <b>(TRN)</b><br>Tourism Sector <b>(TOU)</b><br>Social Sector <b>(SOC)</b><br>Foundation <b>(FOU)</b> |
| Competency Standard                               | <b>S</b>   |
| Occupation with in an industry<br>Sector          | <b>Two digits 01-99</b>  |
| Unit  | <b>U</b>   |
| Common Competency                                 | <b>1</b>   |
| Core Competency                                   | <b>2</b>   |
| Optional/ Elective Competency                     | <b>3</b>   |
| Assessment Resources<br>Materials                 | <b>A</b>   |
| Learning Resources Materials                      | <b>L</b>   |
| Curricula   | <b>C</b>   |
| Qualification                                     | <b>Q1, Q2 etc</b>  |
| MNQF level of Qualification                       | <b>L1, L2 etc</b>  |
| Version Number                                    | <b>V1, V2 etc</b>  |
| Year of endorsement of<br>standard, qualification | <b>By two digits Example- 07</b>   |

| <b>1. Endorsement Application for Qualification 01</b>  |   |  |
|---|---|--|
| <b>2. NATIONAL CERTIFICATE III IN CASHIER</b>   |   |  |
| <b>3. Qualification code: SOC13SQ1L317</b>  |   | <b>Total Number of Credits: 40</b>   |
| <b>4. Purpose of the Qualification</b><br><br>The holders of this qualification will be competent to work in the local businesses as a Cashier Assistants or a cashier. The level three qualification presented here will facilitate personnel ready for handling cashier related tasks to be performed in small business and retail outlets. Similarly, the competency units are mapped in such a way to fulfill the knowledge and skills requirements of the “Cashier Assistant” or a ‘Cashier’ occupation within the local business. |   |  |
| <b>5. Regulations for the qualification</b>   |   | National Certificate III in Cashier will be awarded to those who are competent in units<br>1+2+3+4+5+6+7+8+9+10+11+12  |
| <b>6. Schedule of Units</b>   |   |  |
| Unit  | Unit Title  | Code   |
| 1   | Apply safe working practices                            | SOC03S2U01V1   |
| 2   | Apply effective work discipline in a retail environment | SOC03S2U02V1   |
| 3   | Communicate in the retail environment                   | SOC03S2U03V1   |
| 4   | Organize and maintain work areas                        | SOC03S2U04V1   |
| 5   | Apply basic mathematical skills                         | SOC03S1U01V1   |
| 6   | Apply basic computing skills                            | SOC03S1U02V1   |
| 7   | Maintain security within retail outlet                  | SOC03S2U05V1   |
| 8   | Undertake financial transactions                        | SOC03S2U06V1   |
| 9   | Perform stock control procedures                        | SOC03S2U08V1   |
| 10  | Payment Methods   | SOC013S1U01V2  |
| 11  | Introduction to GST                                     | SOC013S1U02V2  |
| 12  | Basic book keeping skills                               | SOC13S1U03V2   |
| <b>7. Accreditation requirements</b>  |   | The training provider should have a SME, retail outlet or similar training facility to provide the trainees necessary hands-on experience related to this qualification. |
| <b>8. Recommended sequencing of units</b>   |   | As appeared under the section 06   |

| <b>1. Endorsement Application for Qualification 02</b>  |   |  |
|---|---|--|
| <b>2. NATIONAL CERTIFICATE IV IN CASHIER</b>  |   |  |
| <b>3. Qualification code: SOC13SQ2L417</b>  |   | <b>Total Number of Credits: 131</b>  |
| <b>4. Purpose of the Qualification</b>  |   |  |
| The holders of this qualification will be competent to work in the local businesses as a Cashier Assistants or a cashier. The level four qualification presented here will facilitate 'personnel to become effectively competent for the contemporary tasks to be performed by a 'Cashier Assistant' and 'Cashier' in the in small business and retail outlets. Similarly, the competency units are mapped in such a way to fulfill the knowledge and skills requirements of the "Cashier Assistant" or a 'Cashier' occupation within the local business. |   |  |
| <b>5. Regulations for the qualification</b>   |   | National Certificate IV in Cashier will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25                 |
| <b>6. Schedule of Units</b>   |   |  |
| Unit  | Unit Title  | Code   |
| 1   | Apply safe working practices                            | SOC03S2U01V1   |
| 2   | Apply effective work discipline in a retail environment | SOC03S2U02V1   |
| 3   | Communicate in the retail environment                   | SOC03S2U03V1   |
| 4   | Organize and maintain work areas                        | SOC03S2U04V1   |
| 5   | Apply basic mathematical skills                         | SOC03S1U01V1   |
| 6   | Apply basic computing skills                            | SOC03S1U02V1   |
| 7   | Maintain security within retail outlet                  | SOC03S2U05V1   |
| 8   | Undertake financial transactions                        | SOC03S2U06V1   |
| 9   | Perform stock control procedures                        | SOC03S2U08V1   |
| 10  | Payment Methods   | SOC013S1U01V2  |
| 11  | Introduction to GST                                     | SOC013S1U02V2  |
| 12  | Basic book keeping skills                               | SOC13S1U03V2   |
| 13  | Assist with customer difficulties                       | SOC13S2U01V2   |
| 14  | Advise on products and services                         | SOC13S2U02V2   |
| 15  | Merchandise products                                    | SOC13S2U03V2   |
| 16  | Deliver products  | SOC13S2U04V2   |
| 17  | Sell to the retail customer                             | SOC13S2U05V2   |
| 18  | Organize and maintain the store environment             | SOC13S2U06V2   |
| 19  | Support marketing and promotional activities            | SOC13S2U07V2   |
| 20  | Intermediate mathematical skills                        | SOC13S2U08V2   |
| 21  | Intermediate computing skills                           | SOC13S2U09V2   |
| 22  | Documentation   | SOC13S2U10V2   |
| 23  | Filling and filing Tax Return                           | SOC13S2U11V2   |
| 24  | Analyze and achieve sales target                        | SOC13S2U12V2   |
| 25  | Balance and secure point of sale terminal               | SOC13S2U13V2   |
| <b>7. Accreditation requirements</b>  |   | The training provider should have a SME, retail outlet or similar training facility to provide the trainees necessary hands-on experience related to this qualification. |
| <b>8. Recommended sequencing of units</b>   |   | As appearing under the section 06  |

## Unit Details

| Unit Title | Unit Title  | Code          | Level | No of credits |
|------------|---|---------------|-------|---------------|
| 1          | Apply safe working practices                            | SOC03S2U01V1  | 3     | 3             |
| 2          | Apply effective work discipline in a retail environment | SOC03S2U02V1  | 3     | 3             |
| 3          | Communicate in the retail environment                   | SOC03S2U03V1  | 3     | 3             |
| 4          | Organize and maintain work areas                        | SOC03S2U04V1  | 3     | 3             |
| 5          | Apply basic mathematical skills                         | SOC03S1U01V1  | 3     | 5             |
| 6          | Apply basic computing skills                            | SOC03S1U02V1  | 3     | 5             |
| 7          | Maintain security within retail outlet                  | SOC03S2U05V1  | 3     | 3             |
| 8          | Undertake financial transactions                        | SOC03S2U06V1  | 3     | 3             |
| 9          | Perform stock control procedures                        | SOC03S2U08V1  | 3     | 3             |
| 10         | Payment Methods   | SOC013S1U01V2 | 3     | 3             |
| 11         | Introduction to GST                                     | SOC013S1U02V2 | 3     | 3             |
| 12         | Basic book keeping skills                               | SOC13S1U03V2  | 3     | 3             |
| 13         | Assist with customer difficulties                       | SOC13S2U01V2  | 4     | 5             |
| 14         | Advise on products and services                         | SOC13S2U02V2  | 4     | 5             |
| 15         | Merchandise products                                    | SOC13S2U03V2  | 4     | 5             |
| 16         | Deliver products  | SOC13S2U04V2  | 4     | 5             |
| 17         | Sell to the retail customer                             | SOC13S2U05V2  | 4     | 5             |
| 18         | Organize and maintain the store environment             | SOC13S2U06V2  | 4     | 5             |
| 19         | Support marketing and promotional activities            | SOC13S2U07V2  | 4     | 5             |
| 20         | Intermediate mathematical skills                        | SOC13S2U08V2  | 4     | 12            |
| 21         | Intermediate computing skills                           | SOC13S2U09V2  | 4     | 12            |
| 22         | Documentation   | SOC13S2U10V2  | 4     | 8             |
| 23         | Filling and filing Tax Return                           | SOC13S2U11V2  | 4     | 8             |
| 24         | Analyze and achieve sales target                        | SOC13S2U12V2  | 4     | 8             |
| 25         | Balance and secure point of sale terminal               | SOC13S2U13V2  | 4     | 8             |

## Packaging of National Qualifications:

National Certificate III in Cashier will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12

Qualification Code: SOC13SQ1L317

National Certificate IV in Cashier will be awarded to those who are competent in units  
1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25

Qualification Code: SOC13SQ2L417

## Competency Standard for

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## CASHIER

| Unit No | Unit Title  |
|---------|---|
| 1       | Apply safe working practices                            |
| 2       | Apply effective work discipline in a retail environment |
| 3       | Communicate in the retail environment                   |
| 4       | Organize and maintain work areas                        |
| 5       | Apply basic mathematical skills                         |
| 6       | Apply basic computing skills                            |
| 7       | Maintain security within retail outlet                  |
| 8       | Undertake financial transactions                        |
| 9       | Perform stock control procedures                        |
| 10      | Payment Methods   |
| 11      | Introduction to GST                                     |
| 12      | Basic book keeping skills                               |
| 13      | Assist with customer difficulties                       |
| 14      | Advise on products and services                         |
| 15      | Merchandise products                                    |
| 16      | Deliver products  |
| 17      | Sell to the retail customer                             |
| 18      | Organize and maintain the store environment             |
| 19      | Support marketing and promotional activities            |
| 20      | Intermediate mathematical skills                        |
| 21      | Intermediate computing skills                           |
| 22      | Documentation   |
| 23      | Filling and filing Tax Return                           |
| 24      | Analyze and achieve sales target                        |
| 25      | Balance and secure point of sale terminal               |

## Description of the occupation, Cashier

This document provides the foundation for benchmarking the occupation, Cashiers within the Maldives. In this regard, the *Occupational Standard for the Cashier* provides the occupational competencies identified to be associated with Cashier Assistants and Cashier currently working in the said occupation, Cashier.

