



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Retail Sales Transaction

leading to

Level 3 QQI Component: Retail Sales Transaction 3N0892

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 1. **Level 3 QQI Certificate in General Learning 3M0874**
 2. **Level 3 QQI Certificate in Employability Skills 3M0935**
 3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module a learner will achieve 5 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- A learner needs to achieve a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing learners, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Briefs for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate learners to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETb or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Retail Sales Transaction	2. Component Name & Code Level 3 Retail Sales Transaction 3N0892
3. Duration in Hours of Programme Module 50 Hours	4. Credit Value 5
5. Assessment Technique Collection of Work 20% Skills Demonstration 80%	6. Specific Requirements None
7. Aims of the Programme Module <p>This programme module aims to equip the learner with a range of skills in Retail Sales Transaction for use in their social, personal and working life and to encourage the learner to have the confidence to use these skills in their daily lives.</p> 8. Objectives <p>To enable the learner to :</p> <ul style="list-style-type: none"> • describe the principles underpinning retail sales transactions • process a range of forms of payment using correct validation procedures to include cash, credit card, debit card, and cheque • apply appropriate health and safety procedures and demonstrate communications and team work in a retail environment 	
9. Learning Outcomes of Level 3 Retail Sales Transaction 3N0892 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. describe the principles underpinning retail sales transactions to include acceptable payment methods, legal entitlements and responsibilities, security issues, customer service 2. describe a range of different payment methods to include the benefits and drawbacks to the retailer and the customer of the various methods of making retail payments 3. outline reasons for a refund in retail sales 4. describe a complaints process 5. use a cash register correctly, to include adhering to specified security procedures 6. outline the benefits to customers of loyalty products 7. process a range of forms of payment using correct validation procedures to include cash, credit card, debit card, and cheque 8. provide a cash back service to a customer 9. provide a refund and a credit note for returned sales 10. apply a discount to a sales transaction 11. calculate VAT inclusive and VAT exclusive prices 12. apply appropriate health, safety and personal hygiene procedures when working in a retail environment 13. demonstrate the application of communications, team working and quality awareness in a retail environment. 	
Delivery Strategies and Learning Activities <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.</p>	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Describe the principles underpinning retail sales transactions to include acceptable payment methods, legal entitlements and responsibilities, security issues, customer service

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

Explore with the learner principles of retail sales transactions which should include at least six areas from the list below:

- Reasons for customer service in retail, good and bad customer service
- Purpose of barcodes
- How barcodes affect stock records
- Payment methods including cash, credit, cards, laser cards, cheques
- Sale of Goods and Supply of Services Act, 1980
- Relevant consumer agencies
- Consumer responsibilities
- Retailer responsibilities
- Aspects of in-store security
- Stock loss and theft prevention
- Issues around shop lifting
- How to implement a Customer Charter
- Customer service policies

Describe a range of different payment methods to include the benefits and drawbacks to the retailer and the customer of the various methods of making retail payments

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- **Facilitate the learner to describe various different methods of payments to include the advantages and disadvantages of each method. Methods will include at least six items from the list below:**
 - Cash payments
 - Credit Card payments
 - Laser Card payments
 - The use of Gift Cards
 - Cheque payments
 - Offering Credit Finance to enable sales
 - Issues around handling cash
 - Issues around doing bank lodgements
 - Procedures for doing till lifts and keeping lift records
 - Security when counting money

Outline reasons for a refund in retail sales

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- **Facilitate a discussion with learners around potential reasons for refunds which should include:**
 - Customer change of mind
 - Faulty goods
 - Unwanted gifts
 - Goods which have been recalled due to a design fault
 - Goods which have been sold via a sample or catalogue which are unsatisfactory for the customer

Describe a complaints process

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- **Review with the learner what a complaints process is and explore:**
 - A description of various problems
 - The basis on which redress is sought by customers
 - How store customer policy plays a part in helping customers
 - Supporting documentation that the customer will need (e.g. receipts)
 - Samples of various letters of complaint
 - Resolving customer complaints through store policy
 - How legislation plays a part in customer complaints

Use a cash register correctly, to include adhering to specified security procedures

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- **Devise a number of exercises or worksheets that will allow the learner to practise and demonstrate the following skills:**
 - Daily cashier operations
 - Cash Drawer responsibility
 - Receiving and receipting payments from customers
 - Overage/Shortage
 - Closing Activity
 - Balancing Cash Drawer
 - Ensuring regular cash lifts
 - Procedures in the event of robbery
 - Ensuring your own safety as a cashier

