



# Receive and store stock

D2.TGA.CL6.11

Assessor Manual





# **Receive and store stock**

**D2.TGA.CL6.11**

**Assessor Manual**



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality

## Project Base

William Angliss Institute of TAFE  
555 La Trobe Street  
Melbourne 3000 Victoria  
Telephone: (03) 9606 2111  
Facsimile: (03) 9670 1330

## Acknowledgements

Project Director: Wayne Crosbie  
Chief Writer: Alan Hickman  
Subject Writer: Alan Hickman  
Project Manager/Editor: Alan Maguire  
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: [www.asean.org](http://www.asean.org).

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2012.

All rights reserved.

## Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: AM\_Receive\_&\_store\_stock\_refined.docx



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality

## Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard .....	11
Oral Questions .....	25
Written Questions .....	35
Answers to Written Questions .....	43
Observation Checklist .....	53
Third Party Statement .....	57
Competency Recording Sheet .....	59



# 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
<b>Prior to the assessment I have:</b>		
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.		
<b>During the assessment I have:</b>		
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.		
<b>After the assessment I have:</b>		
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

<b>UNIT TITLE:</b> RECEIVE AND STORE STOCK		<b>NOMINAL HOURS:</b> 15
<b>UNIT NUMBER:</b> D2.TGA.CL6.11		
<b>UNIT DESCRIPTOR:</b> This unit deals with skills and knowledge required to accept delivery of and store products in an establishment		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Accept delivery of stock</b></p> <p>1.1 Check <i>internal systems</i> to identify incoming stock</p> <p>1.2 <i>Prepare the area</i> to receive stock</p> <p>1.3 <i>Verify delivery</i> is for the premises</p> <p>1.4 Check <i>incoming stock against relevant documentation</i></p> <p>1.5 Check <i>stock received against stock ordered</i></p> <p>1.6 <i>Identify variations</i> between delivery and <i>documentation</i></p> <p>1.7 <i>Return stock</i> identified for return to supplier</p> <p>1.8 <i>Follow-up on variations</i> between delivery and relevant documentation</p> <p>1.9 <i>Manage excess stock</i> within the organisation</p> <p>1.10 Secure new stock against damage and/or theft.</p>	<p><b>Unit Variables</b></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 order, receive and store stock for use in the operations of the enterprise within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage Service</li> <li>4. Food Production</li> <li>5. Travel Agencies</li> <li>6. Tour Operation.</li> </ol>	

**Element 2: Store stock**

- 2.1 Move stock to the required operational area
- 2.2 Apply appropriate occupational health and safety skills
- 2.3 Unpack stock items, as required
- 2.4 Load stock into storage units
- 2.5 Remove waste from the storage areas
- 2.6 Label stock to identify items.

**Element 3: Maintain stock and storage areas**

- 3.1 Rotate stock aligning with enterprise and stock item requirements
- 3.2 Inspect stock and storage areas
- 3.3 Take remedial action where stock related issues are identified
- 3.4 Clean and tidy storage areas
- 3.5 Identify stock usage rates.

**Element 4: Finalise documentation and stock management system requirements**

- 4.1 Check and verify stock related documentation
- 4.2 Enter data into stock systems to update stock levels
- 4.3 Authorise supplier documentation for processing and payment.

*Internal systems may include:*

- Purchase orders
- Verbal orders that have been placed
- Standing orders
- Telephone orders
- Online orders
- Facsimile orders
- Manual or computerised stock control/management systems.

*Prepare the area will include:*

- Cleaning the area
- Tidying the area including making a clear passage
- Removing other stock from the area
- Ensuring requirements for accepting deliveries are present, including weighing scales, thermometers, purchase orders, purchase specifications
- Ensuring security and safety requirements are in place.

*Stock may include:*

- Food and beverage items
- Equipment
- Cleaning materials and chemicals
- Stationery and office supplies
- Vouchers and tickets

- Souvenir products and merchandise.

*Verify delivery* may be related to:

- Checking that the stock being delivered has been ordered
- Checking that the delivery is being made to the correct business.

*Check incoming stock against relevant documentation* should include:

- Ensuring all items ordered have been supplied
- Checking all items listed have been delivered
- Ensuring all items are delivered in good condition
- Ensuring items are of the correct/ordered size
- Ensuring items are of the correct quality
- Ensuring the correct price has been charged
- Applying specific food safety checks to food and beverage items, including checking temperatures, where appropriate, checking for pests, checking use-by dates, checking integrity of packaging, checking wholesomeness of the food
- Rejecting unsatisfactory goods.

