

Retail Cashier

SYLLABUS/ CURRICULUM

This Programme is aimed at training candidates for the job of “Retail Cashier”, in the “Retail” Sector/Industry and by the end of the program aims at building the following key competencies amongst the learner:

1	Service cash point / POS	2	Follow point-of-sale procedures for age-restricted products
3	Process customer orders for goods	4	Process part exchange sale transactions
5	Process payments	6	Process cash and credit transactions
7	Process returned goods	8	Maintain health and safety
9	Create a positive image of self & organisation in the customers mind	10	Work effectively in a retail team
11	Work effectively in an organisation		

This course encompasses 11/ 11_NOS of “Retail Cashier” - RAS/Q0102, Qualification Pack issued by RASCI.

S.No	Module/Topic	Durati on (hrs)	Key Learning Outcomes	NOS Code
1.	To service cash point / POS		<p>Performance Criteria</p> <p>The learners will be able to:</p> <ul style="list-style-type: none"> • check at suitable times that staff are setting up and operating cash points correctly. • look into and promptly sort out any problems with routine cash point operations and transactions. • check that staff are handling cash and cash equivalents efficiently and in line with approved procedures. • accurately and promptly authorise any refunds, cheques and credit card payments which need your authorisation. • correctly follow cash point security procedures. • develop effective plans to cope with unexpected problems at the cash point. <p>Knowledge and Understanding Organizational Context:</p> <p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • modes of payment that are accepted in the store. • problems that can arise in routine cash point 	RAS/N0110

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			<p>operations and transactions with resolution.</p> <ul style="list-style-type: none"> • company's approved procedures for handling cash and cash equivalents, and how to follow these efficiently. • the types of refund, cheque payment and credit card payment he/she had to authorise. • company's cash point security procedures. • how to cope with unexpected problems at the cash point <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • how to check that cash points are being correctly set up and operated. 	
2.	To follow point-of-sale procedures for age-restricted products		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • follow legal requirements and company policies and procedures for asking for proof of age. • make the sale only if customers provide age proof and it meets legal and company conditions, while selling age-restricted products. • follow legal requirements and company policies and procedures for refusing sales. • refuse politely and firmly to make sales that are against the law or any procedures and policies he/she must follow. • explain clearly and accurately to customers what proof of age is acceptable. • follow company procedures for telling customers how to get proof of age. • tell customers the correct amount to be paid. • check accurately the amount and means of payment offered by the customer. • process the payment in line with company procedures, where the payment is acceptable. • tell the customer tactfully when payment cannot be approved. • record payments accurately. • store payments securely and protect them from theft. • offer additional services to the customer where these are available. 	RAS/N0111

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			<ul style="list-style-type: none"> • treat customers politely throughout the payment process. • balance the need to give attention to individual customers with the need to acknowledge customers who are waiting for help. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • age-restricted products he/she is authorised to sell. • age restrictions on the products he/she is authorised to sell, and what can happen to him/her and the company if he/she does not keep within these restrictions. • company policies and procedures for asking for proof of age, including the types of acceptable proof. • company policies and procedures for refusing sales of age-restricted products. • how to keep cash and other payments secure. • the types of payment that he/she is authorised to receive. • the procedures for authorising non-cash transactions. • how to deal with customers offering suspect payments. • relevant rights, duties and responsibilities of customer and self. • company procedures for taking payments. • company procedures for dealing with suspected fraud. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • how to check for and identify counterfeit payments. • how to check for stolen cheques, credit cards, charge cards or debit cards. 	