Outline the benefits to customers of loyalty products

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- **Explore with learners the process and benefits of loyalty products via brainstorming, discussions and worksheets to include some of the following areas:**
 - Customer service policy
 - Rapport with customers
 - Incentives such as loyalty card schemes and discounts
 - Selling customers the products that they want

Process a range of forms of payment using correct validation procedures to include cash, credit card, debit card, and cheque

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- **Devise a range of exercises or worksheets that ensure that the learner can process payments that are acceptable and valid from customers, focusing on the following areas:**
 - Cash handling
 - How to identify forged banknotes
 - Equipment to assist in spotting forged banknotes
 - What a Credit Card is and how it works
 - Accepting Credit Cards
 - Information on a Credit Card

- Getting Credit Card authorisation
- Authorisation equipment for Credit Cards and Laser Cards
- What a Laser Card is and how it works
- What a Debit Card is and how it works
- What a Store Card is and how it works
- Checking signatures on charge cards
- Store policies on accepting cheque payments

Provide a cash back service to a customer

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- **Devise worksheets or exercises that will illustrate how cash can be returned to customers through Credit Card transactions. Include information on:**
 - Individual store policies
 - Value of sale plus cash back amount
 - Equipment used in such transactions
 - Working this service into a Customer Charter
 - How cash back is advantageous to the customer

Provide a refund and a credit note for returned sales

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- **Explore instances with learners whereby refunds/credit should be authorised by the store assistant for the customer. Create exercises or worksheets that illustrate the learner's knowledge of:**
 - Deciding whether the customer is entitled to a refund or a Credit Note
 - Checking that proof of purchase is valid
 - Calculating a refund
 - Writing up refund documents
 - Calculating Credit Note amount
 - Writing up Credit Note documents
 - Recording customer details for store records

Apply a discount to a sales transaction

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- **Facilitate a discussion or exercise with the learner as to when a discount may be applicable. Create scenarios whereby various different rates may need to be applied. Include information on some of the following:**
 - Shop soiled goods
 - Display models
 - Seasonal sales
 - Good will
 - Discount on bulk buying
 - Store policies on discounts
 - Various discount percentages and how to calculate what the customer will pay after the discount is applied
 - How to show a discount on a receipt of sale

Calculate VAT inclusive and VAT exclusive prices

*In order to help the learner achieve **Learning Outcome 11** in particular, consider doing the following:*

- **Explore the definition of VAT and create exercises or worksheets that illustrate the learners understanding of how to add VAT:**
 - Definition of VAT
 - Current rates of VAT including goods and services, utility VAT Rates, 0% VAT rates
 - Writing up a VAT receipt

Apply appropriate health, safety and personal hygiene procedures when working in a retail environment

In order to help the learner achieve Learning Outcome 12 in particular, consider doing the following:

- **Explore with the learner issues on health and safety and hygiene procedures. A combination of worksheets and practical demonstrations or training films can be used for this area of learning and can include some of the following:**
 - Safety, Health and Welfare at Work Act 1989
 - Recognising and avoiding potential dangers in office layout and storage arrangements
 - Taking due care when transporting and carrying items
 - Manual Handling methods in a retail environment
 - Caring for hair and skin
 - Ensuring personal hygiene
 - Dental hygiene
 - Types of clothes, footwear, make-up and jewellery suitable for different work situations

Demonstrate the application of communications, team working and quality awareness in a retail environment

In order to help the learner achieve Learning Outcome 13 in particular, consider doing the following:

- **Create a group or individual exercise or project for the learner that relates to the retail environment. Include the following components in the exercise:**
 - Identification of the team goal
 - Identification of individual personal responsibility
 - Deciding on deadlines
 - Methods employed for specific tasks
 - Areas of uncertainty regarding instruction