## Competency Standard Development Process

In preparing the document, consultations were undertaken among the industry representatives comprising of both employee and employer and finally endorsing identified Occupational Standards directly by the owners of reliable, reputed and recognized private companies in the said occupational field in order to ensure the developed *Occupational Standard for the Cashier* satisfactorily meets the expectations of the occupation, Cashier.

## Situational Analysis of the occupation, Cashier

Situation Analysis of the occupation, Cashier in Maldives was conducted thoroughly by emphasizing and incorporating the following stakeholders: -

1. Collection of firsthand information from Owners/Employers currently operating Retail Service Outlets and other companies with the position of cashier.
2. Collection of firsthand information from Employees currently working in the Retail Service Sector and other companies with the position of cashier.
3. Close and concise observations were made based on the amount of service, knowledge required and the key role to be filled the position holders in the domestic industry.



## Unit 01

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Apply safe working practices  |       |   |        |   |
| DESCRIPTOR | This unit encompasses the guidelines for occupational health and safety. It describes the performance outcomes, skills and knowledge required to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures. |       |   |        |   |
| CODE       | SOC03S2U01V1  | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES            | PERFORMANCE CRITERIA   |
|-------------------------------------|--|
| 1. Observe basic safety procedures. | 1.1 Follow and maintain safety procedures to achieve a safe work environment.<br>1.2 Identify and report unsafe working practices, including faulty plant and equipment.<br>1.3 Manage dangerous goods and substances accordingly.<br>1.4 Identify potential manual handling risks and manage them appropriately.<br>1.5 Report work-related incidents and accidents to designated personnel.<br>1.6 Demonstrate consultative processes and follow procedures for everyone working within the retail outlet. |
| 2. Apply firefighting and first-aid | 2.1 Follow fire and emergency procedures, including store evacuation, according to store policy.<br>2.2 Accurately identify safety alarms<br>2.3 Develop basic first-aid skills  |

## Range Statement

The Range Statement provides the range of applications of this unit of competency to allow for differences within various 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 the following.

- Safety procedures may include:
  - fire or store evacuation involving staff or customers
  - emergency, fire and accident procedures
  - personal safety procedures
- Workplace health and safety procedures may deal with:
  - safe manual handling and lifting
  - dangerous goods
  - customers
  - staff
  - equipment/tools
  - premises
  - stock
- Emergency procedures may include:
  - sickness
  - accidents
  - fire
  - store evacuation
- Safe manual handling practices may include:
  - lifting practices
  - use of equipment such as ladders, trolleys
  - job procedures

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applies safe working practices, in all areas of the store, according to maximum safety practice
- identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures
- reads, interprets and applies manufacturer instructions for storage and use of hazardous goods
- know store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills   |
|---|---|
| <ul style="list-style-type: none"><li>• identification of hazards in the workplace, including:<ul style="list-style-type: none"><li>○ managing broken or of faulty equipment</li><li>○ storage of dangerous goods and hazardous substances</li><li>○ fire, chemical and electrical hazards</li><li>○ spills and leakage of materials</li><li>○ waste</li><li>○ slip, trips and falls</li></ul></li><li>• controlling risks through the hierarchy of control, including:<ul style="list-style-type: none"><li>○ eliminating hazards</li><li>○ isolating hazards</li><li>○ use of engineering controls</li><li>○ use of administrative controls</li></ul></li></ul> | <ul style="list-style-type: none"><li>• locating and using safety alarms, fire - extinguishers and emergency exits</li><li>• identifying hazardous goods and substances</li><li>• interpreting symbols used for safety signage</li><li>• storing and using</li><li>• chemicals and hazardous substances</li><li>• handling broken or damaged equipment</li><li>• manual handling procedures</li><li>• using personal protective gear and equipment</li><li>• first aid skills</li><li>• basic firefighting skills</li></ul> |

## Unit 02

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Apply effective work discipline in a retail environment  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including job descriptions or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritizing tasks. |       |   |        |   |
| CODE       | SOC03S2U02V1   | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES               | PERFORMANCE CRITERIA  |
|--|---|
| 1. Act responsibly.                    | 1.1 Provide notification of shift availability, or non-attendance for shift, according to set timeframes and according to store policy and procedures.<br>1.2 Interpret staff rosters accurately.<br>1.3 Recognize and describe organizational culture.   |
| 2. Act in a non-discriminatory manner. | 2.1 Display non-discriminatory attitudes when interacting with customers, staff or management.<br>2.2 Use non-discriminatory language.  |
| 3. Develop retail industry knowledge.  | 3.1 Identify and access sources of information on the retail industry.<br>3.2 Obtain information to assist with effective work performance and career planning within the retail industry.<br>3.3 Identify and interpret relevant awards and agreements.<br>3.4 Identify and analyze role of employee and employer associations in industrial relations system. |
| 4. Maintain personal presentation.     | 4.1 Identify and access sources of information on the retail industry.<br>4.2 Obtain information to assist with effective work performance and career planning within the retail industry.  |
| 5. Follow routine instructions.        | 4.1 Identify and access sources of information on the retail industry.<br>4.2 Obtain information to assist with effective work performance and career planning within the retail industry.  |

### Competency Standard for Cashier

|                          |   |
|--------------------------|---|
| 6. Work as a team member | <p>6.1 Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives</p> <p>6.2 Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and workplace context</p> <p>6.3 Observed protocols in reporting using standard operating procedures</p> <p>6.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.</p> |
|--------------------------|---|

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

### Maintain work disciplines

- understand Maldives Employment Act
- maintain excellent work discipline
- understand employer and employee rights
- understand employee award system
- understand employee career pathways

### Customers may include:

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

### Daily work routine may include

- interacting with customers
- interacting with supervisors and other staff members
- handling telephone enquiries
- organizing and maintaining work areas
- maintaining merchandise and displays

- preparing goods for delivery
- observing scheduled breaks
- assisting other team members
- working within required timelines.

Tasks may be:

- routine
- rostered
- non-routine.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- act responsibly applies store policy and procedures stipulated in the Maldives Employment Act in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description
- recognizes and describes the organizational culture of the workplace, including organizational structure, mission and goals
- applies good behavior and procedures in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes

- knows employee's own rights and responsibilities in regard to awards and agreements as stipulated in the Maldives Employment Act
- applies store policy and procedures in regard to personal dress code, presentation, hygiene and code of conduct
- consistently meets store scheduling routines and uses time effectively.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>○ workplace ethics</li><li>○ shift availability or non-attendance</li><li>○ staff rosters</li><li>○ interpersonal conflict</li><li>○ dealing with grievances</li><li>○ full-time work, contract employment</li><li>○ hygiene and self-presentation</li></ul></li><li>• store organizational structure</li><li>• structure of the retail industry</li><li>• rights and responsibilities of employers and employees in retail workplace</li><li>• following set routines and procedures</li><li>• relevant legislation and statutory requirements, such as Maldives Employment Act, workplace relations, awards and agreements.</li></ul> | <ul style="list-style-type: none"><li>• interpersonal communication skills to:<ul style="list-style-type: none"><li>○ follow routine instructions through clear and direct communication</li><li>○ ask questions to identify and confirm requirements</li><li>○ use language and concepts appropriate to the context of varying situation</li><li>○ use and interpret non-verbal communication</li></ul></li><li>• ability to follow store policy and procedures</li><li>• maintaining personal presentation</li><li>• interpersonal communication skills, including:<ul style="list-style-type: none"><li>○ non-discriminatory verbal and non-verbal communication</li><li>○ listening, questioning and observation</li></ul></li><li>• literacy skills in reading and interpreting Maldives Employment Act and be aware of the employee and employer rights and obligations.</li></ul> |

## Unit 03

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Communicate in the retail environment  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge 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, and reading and interpreting retail documents. |       |   |        |   |
| CODE       | SOC03S2U03V1   | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES            | PERFORMANCE CRITERIA   |
|-------------------------------------|--|
| 1. Types of communication           | 1.1 Explain what communication is<br>1.2 Name the various channels of communication<br>1.3 Name the various types of communication   |
| 2. Establish contact with customers | 2.1 Greet customer warmly<br>2.2 Create effective service environment through verbal and non-verbal interaction<br>2.3 Use questioning and active listening to determine customer needs.<br>2.4 Demonstrate confidentiality and tact.  |
| 2. Process information.             | 3.1 Answer telephone and speak cordially<br>3.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements.<br>3.3 Record and promptly pass on messages or information.<br>3.4 Inform customer of any problems and relevant action being taken.<br>3.5 Perform follow-up action as necessary. |



## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of backgrounds and with varying physical and mental abilities.