*Check stock received against stock ordered* must include:

- Ensuring all stock ordered has been received
- Ensuring only stock ordered has been received
- Ensuring all aspects of the delivery match the order placed – including type, brand, quality, quantity, cost and alignment with purchases specifications, where appropriate.

*Identify variations* may include:

- Describing the nature of the variation, including under/over supplies, incorrect sizes and quality, etc
- Recording the variation on accompanying documentation and internal system
- Making verbal mention to the delivery driver, where applicable.

*Documentation* may include:

- Delivery dockets
- Invoices
- Purchase order guides
- Buying catalogues
- Purchase specifications.

*Return stock* may relate to:

- Ullages (evaporation/leakages) and damaged stock
- Out of date stock
- Recalls
- Excess stock
- Unsatisfactory goods
- Poor quality goods.

*Follow-up on variations* may include:

- Requesting credit notes from suppliers, where applicable
- Ordering supplementary stock from a different supplier
- Ordering substitute stock from the same or an alternative supplier

- Notifying the accounts department
- Recording action taken and arrangements with suppliers on documentation, or other appropriate systems/forms
- Informing internal personnel/departments regarding delivery problems, including the non-delivery of items, late deliveries, short deliveries, delivery of alternative items.

*Manage excess stock* may include:

- Monitoring stock levels to ensure identified stock levels are not exceeded
- Reducing stock levels in one area to compensate for increases in another area
- Returning excess stock to supplier
- Attempting to exchange excess stock with another organisation
- Suggesting uses for excess stock that will increase sales levels and/or usage rates
- Monitoring the use-by dates of stock.

*Move stock* may include:

- Using trolleys to move stock
- Carrying items by hand
- Reloading stock onto another vehicle
- Ensuring safety and integrity of stock being moved
- Relocating stock in a timely manner, including prioritizing foodstuffs to guard against food safety issues
- Comply with internal requirements, as advised.

	<p><i>Operational area</i> may include:</p> <ul style="list-style-type: none"><li>• Storage areas appropriate for the individual stock items, including dry goods store, refrigerated storage and frozen storage for food and beverage items, linen stores, chemical storage areas</li><li>• Working departments and locations where the stock items will be processed or offered for sale</li><li>• On-site or off-premises situation.</li></ul> <p><i>Occupational health and safety skills</i> must relate to manual handling skills and may include:</p> <ul style="list-style-type: none"><li>• Ensuring there is no overloading of individuals, trolleys, etc</li><li>• Determining the characteristics of the package/item before attempting a carry or lift</li><li>• Ensuring route to be travelled is free of obstructions or risks</li><li>• Using designated internal transportation equipment and systems to move stock</li><li>• Ensuring compliance with manual handling requirements of the host country and the host enterprise, including correct lifting techniques, not stretching or straining, observing appropriate weight/load sizes, avoiding potentially injurious repetition</li><li>• Wearing protective clothing as appropriate which may include thermal clothing, gloves, and protective boots.</li></ul> <p><i>Unpack stock items</i> may include:</p> <ul style="list-style-type: none"><li>• Removing individual items from cartons and packaging</li><li>• Checking quality and suitability of individual items as they are unpacked</li></ul>
--	---

- Determining items that should be left in cartons and packaging
- Maintaining the integrity of foods and beverages that are being processed.

*Storage units* may include:

- Shelves
- Bins
- Specially provided storage containers
- Refrigeration and freezer units.

*Remove waste* may include:

- Taking packaging out of storage areas
- Identifying and removing damaged or un-saleable items from the storage areas
- Applying environmentally friendly practices to waste materials where appropriate, including the re-use of materials within the organization and recycling of suitable materials.

*Label stock* may include:

- Placing labels on storage containers and shelving to identify stock items and indicate delivery date
- Preparing hand written labels and attaching them to individual stock items
- Using electronic bar coding and labelling equipment
- Observing food safety requirements in relation to the labelling of food.

*Rotate stock* may include:

- Applying stock rotation protocols relevant to individual stock type including:
  - First In, First Out
  - First In, Last Out

- Last In, First Out
- Last In, Last Out.