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3.	To process customer orders for goods		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • identify customers' needs accurately by asking suitable questions. • identify the goods that will meet customers' needs and check with customers that these are satisfactory. • find out who can supply the goods needed and on what terms. • keep customers informed of progress in finding the goods they need. • give customers clear, accurate and complete information about the availability of goods and the terms of supply. • follow legal and company procedures for checking the customer's identity and credit status. • follow company policy for offering to order goods the customer needs if they are not in stock. • prepare accurate, clear and complete information about the order & pass this information to people responsible for fulfilment. • provide accurate, clear, complete and timely information to those responsible for issuing the invoice. • tell the right person promptly when he/she cannot process an order and explain the reasons clearly. • let the customer know promptly and politely if their order cannot be delivered within the agreed time. • store customers' details securely and show them only to people who have a right to see them. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • how to ask the right questions to find out exactly what customers want. • the items in stock. • how to check whether there is enough stock to meet the order. • which items are available by order and which suppliers and manufacturers can provide 	RAS/N0112

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			<p>them.</p> <ul style="list-style-type: none"> • how to check whether external suppliers and manufacturers can provide items, and on what terms. • how to keep customers informed of progress in finding the goods they need. • how to give customers clear, accurate and complete information about the terms of supply. • legal and company procedures for checking the customer's identify and credit status. • how to tell the customer promptly about any delays in fulfilling their order. • legal and company requirements relating to customer confidentiality. • who is entitled to see customer information, and in what situations. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • how to invoice customers for orders. • how to escalate in case you cannot process an order. • company procedures for storing customer information securely. 	
4.	To process part exchange sale transactions		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • thoroughly inspect the item being offered. • protect the item from damage while handling it. • identify accurately any repairs and cleaning needed and the costs involved. • work out the exchange value of the item accurately within company guidelines. • explain to the customer clearly and accurately the part-exchange value of the item and the benefits of a part exchange arrangement. • tell the customer politely that the item is not acceptable for part exchange, when this applies. • treat the customer politely throughout the valuation process. • follow company policies and procedures for checking who owns the item. • work out accurately the balance to be paid by the customer on the item he/she wants to 	RAS/N0113

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			<p>buy.</p> <ul style="list-style-type: none"> • accept or refuse the customer's offers according to company policies and the discretion he/she is allowed. • end the transaction politely if the customer is not willing to go ahead. • explain clearly and accurately the terms and conditions of the sale. • fill in the paperwork for the transaction. • treat the customer politely throughout negotiations. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • company policies and procedures for checking who owns the item. • what might happen if you do not check ownership properly. • terms and conditions of sale for items the store buys. • how to deal with customer objections. • how to treat customer politely during negotiations. • how to fill paperwork when buying part-exchange items. • types of payment that he/she is authorised to receive. • the procedures for authorising non-cash transactions. • how to deal with customers offering suspect payments. • company procedures for taking payments. • company procedures for dealing with suspected fraud. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • how to keep cash and other payments secure. • how to check for and identifying counterfeit payments. • how to check for stolen cheques, credit cards, charge cards or debit cards. 	
5.	To process payments		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • accurately identify the price of purchases. 	RAS/N0115

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			<ul style="list-style-type: none"> • promptly sort out any pricing problems by referring to pricing information. • seek advice promptly from the right person when he/she cannot sort out pricing problems himself/herself. • work out accurately the amount the customer should pay. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • how to identify and check prices in his/her own store. • how to identify current discounts and special offers. • how to seek information and advice on pricing. • company procedures for working out payments. • relevant rights, duties and responsibilities relating to the goods sold. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • common methods of working out payments including point-of sale technology, electronic calculators, Electronic Data Capture (EDC) Machines etc. 	
6.	To process cash and credit transactions		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • follow company guidelines for setting customer credit limits. • check customer accounts accurately and at suitable intervals to check that payments are up to date. • promptly investigate reasons for missed payments and accurately record the findings. • identify customers who go over their credit limits and report the findings promptly to the right person. • act promptly and within company guidelines to deal with customers who go over their credit limits. • report to the right person the results of the action taken to deal with customers who go over their credit limits. 	RAS/N0116

