Process a financial sale transaction

D1.HFO.CL2.05   D1.HFI.CL8.07
D1.HFA.CL7.01   D2.TCC.CL1.12

Assessor Manual

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Assessor Manual

Project Base

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Acknowledgements

Disclaimer

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:

  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours

  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents

- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

"At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*

  - You are required to compile information in a format that you feel is appropriate to the assessment

  - Do you have any questions about this assessment?"

- Commence Work Project assessment:

  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

  - Participants complete work projects in the most appropriate format

  - Participants must submit Work Project evidence to the assessor before the scheduled due date

- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:

  - Enter Student name

  - Enter Assessor name

  - Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- ▪ I will give you feedback at the end of the assessment
- ▪ Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
  - ▪ Complete Assessment Record for the Oral Questioning by:
    a) Ticking PC or NYC, as appropriate
    b) Entering 'Remarks' as required
    c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- ▪ The due date for completion of this assessment is X
- ▪ On this date you must forward the completed questions to the assessor by X time on the date of X
- ▪ Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:

  - Pass Competent = Yes

  - Not Yet Competent = No

  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: PROCESS A FINANCIAL SALE TRANSACTION	NOMINAL HOURS:	30 hours

UNIT NUMBER: D1.HFO.CL2.05   D1.HFI.CL8.07   D1.HFA.CL7.01   D2.TCC.CL1.12

UNIT DESCRIPTOR: This unit deals with skills and knowledge required to process financial transactions made by cash or other means, and to reconcile those transactions.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Prepare point of sale area for operation **1.1** *Prepare point of sale register/terminal* for operation **1.2** *Open point of sale register/terminal* **1.3** Obtain *cash float* **1.4** Ensure *supplies of change* **1.5** Obtain supplies of *point of sale documentation* **1.6** Clean and tidy the point of sale area and equipment **Element 2: Process payments and receipts during trade** **2.1** Calculate or verify *amount due* from customer/guest **2.2** Accept *cash payments* and *issue receipts*	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to processing and reconciling financial transactions made by cash or other means within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Prepare point of sale register/terminal* may be related to: • Turning equipment on • Altering date • Updating price/product look up (plus) to reflect specials and deals

2.3 Accept *non-cash payments* and issue receipts	• Checking operation of register/terminal
	• Verifying audit roll and/or replacing as required
2.4 Process *advanced deposits and payments*	• Cleaning register/terminal.
2.5 *Process refunds*	*Open point of sale register/terminal* may include:
2.6 Give change as required	• Entering individual staff member operator code
2.7 Complete *required documentation* throughout trading to record transactions	• Verifying correct operation of register/terminal.
2.8 Issue *cash internally*, as required	C*ash float* may involve:
2.9 *Make cash payments* on behalf of the enterprise	• Verifying contents of float
	• Clarifying and addressing discrepancies
2.10 Apply appropriate *customer/guest service skills*	• Signing for float.
	Supplies of change could include:
Element 3: Reconcile financial transaction at end of trade	• Ordering of change and completion of correct documentation
	• Obtaining sufficient notes and coins
3.1 Close point of sale register/terminal	• Exchanging notes for coins
3.2 *Secure* point of sale area	• Signing for change
3.3 Obtain *register/terminal reading*	• Securing supplies of change.
3.4 *Count cash* in register/terminal	*Point of sale documentation* may relate to:
3.5 Calculate non-cash payments/receipts for the period	• Register/terminal audit rolls
	• Register/terminal receipt rolls
3.6 *Determine balance* between register/terminal reading and cash and non-cash totals	• Receipt book
	• Refund documentation
	• Change ordering documentation
3.7 *Investigate and resolve discrepancies* with takings	• Reconciliation documentation
	• Credit card documentation.

3.8 Complete *end of shift takings documentation* **3.9** Forward documentation and takings to designated location	*Amount due* may include: • Calculating all service fees • Ensuring appropriate discounts are given to customers/guests • Calculating appropriate taxes, fees and levies • Explaining all charges to customers/guests. Cash *payments* may relate to: • Payment in notes and coins • Payment in a foreign currency • Verifying money presented by customer/guest • Calculating currency exchange rates and relevant fees, where applicable. *Issue receipts* may relate to: • Issuing receipts via cash register/terminal • Issuing hand written receipt • Complying with legal requirements of host country to provide receipt. *Non-cash payments* may relate to: • Debit and credit cards • Checks, including personal, business and travellers'' checks • Electronic funds transfers at point of sale • In-house vouchers • Charges to company accounts • Foreign currency • Making required checks to ensure authenticity of payment option.

