



Process liquor sales at a bar facility

D1.HBS.CL5.08

Assessor Manual



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Assessor Manual



**William
Angliss
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Specialist centre
for foods, tourism
& hospitality

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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.		

	Tick (✓)	Remarks
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 LIQUOR SALES AT A BAR FACILITY		NOMINAL HOURS: 30
UNIT NUMBER: D1.HBS.CL5.08		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to process liquor sales at a bar facility in a range of settings within the hotel industries' workplace context		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Complete liquor sales</p> <p>1.1 Provide <i>advice or information</i> to customers on different types of <i>products</i> available</p> <p>1.2 Process sales promptly in accordance with enterprise procedures</p> <p>1.3 Complete order forms, invoices and/or receipts accurately in accordance with enterprise and legal requirements</p> <p>1.4 Operate <i>point of sale equipment</i> in accordance with manufacturer's instructions</p> <p>1.5 Ensure all <i>necessary material and/or consumables</i> are available at the point of sale area</p> <p>1.6 Maintain cash drawer and float in accordance with enterprise procedures</p> <p>1.7 Record <i>transactions</i> in accordance with enterprise procedures</p> <p>1.8 Follow security procedures in accordance with enterprise requirements</p>	<p>Unit Variables</p> <p>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</p> <p>This unit applies to all industry sectors that require to process liquor sales at a bar facility within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food and Beverage Service</p> <p><i>Advice or information</i> may include:</p> <ul style="list-style-type: none"> • Products available • Price of products • Relative prices of similar products • Origin of products • Identifying products produced in the local region/origin • Value for money • Special promotions 	

<p>Element 2: Pack goods</p> <p>2.1 Maintain adequate supplies of <i>wrapping materials</i></p> <p>2.2 Pack goods in a suitably sized bag or container that adequately protects the goods, or wrap goods neatly and effectively</p> <p>2.3 Follow <i>safe work practices</i> while packing goods</p> <p>Element 3: Minimise theft</p> <p>3.1 Apply <i>security</i> procedures to minimise theft</p> <p>3.2 Maintain security of cash in accordance with enterprise procedures</p> <p>3.3 Deal with <i>suspicious behaviour</i> of customers and/or staff in accordance with enterprise procedures</p> <p>3.4 Keep storage areas secure from unauthorised access in accordance with enterprise procedures</p> <p>Element 4: Merchandise goods</p> <p>4.1 Receive, unpack and store goods in appropriate location</p> <p>4.2 <i>Display stock</i> in accordance with enterprise procedures</p> <p>4.3 Create and/or dismantle special <i>promotional displays</i></p> <p>4.4 Keep displays clean and tidy</p>	<ul style="list-style-type: none"> • Ingredients • Relative strength • Suitable alternatives. <p><i>Products</i> may include:</p> <ul style="list-style-type: none"> • Commonly stocked beers • Wines • Spirits • Liqueurs • Packaged convenience foods • Non-alcoholic drinks. <p><i>Point of sale equipment</i> may include:</p> <ul style="list-style-type: none"> • Fixed or hand-held scanners • Key pad operated registers • EFTPOS terminals. • Credit card processing equipment • Cash drawer. <p><i>Necessary material and/or consumables</i> may include:</p> <ul style="list-style-type: none"> • Price lists • Credit card information/equipment • Transaction documentation, such as receipts, invoices, etc • Ribbons, rolls, receipt tapes.
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- 4.5 Rotate stock in accordance with enterprise procedures
- 4.6 Prepare labels and tickets in accordance with enterprise procedures
- 4.7 Ensure stock is correctly priced

Transactions may include:

- Cash
- Cheque
- Credit cards
- EFTPOS
- Refunds
- Returned goods
- Account payment.

Wrapping materials may relate to:

- Bags
- Boxes
- Paper
- Special containers.

Safe work practices may include:

- Lifting goods
- Carrying goods
- Cutting wrapping or packing material
- Repetitive tasks.

Security may include:

- Monitor stock and equipment, such as surveillance equipment, CCTV, walk-around, etc
- Security tags.

Suspicious behaviour may include:

- Loitering
- Large groups
- Offensive language.