Information may include:

- telephone
- written
- verbal feedback
- observation

Verbal and non-verbal communication may include:

- speaking and listening
- reading and writing
- body language
- facial expression.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- 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 maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills   |
|--|---|
| <ul style="list-style-type: none"><li>• internal and external customer contact</li><li>• verbal and non-verbal presentation</li></ul>  | <ul style="list-style-type: none"><li>• demonstrated use of positive and inclusive language</li><li>• questioning and listening</li></ul>   |
| <ul style="list-style-type: none"><li>• functions and procedures for operating telephones and other communication equipment.</li></ul> | <ul style="list-style-type: none"><li>• demonstrating self-esteem</li><li>• literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.</li></ul> |

## Unit 04

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Organize and maintain work areas  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to maintain and organize work areas in a retail environment. It involves applying personal hygiene practices and the organized use of equipment and chemicals to keep the workplace tidy, clean and safe. |       |   |        |   |
| CODE       | SOC03S2U04V1  | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA  |
|--------------------------|---|
| 1. Organize work area.   | <p>1.1 Maintain work areas in a safe, uncluttered and organized manner according to store policy and procedures.</p> <p>1.2 Carry out all routines safely, effectively and efficiently with minimum inconvenience to customers and staff according to store policy.</p> <p>1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.</p>  |
| 2. Clean work area       | <p>2.1 Apply store policy and procedures for personal hygiene.</p> <p>2.2 Apply store policy and procedures for cleaning of work area.</p> <p>2.3 Remove and dispose of waste promptly according to store policy</p> <p>2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy</p> <p>2.5 Promptly display signage in regard to unsafe areas.</p> <p>2.6 Maintain equipment and consumable materials and store correctly after use.</p> <p>2.7 Use and clean tools and equipment (including guards) according to manufacturer instructions</p> |

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Work areas may include:

- counters
- benches
- sinks
- storage areas
- point-of-sale areas
- preparation areas
- walkways and aisles
- displays
- fixtures and working surfaces.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- consistently applies housekeeping duties to work area, cashier terminals, walkways, fixtures and display areas
- consistently applies safe working practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
  - store policy and procedures
  - manufacturer instructions and design specifications
- applies store housekeeping program for work area and reports faults and problems to relevant person or department
- reads, interprets and applies manufacturer instructions for cleaning products, tools and equipment
- completes tasks in set timeframe.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>○ housekeeping</li><li>○ use and maintenance of store cleaning equipment</li><li>○ personal hygiene</li><li>○ waste disposal and environmental protection</li><li>○ reporting problems and faults</li></ul></li><li>• relevant safety regulations</li><li>• relevant labels to identify chemicals and hazardous substances</li><li>• manufacturer instructions for use of cleaning materials or hazardous substances</li><li>• manufacturer instructions for use of cleaning equipment</li></ul> | <ul style="list-style-type: none"><li>• using and maintaining cleaning equipment</li><li>• using and storing chemicals, hazardous substances and flammable materials</li><li>• using electrical and other equipment safely</li><li>• literacy and numeracy skills in reading and understanding manufacturer instructions</li><li>• reading and understanding warning labels and instructions for the use of chemicals and hazardous substances</li></ul> |

## Unit 05

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Apply basic mathematical skills   |       |   |        |   |
| DESCRIPTOR | This unit covers the introduction to basic mathematical skills required for the retail service sector. It includes calculations for routine industry-related tasks using manual and electronic processes. It specifically includes the skills and knowledge needed to quickly calculate discounts and other retail- related calculations. |       |   |        |   |
| CODE       | SOC03S1U01V1  | LEVEL | 3 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES                         | PERFORMANCE CRITERIA   |
|--|--|
| 1. Apply basic mathematical skills               | <p>1.1 Items are counted singly and in batches and sorted numerically.</p> <p>1.2 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division.</p> |
| 2. Perform calculations using calculator         | <p>2.1 The functions of a calculator, numeric keypad or computer are used to perform workplace tasks</p> <p>2.2 Numerical information is self-checked and corrected for accuracy</p>   |
| 3. Introduction to metric system (length, mass): | <p>3.1 Familiar with the metric system of length, mm to km and metric system of mass, mg to ton, kg to grams, conversion of one unit to other.</p>   |



## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Basic mathematical skills may include but not limited to

- Addition
- Subtraction
- Multiplication
- Division
- Percentages
- Metric system (length, mass)

Basic calculator skills may include but not limited to

- Undertake all the above calculations using the calculator
- Workout discounts

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Addition
- Subtraction
- Multiplication
- Division

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• Basic mathematical knowledge in performing operations such as,<ul style="list-style-type: none"><li>○ Addition</li><li>○ Subtraction</li><li>○ Multiplication</li><li>○ Division</li><li>○ Metric system (length, mass)</li></ul></li><li>• Develop appropriate knowledge on using calculator to undertake these operations competently.</li></ul> | <ul style="list-style-type: none"><li>• Basic mathematical skills in,<ul style="list-style-type: none"><li>○ Addition</li><li>○ Subtraction</li><li>○ Multiplication</li><li>○ Division</li><li>○ Metric system (length, mass)</li></ul></li><li>• Develop appropriate skills on using calculator to undertake these operations competently.</li></ul> |

**Unit 06**

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Apply basic computing skills   |       |   |        |   |
| DESCRIPTOR | This unit covers the safe operation of computers including input, editing and printing of simple computer word processing documents and formatted reports. |       |   |        |   |
| CODE       | SOC03S1U02V1   | LEVEL | 3 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES     | PERFORMANCE CRITERIA  |
|------------------------------|---|
| 1. Operate Computers Safely  | 1.1 Computer is turned on in accordance with manufacturer's instructions.<br>1.2 Appropriate software is loaded or selected from the menu.<br>1.3 Appropriate directory is selected or created.<br>1.5 New file is correctly opened and named.            |
| 2. Use of peripheral devices | 2.1 Keyboard/mouse is operated within the designated speed and accuracy requirements.<br>2.2 Other devices like the hard drive and portable devices are correctly attached and detached   |
| 3. Print Document.           | 3.1 Print preview used to check document for format and layout.<br>3.2 Document is printed as required.   |
| 4. Save, Exit and Shutdown   | 4.1 Files are saved, closed and programs are exited in accordance with specified procedures.<br>4.2 Data are filed and stored in accordance with workplace procedures.<br>4.3 Back up files are made in accordance with specified procedures if required. |

**Range statement****Range description**

- Printing may be required to a range of available printers within a network.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applying personal and operational safety procedures
- interpreting and communicating information on computer operations
- completing start-up and shut-down procedures

Completing essential functions including:

- creating a file
- producing a document
- editing information
- printing a document
- saving a document
- completing operator maintenance

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• occupational health and safety requirements for keyboard and screen-based equipment</li><li>• the site computing environment</li><li>• information processing facilities generally available within the work area</li><li>• the printer support options available for use and systems for direction to printer</li><li>• file storage options and procedures</li><li>• site file management requirements and procedures</li><li>• types and uses of standard layout and templates</li></ul> | <ul style="list-style-type: none"><li>• apply keyboard and screen based occupational health and safety requirements and practices</li><li>• access, read, interpret and apply relevant technical information</li><li>• save information to file</li><li>• exit the software</li><li>• print documents</li><li>• replenish consumables/paper in printer</li></ul> |

## Unit 07

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Maintain security within the retail outlets  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to minimize theft in a retail environment. It involves applying routine store security, taking appropriate action to minimize theft and maintaining security of cash, registers or terminals and keys. |       |   |        |   |
| CODE       | SOC03S2U05V1   | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES         | PERFORMANCE CRITERIA  |
|----------------------------------|---|
| 1. Apply routine store security. | 1.1 Apply store security systems and procedures according to store policy.<br>1.2 Handle and secure cash according to store policy and procedures.<br>1.3 Observe and deal with suspect behavior by customers according to store policy and legislative requirements.<br>1.4 Deal with internal and external theft according to store policy and legislative requirements.<br>1.5 Store products and equipment in a secure manner.  |
| 2. Minimize theft                | 2.1 Take appropriate action to minimize theft by applying store procedures.<br>2.2 Match merchandise to correct price tags.<br>2.3 Maintain surveillance of merchandise according to store policy and legislative requirements.<br>2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements.<br>2.5 Maintain security of cash, cash register and keys according to store policy.<br>2.6 Maintain security of stock, cash and equipment in regard to customers, staff and outside contractors according to store policy and legislative requirements.<br>2.7 Deal with suspected or potential thieves according to store policy and procedures. |

## Range statement

The range statement provides 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

- Security procedures may deal with:
  - customers
  - staff
  - keys
  - visitors, sales representatives, contractors
  - stock
  - records
  - cash, credit cards
  - equipment
  - premises
- Security equipment may include:
  - alarm systems
  - video surveillance
  - mirrors
  - locked and secure areas

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.



## Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- consistently applies store policy and procedures in regard to store security and theft prevention in a range of contexts and situations
- consistently applies store policy and procedures in regard to following security procedures and for reporting theft or suspicious behavior to relevant personnel
- monitors stock, work area, customers and staff to minimize opportunities for theft.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• store policy and procedures in regard to:<ul style="list-style-type: none"><li>○ security</li><li>○ checking customers' bags and purchases</li><li>○ reporting problems and faults</li></ul></li><li>• relevant legislation and statutory requirements in handling suspicious situations</li><li>• security procedures relating to cash and non-cash transactions</li><li>• location and operation of store security equipment</li><li>• reporting procedures for internal and external theft or suspicious circumstances.</li></ul> | <ul style="list-style-type: none"><li>• literacy and numeracy skills in:<ul style="list-style-type: none"><li>○ recording of stolen items</li><li>○ reporting of theft.</li></ul></li><li>• Identifying customers with suspicious behavior</li></ul> |

## Unit 08

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Undertake financial transactions   |       |   |        |   |
| DESCRIPTOR | This unit deals with the skills and knowledge required to process simple financial transactions in a retail outlet, apply store policy and procedures to a range of transactions, interact with customers and package or wraps an item for transportation. |       |   |        |   |
| CODE       | SOC03S2U06V1   | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES           | PERFORMANCE CRITERIA   |
|------------------------------------|--|
| 1. Perform cash/card transactions. | 1.1 Operate cash register and card machines according to design specifications.<br>1.2 Handle cash and card according to store security procedures.<br>1.3 Maintain supplies of change in according to store policy<br>1.4 Complete transactions according to store policy<br>1.5 Complete records for transaction errors according to store policy.<br>1.6 Maintain adequate supplies of dockets, vouchers and official receipts<br>1.7 Identify and apply store procedures in regard to exchanges and returns.<br>1.8 State price or total and amount of cash received verbally to customer.<br>1.9 Tender correct change. |
| 2. Complete sales                  | 2.1 Complete customer order forms, invoices and receipts accurately.<br>2.2 Accurately identify and process customer delivery requirements according to set timeframes.<br>2.3 Process sales transactions or direct customers to point-of-sale terminals   |

|                         |   |
|-------------------------|---|
| 3. Wrap and pack goods. | <p>3.1 Maintain and request adequate supplies of wrapping and packaging materials.</p> <p>3.2 Select appropriate wrapping or packaging material.</p> <p>3.3 Wrap merchandise neatly and effectively where required.</p> <p>3.4 Pack items safely to avoid damage in transit, and attach labels where required.</p> <p>3.5 Arrange transfer of merchandise for parcel pick-up or other delivery methods if required.</p> |
|-------------------------|---|

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Equipment used for transaction may include:

- cash register/card machines
- cash drawer
- scanner
- electronic scales

Transactions may include:

- cheques
- credit cards/Debit cards
- returns
- exchanges

Wrapping and packaging materials may include:

- boxes
- bags
- paper

- gift wrapping
- adhesive tape
- ribbon
- string

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- ability to conduct accurate and secure financial transactions
- ability to accurately balance transactions within acceptable enterprise timeframes
- knowledge of security principles and procedures in relation to tender and other financial documentation.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills   |
|--|---|
| <ul style="list-style-type: none"><li>• basic numeracy knowledge</li><li>• procedures for processing different types of transactions using cash and cards</li><li>• underpinning principles of the reconciliation/balancing process</li><li>• security procedures for cash and other financial documentation</li></ul> | <ul style="list-style-type: none"><li>• basic numeracy skills</li><li>• procedures for processing different types of transactions using cash and cards</li><li>• underpinning principles of the reconciliation/balancing process</li><li>• security procedures for cash and other financial documentation</li></ul> |

## Unit 09

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Perform stock control procedures  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods. |       |   |        |   |
| CODE       | SOC03S2U08V1  | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS<br>COMPETENCIES               | OF | PERFORMANCE CRITERIA  |
|--|----|---|
| 1. Receive and process incoming goods. |    | 1.1 Maintain cleanliness and orderliness in receiving goods according to store policy and procedures.<br>1.2 Unpack goods using correct handling techniques and equipment according to store policy.<br>1.3 Remove and promptly dispose of packing materials according to store policy<br>1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy<br>1.5 Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to store policy.<br>1.6 Record stock levels on store stock systems according to store policy.<br>1.7 Rotate and store stock according to the first in first out (FIFO) principle.<br>1.8 Dispatch stock to appropriate area or department.<br>1.9 Apply stock price and code labels when required according to store policy. |
| 2. Rotate stock.                       |    | 2.1 Carry out stock rotation procedures according to store routine and policy.<br>2.2 Perform store code checking and reporting procedures, including recording of waste and markdowns.<br>2.3 Place merchandise to achieve a balanced, fully-stocked display appearance and promote sales.<br>2.4 Place excess stock in storage or dispose of according to store   |

|     |   |
|-----|---|
|     | policy and legislative requirements.  |
| 2.5 | Maintain safe lifting, shifting and carrying techniques according to store policy |

## Range statement

The range statements provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces.

The following variables may include but are not limited to

- Stock recording may be:
  - manual
  - electronic
- Stock takes may be:
  - cyclical
  - compliance driven
- Store stock control may include:
  - checking incoming or existing stock
  - special orders
- Stock may be moved:
  - manually
  - mechanically
- Reporting of faults may involve:
  - telephone
  - fax

- email
  - letter
  - face to face
- Relevant personnel may include:
  - team leader
  - supervisor
  - store/area manager

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Consistently applies store policies and procedures in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety of practice.
- Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- 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.



## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• Store policies and procedures, in regard to:<ul style="list-style-type: none"><li>• stock control</li><li>• store labelling policy</li><li>• correct unpacking of goods</li><li>• out of date, missing or damaged stock</li><li>• equipment used</li><li>• stock location</li><li>• waste disposal</li><li>• methods of storage</li><li>• delivery documentation</li><li>• stock records</li><li>• documentation</li><li>• dispatch documentation</li></ul></li><li>• Reporting faults and problems</li><li>• Relevant workplace health and safety practices</li></ul> | <ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Using electronic and manual labelling/ticketing equipment and systems</li><li>• Literacy and numeracy skills in regard to stock records and delivery documentation</li></ul> |

## Unit 10

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Payment Methods  |       |   |        |   |
| DESCRIPTOR | This unit involves the identification of payment methods, application of payment methods and relevant documents to be used, which includes<br>Understanding Payment methods<br>Understanding payment collection methods and payable methods<br>Documents involved in the process |       |   |        |   |
| CODE       | SOC013S1U01V2  | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES                     | PERFORMANCE CRITERIA   |
|--|--|
| 1. Payment Methods Defined                   | 1.1 Understanding the meaning of the term payment<br>1.2 Understanding different payment methods<br>1.3 Understanding the appropriate payment collection method and payables<br>1.4 Understanding the appropriate payment receivable methods and receivables   |
| 2. Understanding the payment method - Cash   | 10.1 Understanding the meaning of the term payment cash<br>9.1 Recognizing the process and use of necessary documents when making a cash payment<br>9.2 Recognizing the process and use of necessary documents when collecting a cash payment<br>9.3 Understanding the appropriate circumstances to use the method                               |
| 3. Understanding the payment method - Cheque | 10.1 Understanding the features of a valid cheque<br>10.2 Recognizing the process and use of necessary documents when making a cheque payment, including depositing cheque<br>10.3 Recognizing the process and use of necessary documents when collecting a cheque payment<br>10.4 Understanding the appropriate circumstances to use the method |
| 4. Understanding the payment method - Card   | 11.1 Understanding types and use of cards<br>11.2 Recognizing the process and use of necessary documents when making a card payment<br>11.3 Recognizing the process and use of necessary documents when collecting a card payment<br>11.4 Understanding the appropriate circumstances to use the method  |

## Range statement

The range statements provide the range of applications of this unit of competency to understand different payment methods.

The following variables may include but are not limited to

- Payment methods;
  - Cash
  - Cheque
  - Card – visa debit /visa credit

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Receives and processes the payments according to their type and method of processing.
- Interprets and processes information accurately and responsibly.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

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## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• Knowledge on payments</li><li>• Knowledge on different types of payment methods;<ul style="list-style-type: none"><li>➤ Cash</li><li>➤ Cheque</li><li>➤ Card</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Basic numeracy skills</li><li>• Communication skills</li></ul> |

## Unit 11

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Introduction to GST   |       |   |        |   |
| DESCRIPTOR | This unit involves understanding the GST TAX system in Maldives including Recognizing the TAX Administration body of Maldives, Legal background of Tax systems in Maldives, GST and GST registered persons, Calculation of GST on an item, Calculation of total GST for Invoice, Requirements of Acceptable Tax Invoice |       |   |        |   |
| CODE       | SOC013S1U02V2   | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES                      | PERFORMANCE CRITERIA   |
|---|--|
| 1. Legal Background of tax system in Maldives | 1.1 Understanding the legal background of tax system<br>1.2 Understanding the Tax Administration office and their responsibilities   |
| 2. GST and GST Registered persons             | 2.1 Understanding what a GST registered person is<br>2.2 Understanding the effective GST Rate in Maldives<br>2.3 Understanding the Responsibilities of GST Registered person which includes, Proper maintenance of records, Filing Returns and Payment of GST over to MIRA |
| 3. Calculation of GST on an item              | 3.1 Accurately calculate GST of an item from the cost price<br>3.2 Accurately calculate the GST component of an item from a selling price  |
| 4. Requirements of an acceptable tax invoice  | 4.1 Accurately identify the components which should be presented in an acceptable tax invoice<br>4.2 Accurately distinguish acceptable tax invoice from unacceptable tax invoice by giving reasons for unacceptability   |
| 5. Calculation of GST for an Invoice          | 5.1 Accurately calculate GST amount of an invoice<br>5.2 Accurately calculate subtotal amount of an invoice<br>5.3 Accurately calculate total value of an invoice including GST  |

## Range statement

The range statements provide the range of applications of this unit of competency to undertake financial transactions.