	Advanced deposits and payments may relate to:
	• Accommodation
	• Functions
	• Meals and beverages
	• Room hire and associated charges
	• Pre-payments for assorted events
	• Payment by cash and other means.
	Process refunds may include:
	• Recording reasons for refund
	• Ensuring refunds are valid
	• Completing required internal documentation
	• Maintaining positive customer/guest relationships
	• Gathering feedback from customer/guest
	• Providing refund in the approved form.
	Required documentation may include:
	• Internal documentation
	• External agent documentation.
	Issuing *cash internally* may include:
	• Validating documentation and identity of person requesting change/money
	• Adhering to internal policies and procedures
	• Processing required documentation to support the internal transaction
	• Processing disbursements
	• Providing change to other departments and registers/terminals.

Make cash payments could include:

- Checking documentation
- Verifying authenticity of the charge/payment
- Obtaining receipt for payments made
- Forwarding documentation to designated internal department.

Customer/guest service skills could relate to:

- Creating and maintaining positive environment
- Resolving charging issues and problems
- Negotiating solutions
- Providing sales and product advice to customers/guests
- Maintaining security of cash.

Making point of sale *secure* may include:

- Standard procedures for cash handling, such as taking cash from customers and providing change to customers
- Managing floats
- Removing excess cash from registers/terminals
- Internal protocols for counting money which may include location, staff members, times, techniques
- Standard procedures for dealing with customer claims that they have been short-changed
- Hold-up procedures
- Internal cash movement protocols
- On-site security of cash on the premises.

Obtaining *register/terminal reading* could include:

- Authorizations to read register/terminals
- Difference between x and z readings
- Using register figures to calculate expected takings for the period.

Count cash could relate to:

- Separating float from other monies
- Making up float to required amounts and denominations
- Ensuring security of cash and safety of staff and customers
- Accuracy of counting
- Bundling of notes
- Counting coins into required bags
- Recording of takings and actual cash sums.

Determine balance may include

- Determining expected totals
- Calculating actual cash and non-cash takings
- Comparing expected and actual figures
- Factoring in relevant documentation such as cash out slips, refunds, disbursements, complimentary sales and excess monies removed from the register/terminal during trade.

Investigate and resolve discrepancies may include:

- Re-counting cash
- Re-calculating non-cash totals
- Checking audit roll for comments in relation to over-rings
- Analysing sales shown on audit roll

- Checking with staff to identify possible causes of discrepancies
- Verifying additions and all documented calculations
- Checking supporting documents.

End of shift takings documentation may include:

- Completing change order forms
- Completing daily takings sheets
- Completing non-cash documentation
- Signing off from register / terminal.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of the enterprise's policies and procedures in regard to cash handling, cash security, transaction processing and cash on premises
- The enterprise's policies and procedures in regard to customer service standards and speed of service
- Accuracy and speed in basic numeracy and arithmetic skills
- Accuracy and speed in cash counting skills
- Procedures for processing non-cash payments as accepted by the host enterprise
- Underpinning knowledge about the reconciliation process
- Cash security protocols and techniques to ensure correct change is given to customers
- Documentation security procedures
- Tax related requirements, fees, charges and levies for purchases as applicable to the host enterprise and the host country.

Linkages To Other Units

- Perform clerical procedures
- Receive and resolve customer complaints
- Maintain quality customer/guest service
- Maintain financial standards and records
- Process a financial transaction for services rendered
- Process transactions for purchase of goods and services
- Process financial transactions
- Conduct a night audit
- Provide accommodation reception services.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to apply the requirements of the host enterprise cash handling and cash security policies and procedures
- Demonstrated ability to open up and close down a point of sale register/terminal
- Demonstrated ability to process transactions during trade which must include:
  - Accepting cash payment
  - Accepting non-cash payments in all forms accepted by the host enterprise
  - Giving change to customers
  - Processing refunds
  - Making cash payments on behalf of the organization
- Demonstrated ability to balance takings for a shift/day including cash and non-cash figures
- Demonstrated ability to resolve discrepancies between expected and actual takings figures

-

- Demonstrated ability to ensure the security of cash at register/terminals and in transit between register/terminal and designated internal locations

- Demonstrated ability to complete require internal documentation associated with cash handling and reconciliation at point of sale registers/terminals.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of cash handling, transaction processing and register reconciliation procedures.