*Inspect stock* may include:

- Undertaking Visual Inspections Of Storage Area
- Identifying stock approaching use-by date and out of date stock
- Adhering to internal inspection schedules and checklists
- checking stock quality
- Looking for signs of pest infestation, physical damage to the storage area itself, damage or degradation to stock items
- Ensuring stock is aligned with designated storage areas, bins etc.

*Take remedial action* may include:

- Notifying relevant personnel
- Arranging for maintenance, including in-house and external
- Re-locating stock
- Protecting stock
- Disposing of damaged stock, including disposal to waste, or returning items to suppliers
- Arranging for nominated stock items to be used immediately
- Arranging for stock to be returned to suppliers
- Acting to address identified problems and threats as the need demands, including pest control, repairs to store rooms, removal of threats and damaged stock, cleaning, re-positioning stock to designated areas.

*Identify stock usage rates* may include:

- Identifying fast and slow-moving stock items

- Advising relevant personnel in relation to stock usage and the need to order additional stock.

*Check and verify stock related documentation* may relate to paper-based or electronic versions of:

- Purchase orders
- Delivery dockets and invoices
- Statements
- Credit notes
- Requisitions
- Internal transfers
- Bin cards

and include actions such as:

- Checking cost prices for individual stock items
- Checking extensions and calculations
- Checking additional charges and fees, including taxes, delivery fees, re-pack charges, insurance
- Checking legitimate entitlements have been allowed for including discounts, rebates, free items, bonus products, gifts, samples.

*Enter data into stock systems* may include:

- Updating all stock related details
- Recording deliveries into system
- Removing damaged or returned stock from the system
- Updating prices and other details relating to individual stock items and suppliers.

*Authorise supplier documentation may include:*

- Noting issues arising on the documentation
- Recording associated action taken in relation to the identified issue
- Signing, initialling and/or dating documents.

#### **Assessment Guide**

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

- The enterprise's policies and procedures in regard to stock control and management including specifics relating to stock ordering, documentation processes, internal storage requirements
- Principles of stock control and rotation
- Ability to use safe food and beverage storage practices in accordance with host country legislated requirements
- Understanding of the roles of stock related documentation
- Ability to use required functions of internal computerized stock control systems, where applicable
- Knowledge of the recommended and legislated storage requirements for stock items being processed
- Knowledge of stock security systems and procedures
- Knowledge of and ability to apply safe manual handling procedures, including the use of lifting and transporting equipment.

#### **Linkages To Other Units**

- Receive and store kitchen supplies and food stock
- Apply standard safety procedures for handling foodstuffs
- Access and retrieve computer-based data

- Apply standard safety procedures for handling foodstuffs
- Implement occupational health and safety procedures
- Comply with workplace hygiene procedures
- Develop and maintain food & beverage product knowledge
- Maintain a paper-based filing and retrieval system
- Use common business tools and technology
- Work cooperatively in a general administration environment
- Manage stock purchases and inventory
- Follow safety and security procedures
- Clean premises and equipment
- Clean and maintain industrial work area and equipment
- Clean and tidy bar and food service areas.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to stock control and management including specifics relating to stock ordering, documentation processes, internal storage requirements
- Demonstrated ability to receive, inspect, check and record a nominated delivery of food, beverage or other stock items
- Demonstrated ability to effectively follow-up a nominated range of delivery related problems regarding document errors, such as incorrect pricing and stock errors, such as damaged stock, stock not matching delivery documentation

- Demonstrated ability to place a nominated range of food, beverage or other stock items into appropriate storage ensuring compliance with required safe food handling, manual handling, stock rotation and stock recording practices
- Demonstrated ability to update a nominated stock control system, paper-based or electronic, to reflect the receipt of a nominated delivery and the removal of damaged items from inventory.

**Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration 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 or area of responsibility.