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			<ul style="list-style-type: none"> • check that payments from customers are valid and accurate. • record payments from customers promptly and accurately. • record clearly and accurately the reasons why payments are overdue. • identify problems accurately and sort them out promptly. • tell the right person promptly about any problems that he/she cannot sort out. • store collected payments securely and in line with company procedures. • check that charges made to customer accounts are correct. • check that credits made to customer accounts are correct. • identify and sort out problems with customer accounts. • tell the right person about problems with customer accounts that he/she cannot sort out or that are beyond his/her responsibility and control. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • the risks to the company of offering credit to customers. • company guidelines for setting customer credit limits. • how to check customer accounts effectively, including how to identify overdue payments and customers who have gone over their credit limits. • company guidelines for managing customers who go over their credit limits. • the legal rights and obligations of customers and retailers in relation to credit. • company policies for crediting the cost of returned goods to customer accounts. • acceptable ways for customers to make payments. • company procedures for storing cash and cash equivalents securely. • types of problem that he/she is responsible for sorting out. • escalation matrix for problems that he/she 	

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			<p>cannot sort.</p> <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • how to process cash and non-cash payments. • how to find out if a customer is suitable for credit. • legal tender in the country. • how to spot counterfeit payments. • how to perform accurate financial checks. • how to reconcile customer accounts accurately. • the procedures carried out by the automated billing system. 	
7.	To process returned goods		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • check clearly and politely with the customer what goods they want to return and their reasons. • apologise promptly if the company appears to be at fault. • follow legal & company requirements for offering replacements and refunds, and explain these to the customer clearly & politely. • explain to the customer clearly and politely the action to be taken, and any charges that apply. • pick out accurately the replacement goods and follow company procedures for preparing them to be sent out. • explain to the customer accurately, clearly and politely the arrangements for returning the unwanted goods. • check accurately the type, quantity and condition of returned goods. • give accurate and complete information to the person who can raise a credit note or refund the payment. • update the stock control system promptly, accurately and fully. • label clearly any goods that are to be returned to the supplier or manufacturer. • move returned goods to the correct place and position unsaleable goods separately from 	RAS/N0117

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			<p>sales stock.</p> <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> the reasons customers might have for returning goods. customer's legal rights to replacements and refunds. company policies and procedures for replacements and refunds, including proof of purchase. the authority he/she has to agree to replacements and refunds, and who to ask for help when he/she needs authorisation. how to find replacement goods. the charges that apply when the company is not at fault. company procedures for preparing replacement goods for sending out. how to label goods for return to the supplier or manufacturer. where to place returned goods that cannot be re-sold. where to place returned goods that can be re-sold. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> how to update the stock control system accurately, immediately and fully. how customers should return unwanted goods. how to raise credit notes and refund payments. 	
8.	To maintain health and safety		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> notice and correctly identify accidents and emergencies. get help promptly and in the most suitable way. follow company policy and procedures for preventing further injury while waiting for help to arrive. act within the limits of his/her responsibility and authority when accidents and 	RAS/N0121

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			<p>emergencies arise.</p> <ul style="list-style-type: none"> • promptly follow instructions given by senior staff and the emergency services. • follow company procedures and legal requirements for reducing health and safety risks as far as possible while working. • use safety equipment correctly and in the right situations. • get advice and help from the right people when he/she is concerned about his/her ability to work safely. • follow company procedures and legal requirements for reducing health and safety risks as far as possible while working. • use safety equipment correctly and in the right situations. • get advice and help from the right people when he/she is concerned about his/her ability to work safely. • take suitable safety measures before lifting to protect himself/herself and other people. • use approved lifting and handling techniques. • check that any equipment he/she needs to use is fit for use. • use lifting and handling equipment in line with company guidelines and manufacturers' instructions. • plan a safe and efficient route for moving goods. • make sure that he/she understands his/her own responsibilities when he/she asks others to help in lifting and handling operations. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • the types of accident and emergency that tend to happen in stores and why they happen. • getting help in the event of an accident or emergency. • action he/she can safely and usefully take while waiting for help to arrive. • health and safety risk that can arise in a store environment. • company procedures and legal requirements for reducing health and safety risks as far as 	