Resource Implications

Training and assessment must include the use of actual cash and non-cash transactions and actual internal documentation used by the host enterprise.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance

- Simulation

- Role plays

- Case studies

- Oral and written questions

- Third party reports completed by a supervisor

- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organizing and analysing information	1	Assemble required documentation and data to enable a reconciliation to occur; check figures and documents to assist in resolving discrepancies
Communicating ideas and information	1	Explain charges to customers
Planning and organizing activities	1	Schedule reconciliation activities
Working with others and in teams	1	Cooperate with others in relation to obtaining cash float, change, documentation and information
Using mathematical ideas and techniques	2	Calculate change for customers; undertake actual reconciliation activities and calculations
Solving problems	1	Reconcile discrepancies between expected and actual takings figures
Using technology	1	Use point of sale registers/terminals

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Process a financial sale transaction D1.HFO.CL2.05 D1.HFI.CL8.07 D1.HFA.CL7.01 D2.TCC.CL1.12
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What activities would you undertake to prepare a point of sale area for operation?	❏	❏
2. What is involved in opening a POS area for operation?	❏	❏

Questions	Response	
	PC	**NYC**
3. Explain the way a cash float may be obtained in a business at the start of the day/start of trade.	❏	❏
4. How might you ensure there are sufficient supplies of change (cash and/or coin) available at a POS area for the upcoming trading session?	❏	❏
5. What POS documentation might you need at a POS area and how can you ensure you have sufficient quantities available?	❏	❏

Questions	Response	
	PC	**NYC**
6. What activities might be involved in cleaning and tidying a POS area prior to trade?	❑	❑
7. Give me an industry example of how you would calculate the amount owed to you by a customer/guest who has eaten a meal (or bought a product or service) at your workplace.	❑	❑
8. What is a 'receipt' and when are they issued?	❑	❑

Questions	Response	
	PC	**NYC**
9. How can you determine the non-cash payment options accepted in a workplace?	❏	❏
10. What is an 'advanced deposit' and how are they processed in your workplace?	❏	❏
11. Under what conditions might you process a refund?	❏	❏

Questions	Response	
	PC	**NYC**
12. What techniques can you use to ensure the change you give to customers is correct?	❑	❑
13. What documentation might need to be completed throughout trading to record the transactions that have been processed?	❑	❑
14. Under what circumstances might staff be required to issue cash internally to other staff members?	❑	❑

Questions	Response	
	PC	**NYC**
15. What checks would you make when asked to pay out cash on behalf of the business where you work to a third party?	❏	❏
16. Describe the interpersonal skills you should use when processing financial sale transactions with customers/guests.	❏	❏
17. What activities are involved in closing a POS area at the end of trade?	❏	❏

Questions	Response	
	PC	**NYC**
18. How can you optimise security at the POS area when trade ceases at your workplace?	❏	❏
19. Describe how you obtain register/terminal readings on your workplace POS register/terminal.	❏	❏
20. Describe how you would count the takings in a register/terminal at the end of trade as part of the balancing/reconciliation process.	❏	❏

Questions	Response	
	PC	**NYC**
21. What are 'non-cash payments' in your workplace/industry?	❏	❏
22. When reconciling a register/terminal, what figures are 'balanced'?	❏	❏
23. The register/terminal you are balancing shows a major discrepancy: what action might you take to investigate and/or resolve this discrepancy?	❏	❏

Questions	Response	
	PC	**NYC**
24. What information should be included on documentation when recording takings from a register/terminal at the end of trade?	❑	❑
25. When a register/terminal has been balanced and is correct where might the cash and accompanying documentation be forwarded for further processing and safe-keeping?	❑	❑

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Assessor Manual
Process a financial sale transaction

Written Questions

**Process a financial sale transaction – D1.HFO.CL2.05   D1.HFI.CL8.07
D1.HFA.CL7.01   D2.TCC.CL1.12**

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   What is a financial sale transaction? Provide an example from the Hospitality or
     Tourism industry.