**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:

- Observation of practical candidate performance
- Analysis of documentation used in the receiving of stock and the storage process
- Inspection of stock and storage areas
- Role plays
- 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, organising and analysing information	1	Obtaining information relating to inwards good delivery
Communicating ideas and information	1	Advising personnel in relation to stock that has not been delivered as ordered
Planning and organizing activities	2	Applying stock rotation procedures to stock
Working with others and in teams	2	Co-operating with delivery drivers
Using mathematical ideas and techniques	1	Calculating cost prices and verifying extensions
Solving problems	2	Addressing issues where stock received does not align with the order placed
Using technology	1	Using mechanical equipment to assist with transportation and lifting of stock  Using a computerised stock control system



# Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Receive and store stock D2.TGA.CL6.11
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question</li> </ol>

Questions	Response	
	C	NYC
1. How can you identify the stock expected to be delivered into a venue on a particular day?	<input type="checkbox"/>	<input type="checkbox"/>
2. What activities might you undertake to prepare an area ready to receive incoming deliveries/stock?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
3. How can you verify a delivery being made to you is actually intended for your premises?	<input type="checkbox"/>	<input type="checkbox"/>
4. Describe the checks that should be made when checking a delivery against the accompanying delivery documentation.	<input type="checkbox"/>	<input type="checkbox"/>
5. What documentation would you use to verify items delivered to your workplace were the items ordered by your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
6. Identify three examples of instances of how the <i>actual</i> delivery of stock into the premises may differ from items listed on the accompanying delivery documentation.	<input type="checkbox"/>	<input type="checkbox"/>
7. Under what situations may a venue need to return stock to a supplier? What records should be kept to track/monitor these returns?	<input type="checkbox"/>	<input type="checkbox"/>
8. You have identified the short-delivery of an item listed on delivery documentation: what will you do to follow-up on this situation? What action will you take?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
9. Why is there a need to actively manage excess stock, or slow moving stock, in a business?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it important <b>not</b> to leave deliveries of stock unsecured within the venue after they have been received and checked?	<input type="checkbox"/>	<input type="checkbox"/>
11. How might large quantities of stock/items be moved from the delivery area to the store rooms/sores areas?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
12. What occupational health and safety considerations should be taken into account when moving/transporting stock within a venue?	<input type="checkbox"/>	<input type="checkbox"/>
13. When unpacking bottles from a carton, what checks should be made of the stock?	<input type="checkbox"/>	<input type="checkbox"/>
14. You have taken delivery of ice cream, fresh meat and fresh vegetables: where might you store each of these items to protect their quality and optimize their shelf life?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
15. What environmentally friendly practices should be applied to paper and cardboard removed from stores areas?	<input type="checkbox"/>	<input type="checkbox"/>
16. How would you label/store bed sheets to make it easy to differentiate between single, double and queen size sheets?	<input type="checkbox"/>	<input type="checkbox"/>
17. In relation to the FIFO system of stock rotation, what has to happen in practical terms to existing stock on a shelf when new stock is added?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
18. When inspecting stock in storage areas, what things should you look for?	<input type="checkbox"/>	<input type="checkbox"/>
19. You have identified evidence of vermin droppings in the dry food store area: what action will you take in response to this?	<input type="checkbox"/>	<input type="checkbox"/>
20. What may be involved in cleaning a non-food storage area to keep it clean and tidy?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
21. Management has asked you to identify the usage rate of a particular brand of cans of soft drink: how might you do this?	<input type="checkbox"/>	<input type="checkbox"/>
22. What is the role of a 'credit note' and what checks of them should be made to ensure the venue receives the credit it is entitled to?	<input type="checkbox"/>	<input type="checkbox"/>
23. When entering deliveries of stock into a stock management system, what details need to be entered to ensure the system remains up-to-date and effective?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
24. A statement has been received from a supplier: what checks will you undertake to ensure the statement is accurate and authorized for payment?	<input type="checkbox"/>	<input type="checkbox"/>



# Written Questions

## Receive and store stock – D2.TGA.CL6.11

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. Identify four ways a venue may place an order with a supplier.

---

---

---

---

2. List four activities involved in preparing the delivery/receival area prior to receiving stock.

---

---

---

---

3. Describe three ways you can verify a delivery is for your venue.

---

---

---

---

4. List two documents (provided by suppliers) that traditionally accompany deliveries of goods into a venue.

---

---

---

---

5. When stock is delivered into the property it should be checked against the delivery documentation: list four of these checks that should be made.

---

---

---

---

6. What is meant by a 'sensory inspection' of goods when checking deliveries into the venue?

---

---

---

---

7. When checking a delivery against stock ordered, list three internal documents you may compare the delivery documentation with?

