



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Accounting

Level 2

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Qualification Overview

NVQB

Accounting

Level 2

Qualification Overview

The NVQB Accounting is aimed at persons currently working in an Accounts department.

Candidates at this level must have an understanding of Generally Accepted Accounting Principles (GAAP), accounting software, accounts receivables and payables as well as payroll processes.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The qualification is designed for candidates working in Accounts departments at the clerical level. The qualification may also assist persons who are seeking entry into the accounting field. The other skills such as team work and communication can be used in a variety of other job roles and functions.

Jobs in the occupational area

Accounting Clerks
Assistant Accountants
Accounts Officers
Clerical Officers

A08102 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

ACCOUNTING – LEVEL 2

The qualification is made up of thirteen (13) mandatory units. To achieve a full award, candidates must complete **all** thirteen (13) Mandatory units.

Mandatory Units (All must be completed)	<u>CODES</u>
1. Participate in workplace communication	U53802
1.1 Gather and convey workplace information	
1.2 Participate in workplace meetings and discussions	
1.3 Complete work related documents	
2. Maintain safe and effective working practices	U92502
2.1 Maintain the safety of self and others in the workplace	
2.2 Maintain working relationships with others	
2.3 Maintain and develop personal performance	
3. Deliver reliable customer service	U12902
3.1 Prepare to deal with your customers	
3.2 Give consistent service to customers	
3.3 Check customer service delivery	
4. Use computer applications	UA16202
4.1 Prepare to use computer applications	
4.2 Use computer applications	
4.3 Output information	
4.4 Shut down computer	
5. Use accounting applications	UA16302
5.1 Prepare to use accounting applications	
5.2 Use accounting applications	
5.3 Record and track transactions	
5.4 Save data and close applications	
5.5 Output information	
6. Record income and receipts	U65103
6.1 Process documents	
6.2 Process receipts	

Mandatory Units (All must be completed)	<u>CODES</u>
7. Process journal entries	UA16402
7.1 Check and verify supporting documentation	
7.2 Prepare and authorise journals	
7.3 Enter data into system	
8. Balance cash holdings	UA16502
8.1 Maintain cash	
8.2 Remove receipts	
8.3 Reconcile revenue	
9. Process and record payroll transactions	UA16602
9.1 Verify payroll data	
9.2 Prepare payroll	
9.3 Process payroll	
10. Prepare statutory and non-statutory returns	UA16702
10.1 Gather and verify data	
10.2 Prepare statutory and non-statutory returns	
11. Administer accounts payable	UA16802
11.1 Obtain authorisation	
11.2 Prepare cheque requisitions	
11.3 Remit payment	
11.4 Prepare accounts paid report	
11.5 Reconcile balances	
12. Reconcile and monitor accounts receivable	UA16902
12.1 Evaluate accounts receivable	
12.2 Process documents	
12.3 Account for goods and services	
12.4 Review compliance with terms and conditions	
13. Maintain daily financial records	UA17002
13.1 Maintain daily financial records	
13.2 Maintain ledger	
13.3 Monitor cash control	

U53802

Participate in workplace communication

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Gather and convey workplace information | 1.1 Access relevant and up-to-date information from appropriate sources .
1.2 Use effective communication strategies to gather and convey information.
1.3 Use appropriate medium to transfer information and ideas.
1.4 Identify and follow lines of communication with management and colleagues.
1.5 Define procedures for the location and storage of information.
1.6 Record information according to organisational procedures. |
| 2. Participate in workplace meetings and discussions | 2.1 Make useful contributions in meetings and discussions.
2.2 Express opinions clearly in a courteous and respectful manner.
2.3 Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.
2.4 Interpret and implement meeting outcomes. |
| 3. Complete work related documents | 3.1 Select correct documentation and complete accurately and legibly according to organisational requirements. |

- 3.2 Identify and correct errors on forms and documents.

RANGE STATEMENT

All range statements must be assessed:

1. Appropriate sources:

- Team members
- Suppliers
- Trade personnel
- Public sector (government)
- Industry

2. Communication strategies:

- Questioning
- Listening
- Speaking
- Writing
- Non-verbal communication

3. Medium:

- Memorandum
- Circular
- Notice
- Information discussion
- Follow-up or verbal instruction
- Face to face communication

4. Storage:

- Manual filing system
- Electronic filing system

5. Protocols:

- Organisational policies and procedures
- Legislation

6. Workplace interactions:

- Face to face
- Telephone
- ICT
- Written (electronic, memos, instructions, forms)
- Non-verbal (gestures, signals, signs, diagrams)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies and procedures that relate to the communication of information.
2. How to locate, interpret and provide information in response to organisational requirements or customer requests.
3. What are appropriate sources of information.
4. What is effective communication.
5. What are the different modes of communication and how to use them.
6. What are the different communication strategies and how to use them.
7. How to communicate effectively with management, colleagues and clients to provide information and feedback.
8. How to participate in workplace meetings and discussions.
9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.
10. How to express opinions in a clear and courteous manner.
11. How to use basic ICT resources (fax, telephone, computer).
12. What is the range of work related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