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2.   Why is it important to keep cash collected from financial sales transactions safe and
     secure?

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3.   Define the Point of Sale.

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4.   Which of the following are examples of Point of Sale systems? (Circle the answer)

     a) Point of Sale terminal at a register

     b) Cash register

     c) On-line payment facility

     d) All of the above

5. To open a Point of sale system and to obtain a cash float, authorisation is required. Provide two examples of appropriate authorisation.

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6. What are three responsibilities you have when opening Point of Sale registers or terminals?

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7. What is the cash float and why should you count it when it is issued to you?

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8. List and describe two examples of Point of Sale documentation that forms part of the audit trail.

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9. List one example (for each time of day below) of what you can do to keep the Point of Sale area clean and tidy.

    1. Start of the day

    2. During the day or shift

    3. End of the day

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10. Describe three expectations customers have when purchasing goods or services.

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11.   Why is it necessary to confirm the amounts that are due from the customer?

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12.   Describe two discrepancies that may have to be adjusted on a customer's bill

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13.   Identify two ways of avoiding confusion over the denomination of the notes or coins tendered by a customer when they pay for their purchase.

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14.   What is a receipt?

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15. List and describe in detail common procedures to process two types of non-cash payments.

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16. Does a refund represent an increase or a decrease to Revenue? Why?

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17. List three occasions when you may be required to pay out cash to people from the Point of Sale register or terminal.

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18. Why is it important to record financial sales transactions in a timely manner?

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19. What is a cash skim and why is it performed?

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20. Choose two customer service standards and describe one circumstance each in which you employ them.

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21. Define the term "balancing the takings". What other term is used for this task?

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22. List the general security procedures surrounding the closing and securing of the Point of Sale area.

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23. What is the difference between an "X" or summary reading and a final or "Z" reading from a Point of Sale terminal?

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24. List the order in which you should count the contents of the cash drawer.

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25. What are two terms used when the Cash Summary sheet and the register reading do not balance? What do you always do first?

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26. Describe what you would investigate if:

    1. You have more cash than the register reading totals
    2. You have less cash than the register reading totals

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27. Would you investigate a variance of 25 if takings are 1,000 and a 2% variance is allowed?

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28. Create a checklist to ensure all end of day documentation is completed.

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29. Is the float always separated from the day's takings? When is the float returned to a secure location?

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30. Give one example of how takings are removed from the Point of Sale area and taken to a secure location

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Answers to Written Questions

Process a financial sale transaction – D1.HFO.CL2.05   D1.HFI.CL8.07 D1.HFA.CL7.01   D2.TCC.CL1.12

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **What is a financial sale transaction? Provide an example from the Hospitality or Tourism industry.**

   The monetary dealings between customers, guests or clients are called financial sale transactions.

   Examples that may be given are:

   - Customers paying for a bill in a restaurant
   - Guest paying their account in a hotel
   - Client paying for an airline ticket in advance
   - Client settling outstanding amounts for a tour.

2. **Why is it important to keep cash collected from financial sales transactions safe and secure?**

   Organisations need to generate revenue or income to pay their bills and stay in business. Cash collected from financial sales transactions represents this revenue or income.

3. **Define the Point of Sale.**

   The point of sale is the location where customers, guests or clients pay for the goods or services provided. This may be a face-to-face payment such as at the entrance or exit to a restaurant, by phone to a hotel or travel company or electronically over the Internet.

4. **Which of the following are examples of Point of Sale systems?**

   a) Point of Sale terminal at a register

   b) Cash register

   c) On-line payment facility

   d) All of the above

   The correct answer is (d)

5. **To open a Point of Sale system and to obtain a cash float, authorisation is required. Provide two examples of appropriate authorisation.**

   Trainees may choose two examples from the following:

   - Photographic identification

   - Individual logon and passwords are issued

   - Secure codes or secure identification

   - Employee identification code

   - Combination of all of the above.