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			<p>possible while working.</p> <ul style="list-style-type: none"> • following health and safety procedures. • safety equipment to be used and why it is required. • what he/she can lift safely. • weight of the loads he/she has to lift. • company guidelines for not lifting more than safe loads. • planning his/her route when moving goods including the types of obstacles to look for and how to remove or avoid them. • company guidelines and manufacturers' instructions for using lifting and handling equipment. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> • approved techniques for safe handling and lifting. • approved procedures for using safety equipment. 	
9.	To create a positive image of self & organisation in the customers mind		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> • meet the organisation's standards of appearance and behaviour. • greet customers respectfully and in a friendly manner. • communicate with customers in a way that makes them feel valued and respected. • identify and confirm the customer's expectations. • treat customers courteously and helpfully at all times. • keep customers informed and reassured. • adapt his/her behaviour to respond effectively to different customer behavior. • respond promptly to a customer seeking assistance. • select the most appropriate way of communicating with customers. • check with customers that he/she has fully understood their expectations. • respond promptly and positively to customers' questions and comments. • allow customers time to consider his/her response and give further explanation when 	RAS/N0130

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			<p>appropriate.</p> <ul style="list-style-type: none"> quickly locate information that will help customers. give customers the information they need about the services or products offered by the organization. recognise information that customers might find complicated and check whether they fully understand. explain clearly to customers any reasons why their needs or expectations cannot be met. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> organisation's standards for appearance and behaviour. organisation's guidelines for how to recognise what customers want and respond appropriately. organisation's rules and procedures regarding the methods of communication used. how to recognise when a customer is angry or confused. organisation's standards for timeliness in responding to customer questions and requests for information. 	
10.	To work effectively in a retail team		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> display courteous and helpful behaviour at all times. take opportunities to enhance the level of assistance offered to colleagues. meet all reasonable requests for assistance within acceptable workplace timeframes. complete allocated tasks as required. seek assistance when difficulties arise. use questioning techniques to clarify instructions or responsibilities. identify and display a non discriminatory attitude in all contacts with customers and other staff members. observe appropriate dress code and presentation as required by the workplace, job role and level of customer contact. follow personal hygiene procedures according to organisational policy and relevant 	RAS/N0137

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			<p>legislation.</p> <ul style="list-style-type: none"> interpret, confirm and act on workplace information, instructions and procedures relevant to the particular task. interpret, confirm and act on legal requirements in regard to antidiscrimination, sexual harassment and bullying. ask questions to seek and clarify workplace information. plan and organise daily work routine within the scope of the job role. prioritise and complete tasks according to required timeframes. identify work and personal priorities and achieve a balance between competing priorities. <p>Knowledge and Understanding Organizational Context: The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> the policies and procedures relating to the job role. the value system of the organisation. employee rights and obligations. the reporting hierarchy and escalation matrix. <p>Technical Knowledge: The learner will be able to apply technical knowledge of:</p> <ul style="list-style-type: none"> how to ask questions to identify and confirm requirements. the importance of following routine instructions through clear and direct communication. how to use language and concepts appropriate to cultural differences. how to use and interpret non-verbal communication. the scope of information or materials required within the parameters of the job role. the consequences of poor team participation on job outcomes. work health and safety requirements. 	
11.	To work effectively in an organisation		<p>Performance Criteria The learners will be able to:</p> <ul style="list-style-type: none"> share work fairly with colleagues, taking 	RAS/N0138