11a Specific Information Relating to the Assessment Techniques

The assessor is required to devise Assessment Briefs for the Collection of Work and Skills Demonstration. In devising the Assessment Briefs, care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentations, or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	20%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	
<p>The learner will compile a Collection of Work that must include:</p> <ul style="list-style-type: none"> • List of payment methods with benefits and drawbacks of each • Assignment/worksheet on a complaints process • Assignment/worksheet on loyalty products • Assignment/worksheet on appropriate health, safety and personal hygiene procedures when working in a retail environment • Assignment/worksheet on legal entitlement and responsibilities, security issues and customer service. 	
Skills Demonstration	80%
<p>The learner will complete two Skills Demonstrations at appropriate intervals during the programme and learners should be allowed 20 – 30 minutes approximately to complete each demonstration. Evidence of the Skills Demonstrations should be included in the portfolio of assessment. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the task. The evidence must include the completed files on an appropriate storage device and in print-out form.</p> <p>In carrying out the Skills Demonstrations, the learner will demonstrate the application of appropriate health, safety and personal hygiene procedures and the use of communications, team working and quality awareness in a retail environment.</p>	
<p>Demonstration 1 - Using a Cash Register to Process Sales (20 – 30 minutes approximately)</p> <ul style="list-style-type: none"> • Use a cash register correctly, to include adhering to specified security procedures • Process a range of forms of payment using correct validation procedures to include cash, credit card, debit card, and cheque • Provide a cash back service to a customer 	
<p>Demonstration 2 - Processing Refunds, Discounts and Producing VAT receipts</p>	

(20-30 minutes approximately)

- Provide a refund and a credit note for returned sales
- Apply a discount to a sales transaction
- Calculate VAT inclusive and VAT exclusive prices

11b Assessment - General Information – Retail Sales Transactions 3N0892

All instructions for the learner should be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Describe the principles underpinning retail sales transactions to include acceptable payment methods, legal entitlements and responsibilities, security issues, customer service	Collection of Work
2. Describe a range of different payment methods to include the benefits and drawbacks to the retailer and the customer of the various methods of making retail payments	Collection of Work
3. Outline reasons for a refund in retail sales	Collection of Work
4. Describe a complaints process	Collection of Work
5. Use a cash register correctly, to include adhering to specified security procedures	Skills Demonstration
6. Outline the benefits to customers of loyalty products	Collection of Work
7. Process a range of forms of payment using correct validation procedures to include cash, credit card, debit card and cheque	Skills Demonstration
8. Provide a cash back service to a customer	Skills Demonstration
9. Provide a refund and a credit note for returned sales	Skills Demonstration
10. Apply a discount to a sales transaction	Skills Demonstration
11. Calculate VAT inclusive and VAT exclusive prices	Skills Demonstration
12. Apply appropriate health, safety and personal hygiene procedures when working in a retail environment	Collection of Work
13. Demonstrate the application of communications, team working and quality awareness in a retail environment	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



Retail Sales Transactions 3N0892

Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

Learners will be able to:	Evidence of the following is included in the assessment portfolio:	<input checked="" type="checkbox"/> If present in portfolio	Please indicate where evidence is to be found
1. Describe the principles underpinning retail sales transactions to include acceptable payment methods, legal entitlements and responsibilities, security issues, customer service	Describe the principles underpinning retail skills which should include at least six items from the list below: <ul style="list-style-type: none"> ○ Reasons for customer service in retail, good and bad customer service ○ Purpose of barcodes ○ How barcodes affect stock records ○ Payment methods including cash, credit, cards, laser cards, cheques ○ Sale of Goods and Supply of Services Act, 1980 ○ Relevant consumer agencies ○ Consumer responsibilities ○ Retailer responsibilities ○ Aspects of in-store security ○ Stock loss and theft prevention ○ Issues around shop lifting ○ How to implement a Customer Charter ○ Customer service policies 		
2. Describe a range of different payment methods to include the benefits and drawbacks to the retailer and the customer of the various methods of making retail payments	Describe a range of payments including benefits and drawbacks to the retailer and the customer including at least six items from the list below: <ul style="list-style-type: none"> ○ Cash payments ○ Credit Card payments ○ Laser Card payments ○ The use of Gift Cards 		

	<ul style="list-style-type: none"> ○ Cheque payments ○ Offering Credit Finance to enable sales ○ Issues around handling cash ○ Issues around doing bank lodgements ○ Procedures for doing till lifts and keeping lift records ○ Security when counting money 		
3. Outline reasons for a refund in retail sales	<p>Outline reasons for refunds in a retail setting including the following criteria:</p> <ul style="list-style-type: none"> ○ Customer change of mind ○ Faulty goods ○ Unwanted gifts ○ Goods which have been recalled due to design fault ○ Goods which have been sold via sample or catalogue which are unsatisfactory for the customer 		
4. Describe a complaints process	<p>Describe a complaints procedure which must include the following items:</p> <ul style="list-style-type: none"> ○ A description of various problems ○ The basis on which redress is sought by customers ○ How store customer policy plays a part in helping customers ○ Supporting documentation that customer will need (e.g. receipts) ○ Samples of various letters of complaint ○ Resolving customer complaints through store policy ○ How legislation plays a part in customer complaints 		
5. Use a cash register correctly, to include adhering to specified security procedures	<p>Use a cash register while adhering correctly to the following criteria:</p> <ul style="list-style-type: none"> ○ Daily cashier operations ○ Cash Drawer responsibility ○ Receiving and Receipting payments from customers ○ Overage/Shortage ○ Closing Activity ○ Balancing Cash Drawer 		