6. **What are three responsibilities you have when opening Point of Sale registers or terminals?**

   Trainees can choose from the following:

   - Check power cables are clear and securely attached to the equipment as well as to the external power outlet

   - System test. This is built into the terminal or register and is a computer program that processes a set of artificial transactions to ensure the system is functioning correctly. Often there will be some documentation produced that you will need to keep until the end of the day or shift

   - Manual system test. Some workplaces will provide a checklist asking the staff member to browse through the system looking for certain items or menu options that verify the system is working

   - When an external connection to a bank is required, check that this is working correctly. This is often confirmed with documentation produced by the system

   - Check that the Internet connection is working if required

   - Check that the register or terminal has been reset correctly (when applicable).

7. **What is the cash float and why should you count it when it is issued to you?**

   A cash float is a supply of notes and coins that an establishment has deemed appropriate to commence the day's trading for a point of sale register or terminal in order to provide customers with change.

   When signing for a float, the staff member needs to be sure that the total amount said to be in the float is accurate and consistent with the actual amount found in the cash drawer.

   It is common practice to count the float before signing for it (or immediately after signing for it) to ensure its contents. It is too late at the end of the shift to claim that the float was different from the start of the day.

8. **List and describe two examples of Point of Sale documentation that forms part of the audit trail.**

   Trainees can choose two from the following:

   - Paper roll or tape used by the Point of Sale terminal or register to record individual financial sales transactions

- Paper roll or tape used to process electronic non-cash payments
- Electronic receipts to record payments in advance such as a deposit for a hotel room or travel itinerary
- Cash payment slips
- Cash float documentation.

9. **List one example (for each time of day below) of what you can do to keep the Point of Sale area clean and tidy.**

   1) Start of the day
   2) During the day or shift
   3) End of the day

   Trainees choose from the following:

   At the start of the day:

   - Organise Point of Sale area with equipment you need often close to hand and items that you don't need can be stored in drawers, baskets or other forms of storage found in the workplace
   - Ensure that the area is free from hazards such as loose electric cords that could cause injury
   - Clean the area including all workspaces and terminals. This presents the area well to customers, guests or clients and sets an example for the rest of the organisation.

   During the day or shift:

   - Work in a systematic manner so that equipment and paperwork can always be found in the same place each and every time you need them
   - Replace equipment and other supplies as soon as needed. For example, do not leave a pen that has run out of ink where a customer may use it
   - Continue to keep the area clean and free from hazards.

   At the end of the day or shift:

   - Replace equipment and supplies as required
   - Ensure all documentation is returned to where it should go
   - Clean all workspaces ready for the next day or shift.

10. **Describe three expectations customers have when purchasing goods or services.**

   Trainees can choose from the following:

   - Pay the price stated in sales documentation such as menus, itineraries or as physically attached to the products
   - Review the request for payment and query prices or quantities displayed
   - Receive correct change and in a reasonable denomination of notes and coins from the cash payment they make

- Receive documentation confirming payment such as a receipt or electronic printout confirming a non-cash payment

- Return goods that do not meet expectations and have such goods replaced or receive a refund

- Speak to management if an issue cannot be resolved.

11. Why is it necessary to confirm the amounts that are due from the customer?

The purpose for this confirmation is threefold. Firstly, it is sound business practice to provide a customer, guest or client with an accurate request for payment. Secondly, the process to refund a customer after payment is made is inconvenient and time consuming. Lastly, any problems within the business for capturing sales information are highlighted and can be addressed.

12. Describe two discrepancies that may have to be adjusted on a customer's bill or account.

Choose from the following:

- Removing an item from the bill that did not belong to the customer. The Point of Sale terminal usually offers a menu option for this purpose. Sometimes, additional authorisation from a manager or supervisor is required

- Adjusting the detail on the bill as requested by the customer – perhaps a date is incorrect or personal details are spelt incorrectly

- Changing the amount charged for an item if the price changed and the point of sale system did not reflect this

- Adjusting the amount charged either for an individual item or overall because the customer was not satisfied with the service provided. Typically this would require authorisation from a manager or supervisor

- Adding an item to the bill that was not recorded. This often occurs in a hotel when a guest checks out early and the room charges have not made their way to the billing system. It may also be necessary to add an item that an honest customer realises has not been charged!