The following variables may include but are not limited to

- GST;
  - Registered person
  - GST rate
  - GST law and regulations
  - GST payment regulations
- Calculations;
  - Addition
  - Subtraction
  - Multiplication
  - Division
  - Percentage

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Accurately calculate GST for an invoice or business transaction.
- Interprets and processes information accurately and responsibly.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

### UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• Knowledge on GST</li><li>• Knowledge on the GST law, rules and regulations.</li></ul> | <ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Basic numeracy skills</li><li>• Communication skills</li></ul> |

## Unit 12

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Basic Book keeping skills  |       |   |        |   |
| DESCRIPTOR | This unit involves the identification of primary documents and its use in book keeping and maintaining books of prime entry, which includes<br>Understanding accounting equation and its components<br>Understanding and identifying primary documents and its use in book keeping<br>Maintaining books of prime entry |       |   |        |   |
| CODE       | SOC13S1U03V2   | LEVEL | 3 | CREDIT | 3 |

| ELEMENTS OF COMPETENCIES  | PERFORMANCE CRITERIA   |
|---|--|
| 1. Accounting equation and its components   | 1.1 Accurately apply accounting equation<br>1.2 Recognize three components of accounting equation namely, Assets, liabilities and capital<br>1.3 Perform calculations using accounting equation to calculate the value of components in accounting equation                          |
| 2. Understanding and identifying primary documents and its use in book keeping<br>A. Sales    | 2.1 Accurately following the procedure of cash sales and credit sales<br>2.2 Recognizing necessary documents and document flow when making a cash sale and credit separately<br>2.3 Closing cash sales and credit sales by issuing or receiving a proper documentation               |
| 3. Understanding and identifying primary documents and its use in book keeping<br>B. Purchase | 3.1 Accurately following the procedure of cash purchase and credit purchase<br>3.2 Recognizing necessary documents and document flow when making a cash purchase and credit purchase<br>3.3 Closing cash purchase and credit purchase by issuing or receiving a proper documentation |
| 4. Understanding and identifying primary documents and its use in book keeping<br>C. Payment  | 4.1 Accurately follow the procedure of making payment through cash and bank<br>4.2 Preparing or receiving or recognizing proper documentation which will be needed to make a payment<br>4.3 Closing a payment with proper documentation  |
| 5. Books of prime entry<br>Sales Day Book   | 5.1 Record sales in a sales day book by following proper documentation<br>5.2 Closing sales day book at the end of the specific period   |



### *Competency Standard for Cashier*

|  |  |
|--|--|
| 6. Books of prime entry<br>Purchase Day Book | 6.1 Record purchase in a purchase day book by following proper documentation<br>6.2 Closing purchase day book at the end of the specific period  |
| 7. Books of prime entry<br>Cashbook          | 7.1 Making credit entries in the simple two column cash book by using proper documents<br>7.2 Making debit entries in the simple two column cash book by using proper documentation<br>7.3 Closing and balancing cash book at the end of the specific period |

## Range statement

The range statements provide the range of applications of this unit of competency to undertake financial transactions.

The following variables may include but are not limited to

- Accounting equations;
  - Assets
  - Liabilities
  - Capital
- Primary documents for;
  - Sales
  - Purchase
  - Payments
- Book of prime entry;
  - Sales Day Book
  - Purchase Day Book
  - Cashbook

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Accurately calculate by using different accounting functions.
- Interprets and processes information accurately and responsibly.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• Knowledge on Accounting equations</li><li>• Knowledge on primary documents for accounting and books of prime entry.</li></ul> | <ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Basic numeracy skills</li><li>• Communication skills</li></ul> |

## Unit 13

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Assist with customer difficulties   |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to solve customer problems and use techniques to deal with customer difficulties. |       |   |        |   |
| CODE       | SOC13S2U01V2  | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES                 | PERFORMANCE CRITERIA   |
|--|--|
| 1. Deal with customer complaints.        | <p>1.1. Recognize customer dissatisfaction and take action to avoid escalation.</p> <p>1.2. Follow organizational policies and procedures to respond to customer complaints according to own level of responsibility and seek solutions in consultation with the customer.</p> <p>1.3. Refer complex and escalated customer complaints to relevant personnel.</p> <p>1.4. Maintain a positive and cooperative manner during all customer interactions.</p> |
| 2. Process refunds and exchanges.        | <p>2.1. Identify reasons for refunds and exchanges and offer a replacement or alternative product to maximize sales opportunities.</p> <p>2.2. Process refunds and exchanges and record details according to organizational policies and procedures.</p>   |
| 3. Deal with difficult customers.        | <p>3.1. Identify difficult or abusive customers and take swift and tactful action to prevent escalation of problem.</p> <p>3.2. Identify situations where personal safety of self, customers or team members may be threatened, and seek appropriate assistance.</p>   |
| 4. Provide feedback on customer service. | <p>4.1. Identify consistent and potential customer difficulties and report to relevant personnel for action to prevent future customer dissatisfaction.</p> <p>4.2. Offer suggestions and solutions to relevant personnel for improved customer experiences.</p>   |

## Range statement

The following variables may include but are not limited to;

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of backgrounds and with varying physical and mental abilities.

Information and feedback may include:

- telephone
- written
- verbal feedback
- observation

Dealing with customer complaints may include:

- speaking and listening
- reading and writing
- body language
- facial expression.

Refunds and exchanges;

- Cash refund
- Item refund

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor

- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

- 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 maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates on customer complaints both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills   |
|---|---|
| <ul style="list-style-type: none"><li>• internal and external customer contact</li><li>• verbal and non-verbal presentation</li></ul> | <ul style="list-style-type: none"><li>• demonstrated use of positive and inclusive language</li><li>• questioning and listening</li><li>• demonstrating self-esteem</li><li>• literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.</li></ul> |

## Unit 14

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Advise on products and services  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to develop product and service knowledge and provide information to customers about different products |       |   |        |   |
| CODE       | SOC13S2U02V2   | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES                  | PERFORMANCE CRITERIA  |
|---|---|
| 1. Develop product and service knowledge. | <p>1.1. Identify and access sources of information on different products and services, and relevant handling and storage requirements.</p> <p>1.2. Interpret information about availability and features of products and services.</p> <p>1.3. Share information with team members as required.</p> <p>1.4. Identify and use opportunities to update knowledge for the product and service range.</p> |
| 2. Respond to customer requests.          | <p>2.1. Answer customer questions about products and services with current and accurate information.</p> <p>2.2. Use questions to clarify customer information needs.</p> <p>2.3. Explain product and service details using clear communication.</p> <p>2.4. Source additional information when answer to customer request is unknown or refer to relevant colleagues.</p>                            |

### Competency Standard for Cashier

|                                  |  |
|----------------------------------|--|
| 3. Enhance information provided. | <p>3.1. Identify situations where additional information may assist the customer.</p> <p>3.2. Advise on alternative products or services that may meet customer needs when requested item is not available</p> <p>3.3. Recommend complementary products, specials, new lines and seasonal promotions to customers.</p> |
|----------------------------------|--|

## Range statement

Relevant sources of information may include:

- product demonstrations
- labels
- internet.

Product information may include:

- product types
- varieties
- features
- price

Customer requests may include:

- preferences
- health factors

Store policy and procedures in regard to:

- selling products and services
- interaction with customers
- quality assurance
- processing customer orders.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor

- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- consistently applies store policy and procedures, which comply with consumer law and legislative requirements regarding the sale of items
- consistently applies product information contained in store manuals and manufacturer product labels when providing advice to customers
- consistently applies store policy and procedures and industry codes of practice in regard to customer service and selling products and services
- develops, maintains and conveys product knowledge to other staff as required
- applies detailed and specialized product knowledge to provide accurate advice according to customer requirements.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances



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## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• store policy and procedures</li><li>• specialist product knowledge</li><li>• pricing procedures, including GST requirements</li><li>• other relevant policy and procedures</li><li>• relevant legislation and statutory requirements</li><li>• relevant industry codes of practice.</li></ul> | <ul style="list-style-type: none"><li>• interpersonal communication skills</li><li>• literacy skills</li><li>• numeracy skills</li></ul> |

## Unit 15

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Merchandise products   |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to prepare, arrange and present products. It includes the setting up and maintenance of displays and labelling or pricing of stock. It also includes the handling, protection and storage of products for display or sale. |       |   |        |   |
| CODE       | SOC13S2U03V2   | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS<br>COMPETENCIES | OF | PERFORMANCE CRITERIA  |
|--------------------------|----|---|
| 1. Prepare the display   |    | <p>1.1. Review organizational display guidelines for display of products, and seek clarification as required.</p> <p>1.2. Clean and sanitize product display equipment and check for defects including irregularities in temperature as required.</p> <p>1.3. Use personal protective equipment and correct equipment for handling products as required.</p> <p>1.4. Follow manufacturer instructions to ensure correct handling and display of products.</p> <p>1.5. Follow safety requirements to ensure product safety at all times of handling and display.</p> <p>1.6. Unpack products and check it is fit for purchase according to organizational policies and procedures.</p> <p>1.7. Prepare product labels and price tickets for product display according to organizational policies and procedures.</p> <p>1.8. Wrap or package products as required.</p> |
| 1. Display products.     |    | <p>2.1. Produce product display following organizational display guidelines for the display of products.</p> <p>2.2. Identify and use correct handling and display techniques according to the product characteristics and organizational policies and procedures.</p>  |

|                             |  |
|-----------------------------|--|
| 2. Maintain product display | <p>3.1. Maintain cleanliness of display areas ensuring products are displayed neatly and excess packaging is removed.</p> <p>3.2. Maintain optimum stock levels and replenish stock as required.</p> <p>3.3. Identify damaged, or out of date products and reset or remove as required.</p> <p>3.4. Monitor correct temperatures for product display as required and report temperature irregularities to appropriate personnel without delay.</p> |
|-----------------------------|--|

## Range statement

Handling requirements may vary according to product characteristics, including:

- perishable items
- cooked and uncooked items
- items requiring defrosting and freezing
- separating items to enhance presentation and to prevent cross-contamination and spoiling
- wet and dry items.

Store policy and procedures in regard to:

- preparation, arrangement, presentation, handling and storage of product
- maintenance and cleaning of equipment and working areas.