---

---

---

---

8. List three checks that should be made when checking stock delivered against stock ordered.

---

---

---

---

9. In relation to accepting deliveries into a venue, what is a 'variation' and how can you identify when there is one?

---

---

---

---

---

---

10. Identify three occasions when there can be a need to return items to suppliers as part of a delivery to the venue.

---

---

---

---

---

---

11. List three possible actions you might take to follow-up on variations between deliveries received and delivery documentation.

---

---

---

---

---

---

12. Identify three possible practical methods of reducing excess stock levels.

---

---

---

---

---

---

13. Describe four keys in securing stock after it has been delivered.

---

---

---

---

---

---

14. What is the role of a 'requisition form'?

---

---

---

---

15. What four factors need to be taken into account when determining how best to move stock items?

---

---

---

---

16. Identify three options for moving stock within a venue.

---

---

---

---

17. When moving a trolley full of stock into storage or to an operational department, should you 'push' or 'pull' the trolley?

---

18. List three activities that could/should be involved as 'general requirements' when unpacking stock.

---

---

---

---

---

---

---

19. Describe three practices that should be observed/adhered to when loading stock onto shelves.

---

---

---

---

20. What temperature requirement applies to cool rooms and refrigerators used to store food?

---

21. What is the recommended temperature range for freezers used to store food?

---

---

22. Identify three practices/procedures for keeping storage areas clean.

---

---

---

---

23. Identify three reasons stock items are/need to be labelled.

---

---

---

---

24. Give three reasons why stock must be rotated when in storage.

---

---

---

---

25. What is the most commonly used method of rotating stock in hospitality outlets?

---

26. List three practical actions that may need to be taken to ensure the most commonly used method of rotating stock in hospitality outlets is effectively implemented.

---

---

---

---

---

---

27. Describe three practices to be applied when inspecting stock and storage areas.

---

---

---

---

28. You have just identified damaged stock in the store room as part of a regular stock inspection: list three possible responses you may take to address this situation.

---

---

---

---

29. List four practices that will help keep the stores area clean and tidy at all times.

---

---

---

---

---

---

30. Identify three ways you can determine stock usage rates for products in stock.

---

---

---

---

31. Describe three practices that may be involved in 'checking calculations' as part of the process of checking and verifying stock related documentation.

---

---

---

---

32. List five occasions when it is necessary to update information in the stock control/management system.

---

---

---

---

---

---

33. Is 'speed' or 'accuracy' most important when entering data into a stock control/management system?

---

34. What is identified in the notes as being '... the most common requirement relating to forwarding documents for processing and payment'?

---

---

---

---





# Answers to Written Questions

## Receive and store stock – D2.TGA.CL6.11

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. Identify four ways a venue may place an order with a supplier.**

Any from the following:

- Purchase orders
- Verbal orders
- Standing orders
- Telephone orders
- Online orders
- Facsimile orders
- Manual or computerised stock control/management systems.

**2. List four activities involved in preparing the delivery/receival area prior to receiving stock.**

Any from the following:

- Follow the SOP for cleaning the area
- Tidy the area
- Remove other stock
- Ensure all necessary equipment, tools etc to check deliveries are present
- Ensure security arrangements are in place/working
- Ensure safety requirements are in place.

**3. Describe three ways you can verify a delivery is for your venue.**

- Check internal documentation to see if the delivery was expected
- Verbally check with the delivery driver to make sure the delivery is yours
- Ask to see the delivery documentation and check to see your venue is listed on the documentation.

**4. List two documents (provided by suppliers) that traditionally accompany deliveries of goods into a venue.**

- Any from the following:
- Delivery docket
- Invoice
- Delivery docket/invoice.

- 5. When stock is delivered into the property it should be checked against the delivery documentation: list four of these checks that should be made.**

Any from the following:

- Damage
- Quality
- Type and brand
- Quantity
- Use-by dates
- Discrepancies
- Pests, rodents, vermin.

- 6. What is meant by a 'sensory inspection' of goods when checking deliveries into the venue?**

Using the senses of looking', 'smelling' and 'touching' as appropriate to the nature of the goods being delivered to assess/evaluate them.

- 7. When checking a delivery against stock ordered, list three internal documents you may compare the delivery documentation with?**

Any from the following:

- Purchase Order
- Hard copy download of an online order
- Printout from the computerised stock management system identifying stock ordered
- The fax sent to the supplier
- Copy of standing order relating to the items.