U92502

Maintain safe and effective working practices

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Maintain the safety of self and others in the workplace | 1.1 | Work according to training and instructions received to avoid risk to self and others. |
| | | 1.2 | Wear the appropriate personal protective equipment according to organisational procedures. |
| | | 1.3 | Use approved methods and handling equipment when moving and lifting items. |
| | | 1.4 | Use appropriate equipment and materials safely and correctly according to organisational requirements and manufacturer's instructions. |
| | | 1.5 | Return equipment and materials to designated storage when not in use. |
| | | 1.6 | Keep the immediate work area tidy and free from hazards. |
| | | 1.7 | Dispose of waste safely and correctly in a designated area, in accordance with organisational procedures, and environmental and industry regulations. |
| | | 1.8 | Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices. |

- 1.9 Report accidents, incidents or problems to appropriate persons promptly and take immediate action to reduce further danger.
- 1.10 Carry out work in an organized and efficient manner in accordance with specified procedures.
- 2. Maintain working relationships with others
 - 2.1 Maintain appropriate and effective working relationships with **others**.
 - 2.2 Carry out activities requiring cooperation with **others** in accordance with required procedures.
 - 2.3 Handle disagreements effectively and in accordance with organisational procedures.
 - 2.4 Communicate clearly and in a manner which promotes effective working relationships.
- 3. Maintain and develop personal performance
 - 3.1 Take responsibility for tasks and activities in accordance with organisational requirements, either alone or as part of a team.
 - 3.2 Seek advice from the appropriate person if clarification is required concerning specific tasks.
 - 3.3 Review **personal performance** and **development** with the appropriate person at suitable times.

RANGE STATEMENT

All range statement items must be assessed:

1. Personal protective equipment:

- Ear protection
- Gloves
- Footwear
- Overalls/coveralls
- Helmets/hats
- Eye protection

2. Equipment:

- Manual
- Electronic

3. Waste:

- Solid
- Liquids
- Hazardous/toxic

4. Others:

- Colleagues
- Supervisors
- Customers

5. Personal performance and development:

- Productivity
- Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of health and safety, other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
9. What are safe lifting techniques, why it is important to use them and how to do so.
10. What are the correct and safe ways to use equipment and materials required for the work.
11. What are safe methods and areas for the storage of equipment and materials.
12. What are the organisational and legislative requirements for safely disposing of waste.
13. What health and safety records may need to be kept and how to do so.
14. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
15. What methods should be used to promote good environmental practice and to minimise environmental damage while working.
16. What procedures should be used for different types of emergencies in the industry.
17. Why it is important to develop and maintain effective working relationships and how to do so.
18. What procedures should be used in dealing with workplace disagreements.
19. Why it is important to communicate effectively and what are the available methods to do so.
20. How to maintain security in the work area.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on **more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used to cover **PCs 1.9 and 2.3**.

U12902**Deliver reliable customer service**

Unit Descriptor:

This unit is all about how you deliver consistent reliable service to customers as part of your job. As well as being good with people, you need to work with your organization's service systems to meet and wherever possible, exceed customer expectations. In your job there will be many examples of how you combine your approach and behaviour with your organization's systems to ensure that you:

- are prepared for each transaction
- deal with different types of customers under different circumstances
- check that what you have done has been effective.

When you have completed this unit you will have shown that you can deliver excellent customer service over and over again.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Prepare to deal with your customers. | 1.1 Keep your knowledge of products or services offered by your organisation up-to-date using information from your colleagues and organisational literature. |
| | 1.2 Confirm that any equipment you use is in good and safe working order. |
| | 1.3 Confirm that the area in which you work is tidy and the space efficiently used. |
| | 1.4 Prepare and arrange everything you need to deal with your customers before your shift or period of work commences. |
| 2. Give consistent service to customers | 2.1 Make realistic commitments to your customers regarding products or services during service delivery. |
| | 2.2 Make extra efforts to keep your commitments to your customers . |

- 2.3 Inform your **customers** when you cannot keep your commitments due to unforeseen developments.
 - 2.4 Recognise when your **customer's** needs or expectations have changed and adjust your **service** to meet their new requirements.
 - 2.5 Pass your **customers** on to the relevant person or organisation if you are unable to deal with their needs and expectations and keep your **customers** advised about what is happening.
- 3. Check customer service delivery
 - 3.1 Check that the **service** you have given meets your **customers'** needs and expectations.
 - 3.2 **Identify** where you could have given a better **service** to your **customers** and how your **service** could have been improved.
 - 3.3 Share relevant information with others to maintain your organisation's standards for service delivery.