	<ul style="list-style-type: none"> ○ Ensuring regular cash lifts ○ Procedures in the event of robbery ○ Ensuring your own safety as a cashier 		
6. Outline the benefits to customers of loyalty products	<p>Outline the process and benefits to customers of various loyalty products which could include some of the following areas:</p> <ul style="list-style-type: none"> ○ Customer Service policy ○ Rapport with customers ○ Incentives such as Loyalty Card schemes and discounts ○ Selling the customers products that they want 		
7. Process a range of forms of payment using correct validation procedures to include cash, Credit Card, Debit Card and cheque	<p>Process a range of different types of payments correctly:</p> <ul style="list-style-type: none"> ○ Cash handling ○ How to identify forged banknotes ○ Equipment to assist in spotting forged banknotes ○ What a Credit Card is and how it works ○ Accepting Credit Cards ○ Information on a Credit Card ○ Getting Credit Card authorisation ○ Authorisation equipment for Credit Cards and Laser Cards ○ What a Laser Card is and how it works ○ What a Debit Card is and how it works ○ What a Store Card is and how it works ○ Checking signatures on charge cards ○ Store policies on accepting cheque payments 		
8. Provide a cash back service to a customer	<p>Describe a cash back service to customers taking into account:</p> <ul style="list-style-type: none"> ○ Individual store policies ○ Value of sale plus cash back amount ○ Equipment used in such transactions 		
9. Provide a refund and a credit note for returned sales	<p>Provide a refund and a credit note for returned sales for a variety of situations. The learner must justify why refund or Credit Note is valid in each instance and</p>		

	<p>must demonstrate ability to do the following:</p> <ul style="list-style-type: none"> ○ Decide whether the customer is entitled to a refund or a Credit Note ○ Check that proof of purchase is valid ○ Calculate a refund ○ Write up refund documents ○ Calculate Credit Note amount ○ Writing up Credit Note documents ○ Record customer details for store records 		
10. Apply a discount to a sales transaction	<p>Apply a discount to a sales transaction correctly demonstrating ability to judge where a discount may be applied. Include a selection of items from the following list:</p> <ul style="list-style-type: none"> ○ Shop soiled goods ○ Display models ○ Seasonal sales ○ Good will ○ Discount on bulk buying ○ Store policies on discounts ○ Various discount percentages and how to calculate what the customer will pay after the discount is applied ○ How to show a discount on a receipt of sale 		
11. Calculate VAT inclusive and VAT exclusive prices	<p>Calculate a range of different prices including and excluding VAT following the criteria below:</p> <ul style="list-style-type: none"> ○ Definition of VAT ○ Current rates of VAT including goods and services, utility VAT Rates, 0% VAT rates ○ Write up a VAT receipt 		
12. Apply appropriate health, safety and personal hygiene procedures when working in a retail environment	<p>Apply appropriate health and safety procedures in a retail environment. Work should include some of the following areas:</p> <ul style="list-style-type: none"> ○ Safety, Health and Welfare at Work Act 1989 		

	<ul style="list-style-type: none"> ○ Describe how to recognise and avoid potential dangers in office layout and storage arrangements ○ Explain how to take due care when transporting and carrying items ○ Describe manual handling methods in retail ○ Describe ways of caring for hair and skin ○ Describe ways of ensuring personal hygiene ○ Outline dental care procedures ○ Describe the type of clothes, footwear, make-up and jewellery suitable for different work situations 		
<p>13. Demonstrate the application of communications, team working and quality awareness in a retail environment</p>	<p>Demonstrate the application of communications and team work in retail taking into consideration the following areas:</p> <ul style="list-style-type: none"> ○ Identification of the team goal ○ Identification of individual personal responsibility ○ Method for deciding on deadlines ○ Methods employed for specific tasks ○ Areas of uncertainty regarding instruction 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____