- 8. List three checks that should be made when checking stock delivered against stock ordered.**

Any from the following:

- Making sure all items ordered have been supplied
- Verifying quantities
- Verifying type and brand of items
- Ensuring items are the correct/ordered size
- Ensuring items are the correct quality.

**9. In relation to accepting deliveries into a venue, what is a 'variation' and how can you identify when there is one?**

A variation occurs when the actual stock item delivered – or the quantity or quality of that item – is not the same as what was ordered, or is different to what is listed on the documentation.

You identify a variation when you compare the items delivered against internal or external documentation and discover something that does not match.

**10. Identify three occasions when there can be a need to return items to suppliers as part of a delivery to the venue.**

Any of the following:

- Returning deposit-charged items
- Sending back ullages
- Returning out-of-date stock
- Returning items which are the subject of product recalls.
- Returning excess stock
- Returning unsatisfactory/poor quality goods.

**11. List three possible actions you might take to follow-up on variations between deliveries received and delivery documentation.**

Any of the following:

- Requesting credit notes from suppliers
- Ordering stock from a different supplier
- Ordering substitute stock
- Notifying the accounts department
- Recording action taken and arrangements made.

**12. Identify three possible practical methods of reducing excess stock levels.**

Any of the following:

- Returning excess stock to the supplier
- Organising in-house Specials to quickly move surplus stock
- Asking staff in departments using the items what they can suggest to help move the items
- Supplying stock 'in excess' as a substitute for items ordered/requisitioned by departments
- Talking to other venues – to see if they are willing to buy or swap items for mutual benefit
- Selling the items at a reduced price.

**13. Describe four keys in securing stock after it has been delivered.**

Any of the following:

- Move all deliveries promptly from the goods receipt area to the appropriate storage area
- Secure the delivery area
- Store food items under appropriate storage conditions
- Ensure store rooms protect stock from contamination as appropriate to individual stock items
- Rotate stock
- Store stock safely
- Guard against theft from the storage areas
- Never place stock on the floor
- Keep the stores area well-lit and ventilated
- Keep shelves, benches, pallets, bins etc in good order and inspect the area/fixtures and fittings on a regular basis
- Conduct preventative maintenance checks on floors, walls, lighting, storage areas and containers/fixtures within the stores areas
- Check the temperature of refrigerated food and frozen food storage areas regularly
- Restrict access to the stores area
- Implement a 'full box/carton' policy
- Refuse to allow stock to be taken or removed from the stores area unless it has correct supporting documentation.

**14. What is the role of a 'requisition form'?**

It is an internal document filled in by a department requesting stock (by type and quantity) from the central stores.

**15. What four factors need to be taken into account when determining how best to move stock items?**

- The number of items to be moved
- The nature of the item to be moved
- The distance the item has to be moved
- The terrain you will be travelling.

**16. Identify three options for moving stock within a venue.**

- Using trolleys to move stock
- Carrying items by hand
- Re-loading stock into another vehicle – to transport to another location/property
- Using pallet jacks (or forklifts) to move pallets of stock.

- 17. When moving a trolley full of stock into storage or to an operational department, should you 'push' or 'pull' the trolley?**

Push.

- 18. List three activities that could/should be involved as 'general requirements' when unpacking stock.**

Any from the following:

- Remove individual items from cartons and/or packaging and load stock into storage bins or storage areas
- Check the quality and suitability of every item unpacked
- Check to ensure no pests, rodents, vermin or dirt is introduced into the store through the items being unpacked
- Verify items look suitable for the purpose they are to be used for
- Adhere to 'full box/carton' policy in stores where this is an internal requirement.

- 19. Describe three practices that should be observed/adhered to when loading stock onto shelves.**

Any from the following:

- Clean the shelf before loading the stock
- Do not over-stock or over-load shelves
- Move existing items to the front and put new items behind
- Check use-by and best-before dates of existing stock and adjacent items
- Store similar products together
- Load heavier items on lower shelves
- Use ladders to store stock on high shelves
- Load stock with labels facing the front
- Keep stock on shelves neat.

- 20. What temperature requirement applies to cool rooms and refrigerators used to store food?**

At 5°C or below.

- 21. What is the recommended temperature range for freezers used to store food?**

The recommended temperature range is -15°C to -18°C.