Display stock may relate to:

- Counter top displays
- Point of sale displays
- End of line displays
- Promotional displays.

Promotional displays may relate to:

- Posters
- Promotional materials
- Related products
- Video or audio materials.

Assessment Guide

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

- Knowledge of the relevant liquor licensing laws
- Ability to demonstrate labelling or pricing goods for sale
- Knowledge of the different products commonly sold at a bar facility
- Knowledge of typical packing materials and methods
- Ability to demonstrate use of point of sale equipment
- Ability to demonstrate process transactions.

Linkages To Other Units

- Receive and store stock
- Apply point of sale handling techniques.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrate understanding of legal requirements in relation to the service of alcohol
- Ability to demonstrate the set up and operating of point of sale equipment in accordance with enterprise procedures and systems
- Ability to demonstrate offering customers assistance appropriate to situation and level of responsibility
- Ability to demonstrate processing of liquor sales in a bar facility in accordance with enterprise procedures and accepted timelines.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of the ability to process liquor sales in a bar facility either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area, job role and area of responsibility
- Assessment must include project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations that require the candidate to process liquor sales in a bar facility.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

	Assessment Methods	
	The following methods may be used to assess competency for this unit:	
	<ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. 	
	Key Competencies in this Unit	
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	0	
Communicating ideas and information	2	Use positive communication and customer service skills to process liquor sales
Planning and organising activities	2	Undertake point of sale set-up prior to service

	Working with others and in teams	0	
	Using mathematical ideas and techniques	1	Prepare financial documents
	Solving problems	0	
	Using technology	1	Operate point of sale equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Process liquor sales at a bar facility D1.HBS.CL5.08
Instructions	<ol style="list-style-type: none"> 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 are different types of <u>alcoholic</u> beverages that are sold at a liquor outlet?	<input type="checkbox"/>	<input type="checkbox"/>
2. What is the 'ABC of Selling'?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. What is an 'order form' and why is it important?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are some house rules and requirements for operating POS equipment?	<input type="checkbox"/>	<input type="checkbox"/>
5. What does the abbreviation 'EFTPOS' stand for?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. What is the purpose of a 'cash float'?	<input type="checkbox"/>	<input type="checkbox"/>
7. Explain the steps associated with processing one type of transaction.	<input type="checkbox"/>	<input type="checkbox"/>
8. Why is it important to secure money and documentation during trade?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. What are different types of materials used to wrap purchases?	<input type="checkbox"/>	<input type="checkbox"/>
10. What are ways to pack purchased items? Provide two examples.	<input type="checkbox"/>	<input type="checkbox"/>
11. What are some ways to safely 'transport' purchased products to customers?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. How can you match merchandise to correct price tags?	<input type="checkbox"/>	<input type="checkbox"/>
13. What are considered to be high risk pilferage areas in a liquor outlet?	<input type="checkbox"/>	<input type="checkbox"/>
14. What should you do if you notice a suspicious person?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. What is normally kept in a storeroom and why is it important to keep it secure?	<input type="checkbox"/>	<input type="checkbox"/>
16. When stock is delivered to a liquor outlet, why is it important to check and store in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>
17. What is the purpose of displaying stock?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. Why would you change a display on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
19. How can you ensure the cleanliness of refrigerators and coolrooms?	<input type="checkbox"/>	<input type="checkbox"/>
20. Why is it important to rotate stock?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. What is the purpose of 'labels and tickets'?	<input type="checkbox"/>	<input type="checkbox"/>
22. Why is it important to display the correct prices?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Process liquor sales at a bar facility – D1.HBS.CL5.08

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are different types of ancillary products that are sold in a liquor outlet?