Materials and techniques used to wrap or package product may include:

- pre-packaging
- separating items to prevent cross-contamination
- protection of items
- covering to prevent deterioration of product
- polystyrene trays
- clear plastic containers

- plastic wrap
- plastic bags

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

Evidence of the following is essential:

- consistently applies store policy and procedures and legislative requirements in regard to hygiene and sanitation practices
- arrangement, presentation, handling and storage of products
- consistently applies store policy and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
- maintains display areas and replenishes stock as required according to store procedures
- performs correct manual handling, storage and display techniques according to:
  - stock characteristics
  - product safety practices.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• principles of display</li><li>• types of labelling and ticketing items and displays</li><li>• manual handling</li><li>• pricing procedures, including GST requirements</li></ul> | <ul style="list-style-type: none"><li>• interpersonal skills</li><li>• planning and organizing skills</li><li>• literacy and numeracy skills</li></ul> |

## Unit 16

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Deliver products  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to plan for and deliver products to the homes of customers. |       |   |        |   |
| CODE       | SOC13S2U04V2  | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES | PERFORMANCE CRITERIA  |
|--------------------------|---|
| 1. Prepare for delivery  | <p>1.1. Take customer orders for delivery and determine delivery requirements and seek clarification as required.</p> <p>1.2. Determine delivery times and distance and plan deliveries in a logical sequence for efficient and optimum customer service.</p> <p>1.3. Assemble orders and confirm all orders are correctly fulfilled as required.</p> <p>1.4. Ensure all items are packaged appropriately and secured within delivery vehicle according to organizational requirements for product safety and delivery.</p> |
| 2. Ensure delivery       | <p>2.1. Ensure the items are delivered within specified delivery times, taking into consideration any known delays.</p> <p>2.2. Ensure the product is delivered to customer in a professional and courteous manner that reflects the brand image and encourages repeat business.</p> <p>2.3. Ensure payment is received from customer and ensure correct payment is made including the issuing of change as required.</p>   |
| 3. Finalize delivery.    | <p>3.1. Process undelivered product items as required.</p> <p>3.2. Process cash on return according to organizational policies and procedures for cash handling.</p>  |

## Range statement

Customer order deliver maybe through;

- Phone
- Visit

Materials and techniques used to wrap or package delivery order may include:

- pre-packaging
- separating items to prevent cross-contamination
- protection of items
- clear plastic containers
- plastic wrap
- plastic bags

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- consistently applies store policy and procedures and legislative requirements in regard to hygiene and sanitation practices

- packaging and handling of products

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• principles of order taking and delivery</li><li>• manual handling</li><li>• pricing procedures, including GST requirements</li></ul> | <ul style="list-style-type: none"><li>• interpersonal skills</li><li>• planning and organizing skills</li><li>• literacy and numeracy skills</li></ul> |



## Unit 17

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Sell to the retail customer   |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to deliver quality customer service and sell to retail customers. It requires the ability to determine customer needs, match products and services to their needs, and facilitate a sale. |       |   |        |   |
| CODE       | SOC13S2U05V2  | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES                   | PERFORMANCE CRITERIA   |
|--|--|
| 1. Establish customer needs.               | <p>1.1. Connect with the customer within designated response times and establish rapport.</p> <p>1.2. Use questioning and active listening to facilitate effective two-way communication.</p> <p>1.3. Observe and determine appropriate level of interaction based on customer verbal and non-verbal cues.</p> <p>1.4. Determine and clarify customer preferences, needs and expectations.</p>   |
| 2. Provide advice on products and services | <p>2.1. Use product and service knowledge to tailor options to specific customer needs, and offer alternatives when product is unavailable.</p> <p>2.2. Clearly explain and promote product and service features and benefits where relevant.</p> <p>2.3. Advise on promotional events where relevant.</p> <p>2.4. Provide additional information to address customer questions and objections.</p> <p>2.5. Offer comparisons to competitor product or service range as required.</p> <p>2.6. Collaborate with the customer to determine product or service option most suited to their needs.</p> <p>2.7. Take opportunities to upsell and cross sell products and services that enhance customer request and maximize profitability of sale.</p> |

### Competency Standard for Cashier

|  |   |
|--|---|
| 3. Facilitate the sale of products and services. | <p>3.1. Select and use appropriate techniques to close sale.</p> <p>3.2. Direct the customer to designated point-of-sale and process sale, as required, according to organizational procedures.</p> <p>3.3. Farewell customer on leaving and invite to return.</p> <p>3.4. Provide any required after sales service according to organizational procedures.</p> |
|--|---|

## Range statement

Product knowledge may include:

- features and benefits
- handling and storage requirements
- price
- safety features
- stock availability
- use-by dates
- warranties

Customer may include:

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

Routine customer queries may relate to:

- availability
- features and benefits
- price and price reductions
- quality.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
- uses questioning, listening and observation skills to determine customer requirements
- applies store policies and procedures in regard to selling products and services
- maximizes sales opportunities according to store policies and procedures
- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluates personal sales performance to maximize future sales.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• customer types and needs</li><li>• selling techniques</li><li>• specific product knowledge for area or section</li><li>• store merchandise and service range</li><li>• store policies and procedures</li></ul> | <ul style="list-style-type: none"><li>• communication and interpersonal skills</li><li>• verbal and non-verbal communication skills</li><li>• literacy and numeracy skills</li></ul> |

## Unit 18

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Organize and maintain the store environment   |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to organize, clean and maintain the work environment to ensure optimal workplace appearance and safety. |       |   |        |   |
| CODE       | SOC13S2U06V2  | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS<br>COMPETENCIES           | OF | PERFORMANCE CRITERIA   |
|------------------------------------|----|--|
| 1. Clean the store environment.    |    | <p>1.1. Clean work areas according to work health and safety requirements and organizational procedures.</p> <p>1.2. Use and store cleaning products and equipment according to manufacturer instructions.</p> <p>1.3. Complete cleaning tasks safely and efficiently with minimum inconvenience to customers and team members.</p>  |
| 2. Maintain the store environment. |    | <p>2.1. Store products and equipment in designated storage areas to minimize hazards and maintain the store appearance.</p> <p>2.2. Sort, recycle, and dispose of waste according to organizational procedures.</p> <p>2.3. Ensure customer services and point of sale areas are adequately stocked to minimize disruption when serving customers.</p> <p>2.4. Identify and remove potential workplace hazards within scope of responsibility and report any unresolved hazards to relevant personnel.</p> |

## Range statement

Work areas may include:

- counters
- displays
- point-of-sale areas
- point-of-sale terminal

- storage areas
- walkways and aisles.

interaction with:

- customers
- other team members
- supervision and management
- job descriptions and responsibilities
- maintenance and storage of cleaning equipment

Relevant personnel may include:

- area supervisor
- colleague
- manager

## ASSESSMENT GUIDE

### Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- role play
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applies housekeeping duties to work area, point-of-sale terminals, walkways, fixtures and display areas

- applies safe work practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to store policy and procedures

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• manufacturer instructions for use of cleaning equipment, cleaning materials and hazardous substances</li><li>• use and maintenance of store cleaning equipment</li><li>• waste disposal, recycling and environmental protection</li></ul> | <ul style="list-style-type: none"><li>• literacy and numeracy skills</li><li>• self-management skills to use and maintain cleaning equipment</li></ul> |

## Unit 19

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Support marketing and promotional activities   |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to support the implementation of marketing and promotional activities. |       |   |        |   |
| CODE       | SOC13S2U07V2   | LEVEL | 4 | CREDIT | 5 |

| ELEMENTS OF COMPETENCIES                            | PERFORMANCE CRITERIA   |
|---|--|
| 1. Confirm promotional and marketing activities     | <p>1.1. Access information regarding upcoming marketing and promotional activities including objectives, resourcing and timing.</p> <p>1.2. Confirm own role and responsibilities in supporting marketing and promotional activities and seek clarification as required.</p>   |
| 2. Communicate promotional and marketing activities | <p>2.1. Communicate details of marketing and promotional programs to team members and customers as required.</p> <p>2.2. Promote marketing and promotional activities to customers providing accurate information and details.</p> <p>2.3. Respond to customer enquiries regarding marketing and promotional activities and refer complex enquiries to relevant personnel.</p> |
| 3. Support marketing and promotional programs       | <p>3.1. Access and display marketing and promotional signage and materials as required.</p> <p>3.2. Maintain marketing and promotional signage and materials.</p> <p>3.3. Act on opportunities to enhance outcomes of marketing and promotional activities.</p> <p>3.4. Ensure adequate resourcing to achieve marketing and promotional objectives.</p>                        |



## Range statement

Promotional and marketing programs may include:

- manufacturer product or service campaigns
- loyalty programs
- catalogue offers
- vouchers
- events
- sales discounts
- special displays.

Customers include;

- new and existing customers
- internal or external customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- accurate monitoring and confirmation of upcoming and ongoing store promotional and advertising programs
- consistent confirmation of own role and responsibilities to support marketing and promotional programs
- ability to accurately determine details of advertising and promotional programs
- accurate and clear communication of advertising and promotional program details to answer identified external and internal queries.