- Sometimes customers are entitled to a discount or reduction in the total amount of the bill. This is common in the hospitality and tourism industries as a way of promoting the business. There will be written documentation or options on the electronic system detailing the processing of such discounts.

13. Identify two ways of avoiding confusion over the denomination of the notes or coins tendered by a customer when they pay for their purchase.

Choose from the following:

- When the customer passes payment to you, repeat to the customer the notes or coins you have been given and wait for agreement

- Place the notes or coins in the holder provided on the Point of Sale terminal until change is confirmed. Some businesses use part of the cash drawer for this purpose

- Count out the change into the customer or guest's hand to double check your calculations

- Separate denominations of notes and coins in the cash drawer. This minimises the chance that you will pick up a note or coin in error

- Take time to calculate change required. Accuracy is always more important than speed.

14. What is a receipt?

A receipt is an acknowledgment in tangible form that confirms payment has been made.

15. List and describe in detail common procedures to process two types of non-cash payments.

Electronic Funds Transfers

To process the financial sale, the value of the transaction is entered into the electronic funds terminal. Customers present their bank card to the system and enter a personal identification number or other such code into the terminal for verification purposes.

Once the payment has been approved, two pieces of paperwork are issued from the terminal. The first is to be kept by the business as evidence that the financial sale transaction has been settled. It is kept in the cash drawer.

The second is a receipt for the customer to confirm that funds have been transferred. This is attached to the bill or other document from the Point of Sale register and given to the customer, guest or client.

Electronic credit card payments

To process credit card payments electronically, the electronic funds transfer terminal is used as follows:

- The value of the financial sale transaction is entered into the electronic funds transfer terminal

- Customers, guests or clients present their card to the system

- The terminal indicates that payment has been approved and reminds you that the customer must sign for the transaction or enter a personal identification number.

Once a signature or personal identification number verifies the transaction, two receipts are issued. The first is placed in the cash drawer and the second is given to the customer, usually attached to the bill.

Online payments direct guests or clients to a secure page of their website after the goods or services are chosen and prices confirmed. The credit card number, expiry date and perhaps a unique code are entered and the payment processed. The customer is given a receipt number and a unique reference is assigned to the transaction.

The business also receives this unique reference that allows the payment to be matched to the goods and services provided. A receipt is issued to the guest or client to confirm that the financial sale transaction is settled.

Manual credit card payments

The process to accept manual credit card payments is as follows:

- Confirm your establishment accepts the credit card

- Check card against 'Warning Bulletins' issued by credit card companies to alert establishments of stolen or cancelled cards

- Insert the credit card into the imprint machine

- Insert the credit card slip into the imprint machine

- Take an imprint of the card

- Confirm details are legible on the credit card slip

- Check card's expiry date is still valid

- Complete credit card slip as required

- Present the completed credit card slip to the customer for signature

- Compare the signature on slip to that on the card

- Detach the middle section of the credit card slip, attach to the customer's bill or account and present to the customer or guest

- Place remaining copies of the slip in the cash drawer.

Personal cheques

If accepted by the organisation, the customer, guest or client will provide suitable identification to verify their identity as well as proof of their signature. The source of this identification is noted on the back of the cheque.

The amount required to settle the account is entered on to the cheque and the payment processed similar to a cash transaction. The cheque is kept in the cash drawer and the customer issued with a receipt to confirm payment was received.

Accounts

Once account facilities have been established, guests or clients have the option of charging items to their account and paying the account on a weekly or monthly basis or otherwise as arranged. Payment is usually by a direct transfer to the business' bank account.

It is standard procedure to have the customer sign the individual accounts to avoid any confusion or disagreement when a query is made or when time for payment arrives.

When dealing with accounts, staff should always follow and adhere to the individual establishment's policy.

Vouchers

Vouchers are presented and the guest or client receives products or services to the value of the voucher amount.

When cashing vouchers, it's important you make sure that the voucher is still valid and that the voucher is being used in accordance with any conditions.

Foreign currency

Agreement on the conversion of foreign to local currency must be obtained first. Then, payments are treated as cash payments after the conversion and processed accordingly.