2. What are different types of packaged snack foods that are sold in a liquor outlet?

3. What are some general customer sales and service techniques that should be used when serving customers?

4. What is an invoice and why is it important?

5. What does the abbreviation POS stand for?

6. What are different types of POS equipment?

7. What materials and consumables are needed to set up the POS area?

8. Why is it important for a staff member to count and sign for a 'cash float'?

9. What are different types of transactions that can take place in a liquor outlet?

10. How can you secure money and documentation during trade?

11. What are different suppliers to approach when you need to re-order new stock of wrapping and packing materials?

12. What is 'pre-bagging' and why is it used?

13. What are different transport options a customer may use to get a purchased product to them?

14. What are some internal security policies and practices that can be implemented to minimize theft in a liquor outlet?

15. How can you secure cash in a liquor outlet?

16. Besides cash, what other items in a liquor outlet should be protected?

17. What are examples of suspicious behaviour?

18. How do you deal with a suspicious package?

19. What are some controls that you can introduce to protect storerooms?

20. When stock is delivered into the premises where can it be stored?

21. When unpacking deliveries what should you do?

22. Describe a display you wish to set up in a liquor outlet.

23. When 'grouping' items in a display, how are they commonly grouped?

24. Why would a display need to be 're-set'?

25. What are some cleaning and tidying duties that need to be performed to keep an outlet clean and tidy?

26. Why is it important to keep a liquor outlet clean and tidy?

27. What does 'FIFO' mean?

28. What are some practical considerations when rotating stock?

29. What is some practical advice for preparing labels and tickets?

30. Where does correct price information come from?



Answers to Written Questions

Process liquor sales at a bar facility – D1.HBS.CL5.08

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 are different types of ancillary products that are sold in a liquor outlet?

- Ice
- Cigarettes and tobacco products
- Bottle openers
- Cork stoppers
- Picnic sets
- Sunscreen
- Carry bags
- Drink accessories
- Gift packages and gift vouchers.

2. What are different types of packaged snack foods that are sold in a liquor outlet?

- Chips/crisps
- Nuts
- Dips and salsas
- Beef jerky
- Confectionery – sweet items, chocolates, cakes, muffins
- Breads and cheeses
- Olives.

3. What are some general customer sales and service techniques that should be used when serving customers?

- Smile
- Make eye contact with each customer
- Use the customer's name if known
- Follow house procedures for cash handling, sales processing, giving change
- Be courteous
- Serve customers in the order they arrived
- Make an offer of assistance
- Wish the customer 'Goodbye'.

4. What is an invoice and why is it important?

Invoices provide the customer with a written account for the goods they have bought.

5. What does the abbreviation POS stand for?

Point of sale.

6. What are different types of POS equipment?

- Fixed or hand held bar-code reader/scanner
- Cash register – also known as a POS terminal
- EFTPOS terminals
- Credit card processing equipment
- Cash drawer.

7. What materials and consumables are needed to set up the POS area?

Answers will be varied.

8. Why is it important for a staff member to count and sign for a 'cash float'?

When signing for a float, the staff member needs to be sure the amount said to be in the float is accurate and consistent with the actual amount found in the cash drawer. If there are any differences they can be notified immediately.

9. What are different types of transactions that can take place in a liquor outlet?

- Cash
- Cheque
- Credit cards
- EFTPOS
- Refunds
- Returned goods
- Account payment.

10. How can you secure money and documentation during trade?

- Try not to share cash registers.
- Never leave a cash register open when unattended
- Keep cash registers out of the reach of customers
- Lock cash registers when not in use
- Keep the original note on display whilst a transaction is taking place.
- Regularly store large notes under the cash till, out of display of customers
- Regularly arrange for cash registers to be cleared.

11. What are different suppliers to approach when you need to re-order new stock of wrapping and packing materials?

- Wine and spirit wholesalers
- The liquor buying group
- Head office
- Your local paper products supplier.

12. What is 'pre-bagging' and why is it used?

Many outlets pre-bag their beer to speed up the sales process.

13. What are different transport options a customer may use to get a purchased product to them?

Transit or 'transportation' options from the liquor outlet are potentially threefold and they involve:

- The customer taking their goods and getting them home
- The outlet making a home delivery
- The outlet mailing or couriering the items to their destination.

14. What are some internal security policies and practices that can be implemented to minimize theft in a liquor outlet?

- Erect signs where there are doors the public should not use
- All internal doors that are not used during normal trading activities should be locked and alarmed
- Keeping cash register drawer locked
- Installing security mirrors
- Installing electronic sensors that sound a buzzer when people walk past them
- Using CCTV surveillance
- Preparing a procedure of what to do in the case of theft and armed robbery
- Ensuring appropriate insurance is in place
- Placing only low cost items near entrances
- Never leaving the store floor unattended at any time.