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills   |
|---|---|
| <ul style="list-style-type: none"><li>• upcoming and ongoing promotional schedule, plans and activities</li><li>• support requirements and expectations</li><li>• processing promotional enquiries according to business policy and requirements</li><li>• roles of management personnel</li><li>• ways to support marketing and promotional programs</li></ul> | <ul style="list-style-type: none"><li>• interpersonal skills</li><li>• literacy skills</li><li>• self-management skills</li></ul> |

## Unit 20

|            |  |       |   |        |    |
|------------|--|-------|---|--------|----|
| UNIT TITLE | Intermediate Mathematical Skills   |       |   |        |    |
| DESCRIPTOR | This unit covers the basic mathematical skills required for book keeping assistants. It includes<br>Flow of mathematical operations (BODMAS rule)<br>Addition, Subtraction, Multiplication and Division<br>Rules relating to negative values in basic arithmetic operations<br>Fractions and decimal system in arithmetic operations<br>Introduction to measurements |       |   |        |    |
| CODE       | SOC13S2U08V2   | LEVEL | 4 | CREDIT | 12 |

| ELEMENTS OF COMPETENCIES  | PERFORMANCE CRITERIA  |
|---|---|
| 1 Flow of mathematical operations (BODMAS rule)                     | 1.1 Applying flow of operations in basic arithmetic operation<br>1.2 Using and removing brackets in basic arithmetic operations                           |
| 2 Perform calculations using calculator                             | 2.1 Using calculator to perform basic arithmetic operations<br>2.2 Inserting brackets where necessary while performing calculations by using a calculator |
| 4. Rules relating to negative values in basic arithmetic operations | 3.1 Perform basic arithmetic operations where negative value is included  |
| 5. Fractions and decimal system in arithmetic operations            | 4.1 Changing fractions to decimals using calculator<br>4.2 Changing decimals to fractions using calculator  |

## Range statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Intermediate mathematical skills may include but not limited to;

- BODMAS rules
- Addition
- Subtraction
- Multiplication

- Division
- Fractions
- Decimal system

Intermediate calculator skills may include but not limited to

- Undertake all the above calculations using the calculator
- Workout discounts and GST

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- BODMAS rules
- Addition
- Subtraction
- Multiplication
- Division
- Fractions
- Decimal system

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

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## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills   |
|---|---|
| <ul style="list-style-type: none"><li>• Basic mathematical knowledge in performing operations such as,<ul style="list-style-type: none"><li>○ BODMAS rules</li><li>○ Addition</li><li>○ Subtraction</li><li>○ Multiplication</li><li>○ Division</li><li>○ Fractions</li><li>○ Decimal system</li></ul></li><li>• Develop appropriate knowledge on using calculator to undertake these operations competently.</li></ul> | <ul style="list-style-type: none"><li>• Basic mathematical skills in,<ul style="list-style-type: none"><li>○ BODMAS rules</li><li>○ Addition</li><li>○ Subtraction</li><li>○ Multiplication</li><li>○ Division</li><li>○ Fractions</li><li>○ Decimal system</li></ul></li><li>• Develop appropriate skills on using calculator to undertake these operations competently.</li></ul> |

## Unit 21

|            |   |       |   |        |    |
|------------|---|-------|---|--------|----|
| UNIT TITLE | Intermediate Computing Skills   |       |   |        |    |
| DESCRIPTOR | This unit covers intermediate knowledge and skills of MS Word and MS Excel documents. |       |   |        |    |
| CODE       | SOC13S2U09V2  | LEVEL | 4 | CREDIT | 12 |

| ELEMENTS OF COMPETENCIES                                   | PERFORMANCE CRITERIA   |
|--|--|
| 1. Naming and renaming of document, Workbook and Worksheet | 1.1 Naming the MS Word file and MS Excel workbook while saving<br>1.2 Performing renaming operation of MS Word file and MS Excel workbook in a directory<br>1.3 Performing renaming operation of a MS Excel worksheet by using right click operation   |
| 2. Setting font and font size                              | 2.1 Selecting desired font and applying desired font to the whole document and part of the document in MS Word<br>2.2 Selecting desired font size and applying desired font size to the whole document and part of the document in MS Word<br>2.3 Selecting desired font and applying desired font to the whole document and part of the document in MS Excel<br>2.4 Selecting desired font size and applying desired font size to the whole document and part of the document in MS Excel |
| 3. Setting page size and margin                            | 3.1 Selecting and applying desired page size from the 'PAGE LAYOUT' tab<br>3.2 Selecting and applying desired page margin from the 'PAGE LAYOUT' tab<br>3.3 Applying desired customized page margin from the 'PAGE LAYOUT' tab   |

*Competency Standard for Cashier*

|  |   |
|--|---|
| 4. Formatting text including bolding, italics, underlining and alignment of text | <p>4.1 Applying bold, italics to the selected text in MS Word document and text in selected cells of MS Excel</p> <p>4.2 Applying different styles of underlines from 'HOME' tab 'FONT' class to the selected text in MS Word document and selected cell in MS Excel document</p> <p>4.3 Aligning text in MS Word document</p> <p>4.4 Aligning text in a cell in MS Excel</p> |
| 5. Inserting header and footer in MS Word and MS Excel documents                 | <p>5.1 Inserting header and footer in MS Word and MS Excel</p> <p>5.2 Editing header and footer in MS Word and MS Excel</p> <p>5.3 Inserting page number in footer of the document in MS Word and MS Excel</p>  |
| 6. Saving document in different file formats (PDF and word/excel file format)    | <p>6.1 Saving document by using save as a new file</p> <p>6.2 Selecting new file format in 'SAVE AS' Namely 'PDF' and 'word/excel file format'</p>  |
| 7. Inserting tables to the document  | <p>7.1 Inserting table to the MS Word document from 'INSERT' tab</p> <p>7.2 Creating table in MS Excel document from 'INSERT' tab</p> <p>7.3 Modifying tables in MS Word and MS Excel</p>   |
| 8. Inserting pictures to the document  | <p>8.1 Inserting picture by using 'INSERT' tab</p> <p>8.2 Searching directory while inserting picture</p> <p>8.3 Cropping and resizing picture in the document</p>  |
| 9. Inserting numbering to the selected text                                      | <p>9.1 Inserting numbering to the list of items in MS Word</p> <p>9.2 Selecting different types of numbering in MS Word while creating numbered list</p>  |

*Competency Standard for Cashier*

|   |   |
|---|---|
| 10. Checking print preview and making adjustments | <p>10.1 Check print preview from of the MS Word document</p> <p>10.2 Making adjustments in print preview window to margin</p> <p>10.3 Selecting 'PAGE BREAK PREVIEW' in MS Excel page</p> <p>10.4 Making Adjustments to print area in 'PAGE BREAK PREVIEW' in MS Excel page</p>   |
| 11. Printing a selected range from a document     | <p>11.1 Printing a document by using range statement to print part of the document</p> <p>11.2 Giving range to a desired print area</p>   |
| 12. Drawing borders of MS Excel cell              | <p>12.1 Selecting a range and applying borders to the selected area</p> <p>12.2 Selecting different line types while applying borders</p> <p>12.3 Removing borders from a desired range</p>   |
| 13. Coloring text and cell in MS Excel            | <p>13.1 Coloring a cell or range of cells using shading in 'HOME' tab</p> <p>13.2 Coloring a cell or range of cells using 'MORE COLORS' in 'SHADING' icon</p> <p>13.3 Creating and applying customized colors using 'MORE COLORS' in 'SHADING' icon</p> <p>13.4 Applying different colors to font in a cell using 'FONT COLOR' icon</p> |
| 14. Using 'AUTO SUM' to a selected cell           | <p>14.1 Using 'AUTO SUM' to add the values in a range</p> <p>14.2 Selecting range while applying 'AUTO SUM'</p>   |



### Competency Standard for Cashier

|  |  |
|--|--|
| 15. Using 'SUM' formula to perform basic arithmetic operations | 15.1 Writing '=SUM ()' formula in a desired cell<br>15.2 Performing basic arithmetic operations using 'SUM' formula<br>15.3 Selecting different ranges while applying 'SUM' formula<br>15.4 Editing a 'SUM' formula in a cell  |
| 16. Applying filters to MS Excel table                         | 16.1 Applying basic filters to a header of table in MS Excel<br>16.2 Sorting and filtering data in MS Excel table  |
| 17. Merge and unmerge cells                                    | 17.1 Merge and unmerge cells in MS Excel<br>17.2 Selecting range of cells to merge and unmerge   |
| 18. Applying conditional formatting to a range of cells        | 18.1 Applying conditional formatting to a column of data in MS Excel<br>18.2 Creating new rules of conditional formatting by using 'CONDITIONAL FORMATING' icon in 'HOME' tab<br>18.3 Applying multiple conditional formatting for a data in selected range of cells in MS Excel |
| 19. Applying different number formats in a cell                | 19.1 Applying different number formats to MS Excel cell<br>19.2 Applying percentage, currency and date to a cell<br>19.3 Applying desired number of decimal places to a cell   |

## Range statement

### Range description

- Font type and size
- Page size and margin
- Bold, Italic and Underline
- Header and Footer
- Tables
- Functions
- Cell formatting

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- applying personal and operational safety procedures
  - interpreting and communicating information on computer operations
- Completing essential functions including:
- Setting font and font size
- Setting page size and margin
  - Formatting text including bolding, italics, underlining and alignment of text
  - Inserting tables to the document
  - Inserting pictures to the document
  - Drawing borders of MS Excel cell
  - Coloring text and cell in MS Excel
  - Using 'AUTO SUM' to a selected cell
  - Using 'SUM' formula to perform basic arithmetic operations
  - Applying filters to MS Excel table
  - Merge and unmerge cells
  - Applying conditional formatting to a range of cells
  - Applying different number formats in a cell

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge  | Underpinning Skills  |
|---|--|
| <ul style="list-style-type: none"><li>• occupational health and safety requirements for keyboard and screen-based equipment</li><li>• the site computing environment</li><li>• information processing facilities generally available within the work area</li><li>• types and uses of standard layout and templates</li></ul> | <ul style="list-style-type: none"><li>• apply keyboard and screen based occupational health and safety requirements and practices</li><li>• access, read, interpret and apply relevant technical information</li><li>• basic and intermediate computing skills</li></ul> |

## Unit 22

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Documentation   |       |   |        |   |
| DESCRIPTOR | This unit involves understanding and recognizing the use of some of the documents used in the business environment including Quotation, Invoice, Purchase Order, Payment Voucher, Receipt, Credit Note, Debit note and Delivery Note. |       |   |        |   |
| CODE       | SOC13S2U10V2  | LEVEL | 4 | CREDIT | 8 |

| ELEMENTS OF COMPETENCIES                        | PERFORMANCE CRITERIA  |
|---|---|
| 1. Understanding the document - Quotation       | 1.1 Understanding use of Quotation<br>1.2 Understanding the content and necessary calculations to prepare the Quotation.            |
| 2. Understanding the document - Purchase Order  | 2.1 Understanding use of Purchase Order<br>2.2 Understanding the content and necessary calculations to prepare the Purchase Order   |
| 3. Understanding the document - Invoice         | 3.1 Understanding use of Invoice<br>3.2 Understanding the content and necessary calculations to prepare the Invoice                 |
| 4. Understanding the document – Payment Voucher | 4.1 Understanding use of Payment Voucher<br>4.2 Understanding the content and necessary calculations to prepare the Payment Voucher |
| 5 Understanding the document - Receipts         | 5.1 Understanding use of Receipts<br>5.2 Understanding the content and necessary calculations to prepare the Receipts               |
| 6. Understanding the document – Delivery Note   | 6.1 Understanding use of Delivery Note<br>6.2 Understanding the content and necessary calculations to prepare the Delivery Note     |
| 7. Understanding the document - Credit Note     | 7.1 Understanding use of Credit Note<br>7.2 Understanding the content and necessary calculations to prepare the Credit Note         |

|  |   |
|--|---|
| 8. Understanding the document - Debit Note | 8.1 Understanding use of Debit Note<br>8.2 Understanding the content and necessary calculations to prepare the Debit Note |
|--|---|

## Range statement

The range statements provide the range of applications of this unit of competency to undertake financial transactions.