Traveller's cheques

When presented for payment, it is critical that the customer signs the cheque while you watch. You must compare this with the first signature that already exists on the cheque to verify the identity of the customer. The payment is processed and receipts issued.

16. Does a refund represent an increase or a decrease to Revenue? Why?

Decrease because it is a reduction in sales collected.

17. List three occasions when you may be required to pay out cash to people form the point of sale register or terminal.

Choose from the following:

- Processing a customer refund
- Giving change to customers
- Internal exchanges to obtain denominations of notes and coins
- Payments to suppliers
- Cash skims
- Disbursements.

18. Why is it important to record financial sales transactions in a timely manner?

Timely recording of financial sales transactions ensures that revenue is collected and recorded for all goods and services provided.

19. What is a cash skim and why is it performed?

One of the important aspects of maintaining the security of cash is ensuring that the notes and coins in the cash drawer are always close to the original float amount throughout the day or shift. This means that as the amount of cash collected from customers, guests or clients reaches a certain level, the excess cash is removed and forwarded to some form of secure storage.

20. Choose two customer service standards and describe one circumstance each in which you employ them.

- Honesty and Integrity – charging customers correctly for goods and services provided
- Accuracy – checking all entries, additions and other calculations
- Speed – ensuring that accounts are compiled and presented in a timely manner
- Explanation and description of charges – fully detailing the nature of all charges so that no confusion or suspicion exists
- Treating customers with the courtesy, attention and personalised service they merit – in all circumstances.

21. Define the term "balancing the takings". What other term is used for this task?

A set procedure to ascertain whether or not the cash received from customers in the cash drawer equals the actual amount that has been recorded on the point of sale register or terminal. Another term is "reconciling the takings".

22. List the general security procedures surrounding the closing and securing of the Point of Sale area.

- Signing out or off from the Point of Sale register or terminal
- Timing
- Staff members involved
- Where the takings are counted
- Documentation.

23. What is the difference between an "X" or summary reading and a final or "Z" reading from a Point of sale terminal?

When an "X" reading is taken, totals are never cleared from the register or terminal.

A "Z" reading resets the terminal or register to zero. The register or terminal's memory is cleared of all transactions, leaving the register ready for the next day or shift's transactions.

24. List the order in which you should count the contents of the cash drawer.

- Coins – lowest denomination first
- Notes – lowest denomination first
- Bank card payments
- Personal cheques
- Accounts
- Vouchers
- Other.

25. What are two terms used when the Cash Summary sheet and the register reading do not balance? What do you always do first?

- Two of either discrepancy, difference or variance
- You should always check the arithmetic on the Cash Summary sheet first.

26. Describe what you would investigate if:

1) You have more cash than the register reading totals:

Usually this means that cash has been received that it has not been recorded in the Point of Sale system. Check for any documentation explaining an error in entering amounts in the Point of Sale system.

2) You have less cash than the register reading totals.

This commonly indicates that documentation has been misplaced. Check the Point of Sale area or ask other staff working in the Point of Sale area.

27. Would you investigate a variance of 25 if takings are 1,000 and a 2% variance is allowed?

2% of 1,000 = 20. This variance is above that limit so it requires investigation.

28. Create a checklist to ensure all end of day documentation is completed.

Checklist should include the following:

- Cash summary sheet:
    - Ensure that all non-cash payments are included with takings for the day. Appropriate authorisations must accompany the payments where relevant
    - Summary or final reading from the Point of Sale system. This should clearly show that the register or terminal has been closed
    - A discrepancy report where applicable
    - Include details of any changes to the float received at the start of the day or shift.