15. How can you secure cash in a liquor outlet?

Answers will be varied.

16. Besides cash, what other items in a liquor outlet should be protected?

- Equipment
- Stock
- Personnel belongings
- Staff and customers.

17. What are examples of suspicious behaviour?

Suspicious behaviour may include:

- People looking anxious
- People spending a lot of time in the liquor outlet but not buying anything
- People who look around furtively
- People who become aggressive when you approach them with an offer of help
- Anyone who enters the liquor outlet wearing a motorcycle helmet
- People who come in with a large bag or a bulky overcoat
- New customers who come in regularly and make small purchases after spending deal of time looking around.

18. How do you deal with a suspicious package?

The appropriate response is:

- Do not touch it
- Phone the police and report the finding; stay on the line until told to hang up; answer the questions asked to the best of your ability
- Leave the package in the place where it was discovered
- Evacuate people from the immediate area
- Turn off anything that is likely to trigger an explosion, such as mobile phones.

19. What are some controls that you can introduce to protect storerooms?

- Access to the stores area must be restricted both in terms of establishment personnel with permission to enter, and times they are allowed there
- Only permit staff to access stores areas at limited times during the day
- No stock items should move in or out of the liquor outlet area unless accompanied by correctly completed supporting paperwork
- Video surveillance
- Regular internal security patrols
- Locks should be used on doors and key access limited.

20. When stock is delivered into the premises where can it be stored?

- In the coolroom
- On the floor
- In a store room
- In fridges
- Directly to other departments.

21. When unpacking deliveries what should you do?

- Check the delivery against the accompanying documentation
- Ensure you sign for the delivery
- Check the condition of the product
- Ensure the presence of the stock on the floor does not present an OSH hazard
- Don't leave stock unattended
- Dispose of cartons, dividers and packaging material properly
- Be careful
- Apply correct manual handling and safe lifting techniques.

22. Describe a display you wish to set up in a liquor outlet.

Answers will be varied.

23. When 'grouping' items in a display, how are they commonly grouped?

Traditionally, products are grouped by:

- Product type
- Specials
- Size.

24. Why would a display need to be 're-set'?

Resetting a display or sales promotion may involve:

- Re-stocking it as customers buy the products
- Moving it to a different physical location within the store
- Replenishing promotional material that is part of the display
- Changing the stock in the physical display
- Changing one or more aspects of the original display.

25. What are some cleaning and tidying duties that need to be performed to keep an outlet clean and tidy?

- Performing routine dusting, polishing and vacuuming
- Performing spot cleaning and cleaning up spills and breakages
- Taking a walk outside and ensuring the exterior of the premises is clean and tidy
- Putting equipment away when you have finished using it
- Removing packaging and promotional signs that are no longer wanted or which are out of date
- Monitoring stock and displays
- Replacing things that need replacing.

26. Why is it important to keep a liquor outlet clean and tidy?

Answers will be varied.

27. What does 'FIFO' mean?

- First In, First Out basis. This is also known as FIFO
- This means when new stock arrives, the old stock is sold before the new stock.

28. What are some practical considerations when rotating stock?

- Rotate wine casks using their 'Best Before' dates, or their filling date as the basis for rotation
- Distribute any out-of-date stock to bars (where possible) so it can be used for dispensing purposes
- Sell all products with a dated label or 'worn' appearance before new stock is offered for sale
- Rotate stock so as to present shelves and displays with a 'fully stocked' appearance
- Check non-liquor items
- Check Best Before dates and either promote them or return to suppliers.

29. What is some practical advice for preparing labels and tickets?

- Be accurate and honest
- Don't try to cram too much in to a label or ticket
- Be selective about what you put in and what you leave out
- Make sure the label is clear, legible and readily understood
- Ensure it is the 'right' size
- Construct it out of a suitable medium
- Make more than one of the same thing at the same time
- Reflects image of store.