The following variables may include but are not limited to

- Documents;
  - Quotation
  - Purchase order
  - Invoice
  - Payment voucher
  - Receipts
  - Delivery note
  - Credit note
  - Debit notes

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Interprets and processes information accurately and responsibly.
- Ability to accurately identify the use of the documentation.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• Knowledge on different types of documentations.<ul style="list-style-type: none"><li>• Quotation</li><li>• Purchase order</li><li>• Invoice</li><li>• Payment voucher</li><li>• Receipts</li><li>• Delivery note</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Basic numeracy skills</li><li>• Communication skills</li><li>• Basic interpreting skills</li></ul> |

## Unit 23

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Filling and filling Tax Return  |       |   |        |   |
| DESCRIPTOR | This unit involves recognizing the requirement to register for GST and calculation of GST Payable, including<br>Requirements to register for GST in Maldives<br>Preparation GST output Tax Statement<br>Preparation of GST return Statement |       |   |        |   |
| CODE       | SOC13S2U11V2  | LEVEL | 4 | CREDIT | 8 |

| ELEMENTS OF COMPETENCIES               | PERFORMANCE CRITERIA   |
|--|--|
| 1. Requirements to register for GST    | 1.1. Accurately identify the persons/ businesses which should be registered to GST based on the sales requirement<br>1.2. Accurately identify the persons/ businesses which should be registered to GST at the beginning of the business<br>1.3. Accurately identify the requirements relating to persons/ businesses which should be registered to GST after commencing business  |
| 2. Requirements to file GST            | 2.1. Accurately identify the registered persons who needs to fill the TAX Return on quarterly basis<br>2.2. Accurately identify the registered persons who needs to fill the TAX Return on a monthly basis<br>2.3. Accurately identify the registered persons who needs to file output tax statement<br>2.4. Accurately identify the registered persons who needs to file input tax statement                            |
| 3. Preparation of GST output statement | 3.1. Accurately identify the components which needs to be present in the GST Output tax statement<br>3.2. Accurately enter the appropriate values in the TAX Invoice to the GST Output Tax statement<br>3.3. Accurately calculate the total of the GST Output tax statement which needs to be in the GST Return filling  |
| 4. Preparation GST Return              | 4.1. Accurately calculate different classes of sales which is in the Return statement and enter those in return statement<br>4.2. Accurately enter applicable output tax amount from the output tax statement<br>4.3. Accurately calculate the tax payable for the period<br>4.4. Accurately fill the address information of the tax payer<br>4.5. Accurately fill TIN number and Taxable period in the return statement |

## Range statement

The range statements provide the range of applications of this unit of competency to undertake financial transactions.

The following variables may include but are not limited to;

- TAX Return
- GST Output Tax
- GST Return
- TIN number

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

### Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Accurate filling of GST forms
- Interprets and processes information accurately and responsibly

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances



## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• Knowledge on GST;<ul style="list-style-type: none"><li>○ TAX Return</li><li>○ GST Output Tax</li><li>○ GST Return</li><li>○ TIN number</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Following set routines and procedures</li><li>• Communication skills</li><li>• Numeracy skills</li></ul> |

## Unit 24

|            |  |       |   |        |   |
|------------|--|-------|---|--------|---|
| UNIT TITLE | Analyze and achieve sales targets  |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to set, analyze and achieve personal sales targets to guide performance and monitor the progress of sales against business objectives. |       |   |        |   |
| CODE       | SOC13S2U12V2   | LEVEL | 4 | CREDIT | 8 |

| ELEMENTS<br>COMPETENCIES                                    | OF | PERFORMANCE CRITERIA   |
|---|----|--|
| 1. Analyze sales targets.                                   |    | 1.1. Confirm team sales targets with relevant personnel.<br>1.2. Analyze personal sales targets in relation to agreed parameters.<br>1.3. Regularly monitor progress towards sales targets.<br>1.4. Analyze customers and performance and determine common factors supporting or deterring sales.  |
| 2. Determine factors affecting attainment of sales targets. |    | 2.1. Evaluate factors affecting sales performance against the agreed sales targets.<br>2.2. Identify and anticipate changing business circumstances and other factors that may influence capacity to meet or exceed sales targets and determine a course of action to address the challenge.<br>2.3. Amend or create new sales targets based on evaluation according to agreed organizational processes. |
| 3. Attain sales targets.                                    |    | 3.1. Plan and initiate actions to address sales under-performance with specific customers, and report progress to relevant personnel.<br>3.2. Identify customers with strong sales performance and initiate actions to extend sales opportunities and sustain customer loyalty.<br>3.3. Report sales progress to relevant personnel.   |

## Range statement

Team may include:

- full-time, part-time, casual or contract staff
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions
- people with varying degrees of language and literacy
- small work teams.

Sales targets may vary, according to:

- merchandising and sales strategy
- product or service
- promotional strategies and their duration and product or service focus
- sales strategy.

Factors affecting sales performance may include:

- associated promotions
- associated sales
- competitor activities
- customer requirements
- logistics
- merchandise availability
- presentation or merchandising of the product
- quality of products or services.

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

## Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- collects and organizes information to review and analyze personal sales outcomes against agreed sales targets, according to business policy and procedures
- identifies factors affecting sales performance and develops strategies to attain sales targets.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills   |
|--|---|
| <ul style="list-style-type: none"><li>• business plans and targets affecting personal sales targets</li><li>• business policy and procedures</li><li>• customer needs</li><li>• factors affecting sales</li><li>• range of products and services</li><li>• relevant business policy and procedures</li><li>• types of business customers</li></ul> | <ul style="list-style-type: none"><li>• collecting, analyzing and organizing skills</li><li>• literacy and numeracy skills</li><li>• time management skills</li></ul> |

## Unit 25

|            |   |       |   |        |   |
|------------|---|-------|---|--------|---|
| UNIT TITLE | Balance and secure point-of-sale terminal   |       |   |        |   |
| DESCRIPTOR | This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment, clear registers, count money, calculate non-cash transactions, and reconcile and record takings. |       |   |        |   |
| CODE       | SOC13S2U13V2  | LEVEL | 4 | CREDIT | 8 |

| ELEMENTS OF COMPETENCIES       | PERFORMANCE CRITERIA  |
|--------------------------------|---|
| 1. Balance and secure takings. | <p>1.1. Perform register or terminal balance at designated times.</p> <p>1.2. Separate cash float from takings prior to balancing and secure takings.</p> <p>1.3. Supply change to register or terminal and accurately record.</p> <p>1.4. Obtain and interpret register or terminal reading or print-out.</p> <p>1.5. Secure cash and non-cash documents according to organizational procedures.</p>   |
| 2. Reconcile takings.          | <p>2.1. Count cash accurately.</p> <p>2.2. Calculate non-cash documents accurately.</p> <p>2.3. Determine balance between register or terminal reading and sum of cash and non-cash transactions.</p> <p>2.4. Investigate or report discrepancies between register or terminal reading and sum of cash and non-cash transactions to relevant personnel.</p> <p>2.5. Record takings and file records according to organizational procedures.</p> |

## Range statement

Register or terminal may be:

- cleared at intervals during or at close of trading
- cleared by operator or specialist staff
- electronic
- manual

Store policy and procedures in regard to:

- cash handling
- register or terminal balance
- security.

Records may be:

- electronic
- manual

## ASSESSMENT GUIDE

### Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

## Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- operates register or terminal equipment according to manufacturer instructions and store policy
- applies store policy and procedures in regard to handling cash and removing takings from register or terminal
- applies store policy and procedures in regard to cash float
- applies store policy and procedures in regard to reading registers and recording information
- processes documentation and records responsibly and according to store policy and procedures
- reconciles takings according to store policy and procedures.

## Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances

## UNDERPINNING KNOWLEDGE AND SKILLS

| Underpinning Knowledge   | Underpinning Skills  |
|--|--|
| <ul style="list-style-type: none"><li>• cash and non-cash handling procedures, including:</li><li>• balancing point-of-sale terminal</li><li>• change required and denominations of change</li><li>• counting cash</li><li>• credit cards</li><li>• opening and closing point-of-sale terminal</li><li>• recording takings</li><li>• security of cash and non-cash transactions</li><li>• store policy and procedures in regard to:</li><li>• cash float</li><li>• operation of equipment used at register or terminal</li></ul> | <ul style="list-style-type: none"><li>• literacy and numeracy skills to;</li><li>• count cash</li><li>• calculate non-cash transactions</li><li>• calculate discrepancies between reported and actual takings</li><li>• complete documentation</li><li>• interpret documentation</li><li>• report on takings</li><li>• planning and organizing skills to complete tasks in a set timeframe</li><li>• technology skills to operate register or terminal</li></ul> |