29. Is the float always separated from the day's takings? When is the float returned to a secure location?

Yes. Some organisations separate the float before balancing the takings and others after

The same person that was issued the float always returns the float at the end of the day or shift

30. Give one example of how takings are removed from the Point of Sale area and taken to a secure location

Trainees choose from the following:

- A manager or supervisor accompanies responsible staff to a secure location where the takings are stored

- Takings are sent through an internal secure system where they are stored

- Accounts staff or management collect takings from Point of Sale area and deliver to the secure location

- Security staff accompany staff or management from the Point of Sale area to the secure location to further safeguard cash.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Process a financial sale transaction D1.HFO.CL2.05 D1.HFI.CL8.07 D1.HFA.CL7.01 D2.TCC.CL1.12
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Prepare point of sale area for operation
	
	   b) Process payments and receipts during trade
	
	   c) Reconcile financial transaction at end of trade
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Prepare point of sale area for operation		
Prepare point of sale register/terminal for operation	❑	❑
Open point of sale register/terminal	❑	❑
Obtain cash float	❑	❑
Ensure supplies of change	❑	❑
Obtain supplies of point of sale documentation	❑	❑
Clean and tidy the point of sale area and equipment	❑	❑
Element 2: Process payments and receipts during trade		
Calculate or verify amount due from customer/guest	❑	❑

Accept cash payments and issue receipts	❏	❏
Accept non-cash payments and issue receipts	❏	❏
Process advanced deposits and payments	❏	❏
Process refunds	❏	❏
Give change as required	❏	❏
Complete required documentation throughout trading to record transactions	❏	❏
Issue cash internally, as required	❏	❏
Make cash payments on behalf of the enterprise	❏	❏
Apply appropriate customer/guest service skills	❏	❏
Element 3: Reconcile financial transaction at end of trade		
Close point of sale register/terminal	❏	❏
Secure point of sale area	❏	❏
Obtain register/terminal reading	❏	❏
Count cash in register/terminal	❏	❏
Calculate non-cash payments/receipts for the period	❏	❏
Determine balance between register/terminal reading and cash and non-cash totals	❏	❏
Investigate and resolve discrepancies with takings	❏	❏
Complete end of shift takings documentation	❏	❏
Forward documentation and takings to designated location	❏	❏
Did the student's overall performance meet the standard?		

Feedback to student and trainer/assessor		© ASEAN 2012	
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		Date	
Assessor signature		Date	

Assessor Manual
Process a financial sale transaction

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Process a financial sale transaction D1.HFO.CL2.05 D1.HFI.CL8.07 D1.HFA.CL7.01 D2.TCC.CL1.12		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Prepares point of sale register/terminal for operation by opening the register/terminal, obtaining float and ensuring supplies of change	❑	❑	❑
Obtains supplies of point of sale documentation for upcoming period of trade	❑	❑	❑
Cleans and tidies the point of sale area and equipment	❑	❑	❑
Calculates or verifies amount due from customer/guest, accepts payments, gives change and issues receipts (where required)	❑	❑	❑
Processes refunds	❑	❑	❑
Completes documentation throughout trading to record transactions	❑	❑	❑
Issues cash internally, as required and makes payments on behalf of the business as necessary	❑	❑	❑
Applies appropriate customer/guest service skills when processing a sale	❑	❑	❑
Closes and secures point of sale register/terminal at end of trade/shift	❑	❑	❑
Reconciles register/terminal following house protocols investigating and resolving discrepancies	❑	❑	❑
Completes and forwards end of shift takings documentation to designated location	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Process a financial sale transaction	D1.HFO.CL2.05 D1.HFI.CL8.07 D1.HFA.CL7.01 D2.TCC.CL1.12
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare point of sale area for operation						
Prepare point of sale register/terminal for operation						
Open point of sale register/terminal						
Obtain cash float						
Ensure supplies of change						
Obtain supplies of point of sale documentation						
Clean and tidy the point of sale area and equipment						
Element 2: Process payments and receipts during trade						
Calculate or verify amount due from customer/guest						
Accept cash payments and issue receipts						
Accept non-cash payments and issue receipts						
Process advanced deposits and payments						
Process refunds						
Give change as required						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Complete required documentation throughout trading to record transactions						
Issue cash internally, as required						
Make cash payments on behalf of the enterprise						
Apply appropriate customer/guest service skills						
Element 3: Reconcile financial transaction at end of trade						
Close point of sale register/terminal						
Secure point of sale area						
Obtain register/terminal reading						
Count cash in register/terminal						
Calculate non-cash payments/receipts for the period						
Determine balance between register/terminal reading and cash and non-cash totals						
Investigate and resolve discrepancies with takings						
Complete end of shift takings documentation						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Forward documentation and takings to designated location						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			