30. Where does correct price information come from?

- Head office
 - Management
 - Suppliers
 - Own initiative.
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Process liquor sales at a bar facility D1.HBS.CL5.08
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Complete liquor sales b) Pack goods c) Minimise theft d) Merchandise goods 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: Complete liquor sales		
Provide advice or information to customers on different types of products available	<input type="checkbox"/>	<input type="checkbox"/>
Process sales promptly in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Complete order forms, invoices and/or receipts accurately in accordance with enterprise and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>
Operate point of sale equipment in accordance with manufacturer's instructions	<input type="checkbox"/>	<input type="checkbox"/>
Ensure all necessary material and/or consumables are available at the point of sale area	<input type="checkbox"/>	<input type="checkbox"/>
Maintain cash drawer and float in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Record transactions in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Follow security procedures in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Pack goods		
Maintain adequate supplies of wrapping materials	<input type="checkbox"/>	<input type="checkbox"/>
Pack goods in a suitably sized bag or container that adequately protects the goods, or wrap goods neatly and effectively	<input type="checkbox"/>	<input type="checkbox"/>
Follow safe work practices while packing goods	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Minimise theft		
Apply security procedures to minimise theft	<input type="checkbox"/>	<input type="checkbox"/>
Maintain security of cash in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Deal with suspicious behaviour of customers and/or staff in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Keep storage areas secure from unauthorised access in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Merchandise goods		
Receive, unpack and store goods in appropriate location	<input type="checkbox"/>	<input type="checkbox"/>
Display stock in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Create and/or dismantle special promotional displays	<input type="checkbox"/>	<input type="checkbox"/>
Keep displays clean and tidy	<input type="checkbox"/>	<input type="checkbox"/>
Rotate stock in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Prepare labels and tickets in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>
Ensure stock is correctly priced	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Process liquor sales at a bar facility D1.HBS.CL5.08		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Element 1: Complete liquor sales			
Provide advice or information to customers on different types of products available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Process sales promptly in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete order forms, invoices and/or receipts accurately in accordance with enterprise and legal requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operate point of sale equipment in accordance with manufacturer's instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure all necessary material and/or consumables are available at the point of sale area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain cash drawer and float in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record transactions in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow security procedures in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Pack goods			
Maintain adequate supplies of wrapping materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pack goods in a suitably sized bag or container that adequately protects the goods, or wrap goods neatly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow safe work practices while packing goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Minimise theft			
Apply security procedures to minimise theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintain security of cash in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deal with suspicious behaviour of customers and/or staff in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep storage areas secure from unauthorised access in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow security procedures in accordance with enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Minimise theft			
Receive, unpack and store goods in appropriate location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display stock in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create and/or dismantle special promotional displays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep displays clean and tidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rotate stock in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare labels and tickets in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensure stock is correctly priced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

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Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Process liquor sales at a bar facility	D1.HBS.CL5.08
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: Complete liquor sales						
Provide advice or information to customers on different types of products available						
Process sales promptly in accordance with enterprise procedures						
Complete order forms, invoices and/or receipts accurately in accordance with enterprise and legal requirements						
Operate point of sale equipment in accordance with manufacturer's instructions						
Ensure all necessary material and/or consumables are available at the point of sale area						
Maintain cash drawer and float in accordance with enterprise procedures						
Record transactions in accordance with enterprise procedures						
Follow security procedures in accordance with enterprise requirements						

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 2: Pack goods						
Maintain adequate supplies of wrapping materials						
Pack goods in a suitably sized bag or container that adequately protects the goods, or wrap goods neatly and effectively						
Follow safe work practices while packing goods						
Element 3: Minimise theft						
Apply security procedures to minimise theft						
Maintain security of cash in accordance with enterprise procedures						
Deal with suspicious behaviour of customers and/or staff in accordance with enterprise procedures						
Keep storage areas secure from unauthorised access in accordance with enterprise procedures						

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 4: Merchandise goods						
Receive, unpack and store goods in appropriate location						
Display stock in accordance with enterprise procedures						
Create and/or dismantle special promotional displays						
Keep displays clean and tidy						
Rotate stock in accordance with enterprise procedures						
Prepare labels and tickets in accordance with enterprise procedures						
Ensure stock is correctly priced						
Candidate signature			Date			
Assessor signature			Date			

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