**22. Identify three practices/procedures for keeping storage areas clean.**

Any from the following:

- Removing waste – empty boxes, cartons, crates, dividers etc and packaging/wrapping materials
- Cleaning the area in-keeping with venue requirements – sweeping, mopping, pressure-washing
- Identifying and removing un-safe, unusable or un-saleable items from the storage areas
- Applying environmentally friendly practices to waste materials where appropriate.

**23. Identify three reasons stock items are/need to be labelled.**

Any from the following:

- To identify clearly the items in stock/on the shelf (or in other storage areas)
- To facilitate access to the correct/required items
- To provide directions to staff
- To give advice to staff
- To allocate items.

**24. Give three reasons why stock must be rotated when in storage.**

To help avoid situations such as:

- Stock loss – due to items becoming out-of-date stock
- Stock looking old and tired – by virtue of spending too long in storage: this stock is unattractive and customers will not buy it
- Damage to stock – or a reduction in quality – that may occur if stock spends excessive time in storage: the longer an item spends in storage the greater the risk of damage to it.

**25. What is the most commonly used method of rotating stock in hospitality outlets?**

First In, First Out – FIFO.

**26. List three practical actions that may need to be taken to ensure the most commonly used method of rotating stock in hospitality outlets is effectively implemented.**

Any from the following:

- Move old stock forward and place the new stock behind it
- Lift existing stock up and put new stock under it
- Create a new storage area/stack for new stock – and make sure the old stock is used before this new stock is started/issued
- Log the identification information on items (such as kegs of beer, cartons etc) when they are delivered by date of delivery - and then make sure you refer to this record when issuing/using kegs or cartons to make sure you use the old ones first
- Check best-before and use-by dates – and use/issue oldest stock first.

**27. Describe three practices to be applied when inspecting stock and storage areas.**

Any from the following:

- Undertaking visual inspections
- Identifying stock approaching use-by and/or best-before date
- Adhering to internal inspection protocols – inspection schedules and checklists
- Checking stock quality
- Checking for signs of pest infestation
- Ensuring stock is aligned with designated storage areas, bins etc making sure stock is placed where it should be.

**28. You have just identified damaged stock in the store room as part of a regular stock inspection: list three possible responses you may take to address this situation.**

Any from the following:

- Notify relevant personnel
- Arranging for maintenance
- Re-locate stock
- Protect stock
- Dispose of damaged stock – this involves:
- Disposal of damaged/unfit stock to waste
- Return items to suppliers and/or make arrangements for returning items to suppliers
- Arrange for stock items to be used immediately
- Act to address identified problems and threats as the need demands.

**29. List four practices that will help keep the stores area clean and tidy at all times.**

- Cleaning up spills etc as they occur
- Implementing cleaning schedules for the area
- Removing wrapping/packaging and waste
- Cleaning and tidying as part of other store room activities – as opposed to making 'cleaning and tidying' a separate task.

**30. Identify three ways you can determine stock usage rates for products in stock.**

Any from the following:

- Using your experience and venue knowledge
- Referring to the stock control/management system in use at the venue
- Referring to delivery documentation
- Reading/analysing bin cards and requisitions
- Physically counting stock
- Identifying use-by/best-before dates of items in storage.

**31. Describe three practices that may be involved in 'checking calculations' as part of the process of checking and verifying stock related documentation.**

Any from the following:

- Verifying extensions
- Ensuring the correct amount of tax had been calculated
- Verifying the total of goods purchased plus taxes is the correct 'sub-total' amount
- Making sure applicable deductions had been applied in accordance with entitlements
- Confirming other charges have only been applied by the supplier in-keeping with stated Terms and Conditions.

---

**32. List five occasions when it is necessary to update information in the stock control/management system?**

Any from the following:

When stock is:

- Ordered
- Received
- Moved into storage
- Issued to a department
- Returned to a supplier
- Moved between departments
- Disposed of at a lesser selling price than normal
- Given away
- Thrown out.

**33. Is 'speed' or 'accuracy' most important when entering data into a stock control/management system?**

Accuracy.

**34. What is identified in the notes as being '... the most common requirement relating to forwarding documents for processing and payment'?**

Signing, initialling and/or dating documents.