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			<p>account of your own and others' preferences, skills and time available.</p> <ul style="list-style-type: none"> • make realistic commitments to colleagues and do what has been promised. • let colleagues know promptly if he/she will not be able to do what has been promised and suggest suitable alternatives. • encourage and support colleagues when working conditions are difficult. • encourage colleagues who are finding it difficult to work together to treat each other fairly, politely and with respect. • follow the company's health and safety procedures while working. • discuss and agree with the right people goals that are relevant, realistic and clear. • identify the knowledge and skills needed to achieve his/her goals. • agree action points and deadlines that are realistic, taking account of past learning experiences and the time and resources available for learning. • regularly check his/her progress and, when necessary, change the way of working. • ask for feedback on his/her progress from those in a position to give it, and use their feedback to improve his/her performance. • encourage colleagues to ask him/her for work-related information or advice that he/she is likely to be able to provide. • notice when colleagues are having difficulty performing tasks at which you are competent, and tactfully offer advice. • give clear, accurate and relevant information and advice relating to tasks and procedures. • explain and demonstrate procedures clearly, accurately and in a logical sequence. • encourage colleagues to ask questions if they don't understand the information and advice given to them. • give colleagues opportunities to practise new skills, and give constructive feedback. • check that health, safety and security are not compromised when helping others to learn. <p>Knowledge and Understanding Organizational Context:</p>	

S.No	Module/Topic	Duration (hrs)	Key Learning Outcomes	NOS Code
			<p>The learners will be able to apply knowledge of:</p> <ul style="list-style-type: none"> • team's purpose, aims and targets. • responsibility for contributing to the team's success. • colleagues' roles and main responsibilities. • the importance of sharing work fairly with colleagues. • the factors that can affect own and colleagues' willingness to carry out work, including skills and existing workload. • the importance of being a reliable team member. • factors to take account of when making commitments, including your existing workload and the degree to which interruptions and changes of plan are within your control. • the importance of maintaining team morale, the circumstances when morale is likely to flag, and the kinds of encouragement and support that are likely to be valued by colleagues. • the importance of good working relations, and techniques for removing tension between colleagues. • the importance of following the company's policies and procedures for health and safety, including setting a good example to colleagues. • who can help set goals, help plan your learning, and give you feedback about your progress. • how to identify the knowledge and skills he/she will need to achieve his/her goals. • how to check his/her progress. • how to adjust plans as needed to meet goals. • how to ask for feedback on progress. • how to respond positively. • how to help others to learn in the workplace. • how to work out what skills and knowledge he/she can usefully share with others. • health, safety and security risks that are likely to arise when people are learning on the job, and how to reduce these risks. 	
Core Skills / Generic Skills				
12.	Writing Skills		<p>On the job the individual needs to be able to:</p> <ul style="list-style-type: none"> • complete documentation accurately. 	All 11 NOSs

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			<ul style="list-style-type: none"> write simple reports when required. 	
13.	Reading Skills		On the job the individual needs to be able to: <ul style="list-style-type: none"> read information accurately. read and interpret data sheets 	All 11 NOSs
14.	Oral Communication (Listening and Speaking skills)		On the job the individual needs to be able to: <ul style="list-style-type: none"> follow instructions accurately. use gestures or simple words to communicate where language barriers exist. use questioning to minimise misunderstandings. display courteous and helpful behaviour at all times. 	All 11 NOSs
Professional Skills				
15.	Decision Making		On the job the individual needs to be able to: <ul style="list-style-type: none"> make appropriate decisions regarding the responsibilities of the job role. 	
16.	Plan and Organise		On the job the individual needs to be able to: <ul style="list-style-type: none"> plan and schedule routines. 	All 11 NOSs
17.	Customer Centricity		On the job the individual needs to be able to: <ul style="list-style-type: none"> build relationships with internal and external customers. 	All 11 NOSs
18.	Problem Solving		On the job the individual needs to be able to: <ul style="list-style-type: none"> respond to breakdowns and malfunction of equipment. respond to unsafe and hazardous working conditions. respond to security breaches. 	All 11 NOSs

(This syllabus/ curriculum has been approved by RASCI)