---



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Receive and store stock D2.TGA.CL6.11
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a. Accept delivery of stock</li> <li>b. Store stock</li> <li>c. Maintain stock and storage areas</li> <li>d. Finalise documentation and stock management system requirements</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Accept delivery of stock</b>		
Check internal systems to identify incoming stock	<input type="checkbox"/>	<input type="checkbox"/>
Prepare the area to receive stock	<input type="checkbox"/>	<input type="checkbox"/>
Verify delivery is for the premises	<input type="checkbox"/>	<input type="checkbox"/>
Check incoming stock against relevant documentation	<input type="checkbox"/>	<input type="checkbox"/>
Check stock received against stock ordered	<input type="checkbox"/>	<input type="checkbox"/>
Identify variations between delivery and documentation	<input type="checkbox"/>	<input type="checkbox"/>
Return stock identified for return to supplier	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
<b>Element 1: Accept delivery of stock</b>		
Follow-up on variations between delivery and relevant documentation	<input type="checkbox"/>	<input type="checkbox"/>
Manage excess stock within the organisation	<input type="checkbox"/>	<input type="checkbox"/>
Secure new stock against damage and/or theft	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Store stock</b>		
Move stock to the required operational area	<input type="checkbox"/>	<input type="checkbox"/>
Apply appropriate occupational health and safety skills	<input type="checkbox"/>	<input type="checkbox"/>
Unpack stock items, as required	<input type="checkbox"/>	<input type="checkbox"/>
Load stock into storage units	<input type="checkbox"/>	<input type="checkbox"/>
Remove waste from the storage areas	<input type="checkbox"/>	<input type="checkbox"/>
Label stock to identify items	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Maintain stock and storage areas</b>		
Rotate stock aligning with enterprise and stock item requirements	<input type="checkbox"/>	<input type="checkbox"/>
Inspect stock and storage areas	<input type="checkbox"/>	<input type="checkbox"/>
Take remedial action where stock related issues are identified	<input type="checkbox"/>	<input type="checkbox"/>
Clean and tidy storage areas	<input type="checkbox"/>	<input type="checkbox"/>
Identify stock usage rates	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Finalise documentation and stock management system requirements</b>		
Check and verify stock related documentation	<input type="checkbox"/>	<input type="checkbox"/>
Enter data into stock systems to update stock levels	<input type="checkbox"/>	<input type="checkbox"/>
Authorise supplier documentation for processing and payment	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<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

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<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>		
<b>Unit of competency:</b>	Receive and store stock D2.TGA.CL6.11		
<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>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Identifies incoming stock and prepares for receipt of same	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verifies delivery is for the premises and checks for quality and quantity comparing it to delivery documentation and stock ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and follows-up discrepancies with delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Returns and records items to suppliers where necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages excess stock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secures new deliveries against damage and/or theft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unpacks and stores stock safely and securely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Labels items where required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inspects, rotates and issues stock according to house protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains order and cleanliness in stores areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes action to address stock storage issues as identified	<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
Identifies stock use rates/stock turns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Checks and verifies stock related documentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enters data into stock systems to update stock levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Authorises supplier documentation for processing and payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments/feedback from Third Party to Trainer/Assessor:</b>			
<b>Third party signature:</b>		<b>Date:</b>	
<b>Send to:</b>			

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Receive and store stock	D2.TGA.CL6.11
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Accept delivery of stock</b>						
Check internal systems to identify incoming stock						
Prepare the area to receive stock						
Verify delivery is for the premises						
Check incoming stock against relevant documentation						
Check stock received against stock ordered						
Identify variations between delivery and documentation						
Return stock identified for return to supplier						
Follow-up on variations between delivery and relevant documentation						
Manage excess stock within the organisation						
Secure new stock against damage and/or theft						

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
<b>Element 2: Store stock</b>						
Move stock to the required operational area						
Apply appropriate occupational health and safety skills						
Unpack stock items, as required						
Load stock into storage units						
Remove waste from the storage areas						
Label stock to identify items						
<b>Element 3: Maintain stock and storage areas</b>						
Rotate stock aligning with enterprise and stock item requirements						
Inspect stock and storage areas						
Take remedial action where stock related issues are identified						
Clean and tidy storage areas						
Identify stock usage rates						

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
<b>Element 4: Finalise documentation and stock management system requirements</b>						
Check and verify stock related documentation						
Enter data into stock systems to update stock levels						
Authorise supplier documentation for processing and payment						
<b>Candidate signature:</b>			<b>Date:</b>			
<b>Assessor signature:</b>			<b>Date:</b>			





William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
Aid** 