RANGE STATEMENT

All range statements must be assessed:

1. Prepare and arrange:

- tools and equipment
- consumables (wrapping papers, bags etc.)
- documentation

2. Customers:

- with clearly stated needs
- who are not clear about their needs and expectations
- who are unhappy with the level of service being provided

3. Service:

- during busy periods
- during quiet periods
- at times when people, systems or services have let you down
- when working with colleagues

4. Identify:

- by inviting feedback from colleagues and managers on your performance
- by asking customers for feedback directly
- by examining written customer feedback

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are your customers' rights.
2. What are the specific aspects of:
 - a. Health and safety
 - b. data protection
 - c. equal opportunity
 - d. disability discrimination, legislation and regulations that affect the way the products and services you deal with can be delivered to your customers.
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way the products or services you deal with can be delivered to your customers.
4. What are the contractual agreements, if any, customers have with your organisation.
5. What are the products or services of your organisation relevant to your customer service role.
6. What are the guidelines laid down by your organisation that limits what you can do within your job.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met.
9. What are the organisational procedures and systems for delivering customer service.
10. What are the methods that your organisation uses or might use to measure its effectiveness in delivering customer service.
11. What are the systems in place for checking service delivery.
12. How would you communicate in a clear, polite, confident way and why this is important.
13. How to deal with persons from diverse backgrounds and abilities (e.g. age, cultural, social and religious backgrounds).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

You must prove that you:

- a) consistently follow the steps of preparing, delivering and checking customer service
- b) have worked with different customers who have different needs and expectations

As well as providing routine delivery of customer service, you need to include evidence which relates to:

- a) busy periods
- b) quiet periods
- c) times when people, systems or resources have let you down
- d) working with colleagues

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation is not allowed.

UA16202**Use computer applications**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to operate computer applications to complete daily work assignments.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|---|--------------------------------------|--|
| 1 | Prepare to use computer applications | 1.1 Obtain information for the use of the computer application from appropriate sources. |
| | | 1.2 Follow occupational safety and health procedures in relation to use of the computer terminal and peripherals within the limits of your job role. |
| | | 1.3 Start-up computer and manipulate the appropriate application according to the work requirements. |
| 2 | Use computer applications | 2.1 Add, alter or delete information as required according to work instructions. |
| | | 2.2 Verify information added in the application against the work requirements to confirm quality and accuracy. |
| | | 2.3 Save information according to work requirements following organisational procedures. |
| | | 2.4 Resolve minor issues during use according to organisational procedures and refer other issues to appropriate personnel. |
| 3 | Output information | 3.1 Print saved files according to work requirements following organisational procedures. |
| | | 3.2 Send saved files to appropriate persons via email according to work instructions and organisational procedures. |

4. Shut down computer
 - 4.1 Close computer applications according to application specifications.
 - 4.2 Shut down computer according to manufacturer's specifications and workplace requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Computer applications:

- Word processing
- Spreadsheet
- Database
- Presentation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are work requirements and instructions and how to obtain them.
2. What is a computer application, what are the different types and how to use them.
3. What are the occupational safety and health procedures in relation to your job role.
4. How to start up the computer and select the appropriate application.
5. How to add, alter or delete information in the application.
6. How to verify information added in the application against work requirements to confirm quality and accuracy.
7. What are the organisational procedures for using computer applications.
8. How to save information.
9. How to print files.
10. How to send files via email.
11. How to close computer applications.
12. How to shut down computer.

EVIDENCE GUIDE

For assessment purposes:

1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA16302**Use accounting applications**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to use accounting software packages in order to maintain organisational financial records.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Prepare to use accounting applications | <ul style="list-style-type: none"> 1.1 Obtain information for the use of the computer application from appropriate sources. 1.2 Follow occupational safety and health procedures in relation to use of work station within the limits of your job role. 1.3 Identify and use basic help functions as required. 1.4 Start-up, log on to terminal and manipulate the appropriate application according to work requirements. |
| 2. Use accounting applications | <ul style="list-style-type: none"> 2.1 Select accounting software according to work instructions. 2.2 Establish chart of accounts according to organisational and legislative requirements. 2.3 Add, alter or delete information on customers and sales according to organisational procedures. 2.4 Enter data on suppliers and purchases according to organisational procedures. 2.5 Enter payroll and inventory details according to organisational procedures. 2.6 Enter relevant tax codes according to organisational and legislative requirements. |

- 2.7 Verify information added in the application against the work requirements to confirm quality and accuracy.
- 3. Record and track transactions
 - 3.1 Generate invoices according to customer requirements and track transaction progress following organisational procedures.
 - 3.2 Record and track payments and purchases and update customer details following organisational procedures.
 - 3.3 Record payroll details according to organisational policy.
 - 3.4 Update organisational data as required according to legislative and organisational requirements.
 - 3.5 Reconcile accounts to bank statement according to generally accepted accounting principles.
- 4. Save data and close applications
 - 4.1 Save accounting data as required by organisational procedures.
 - 4.2 Back up accounting data regularly and store as directed by organisational regulations and policy.
 - 4.3 Close accounting application according to manufacturers' and software requirements.
- 5. Output information
 - 5.1 Generate reports based on accounting data according to organisational requirements.
 - 5.2 Print required information when necessary following organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. Accounting software:

- Payroll software
- Inventory software
- Purchases and sales

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are work instructions.
2. What is accounting software, the different types and how to use them.
3. How to load, register and configure accounting software.
4. What are the work and legislative requirements for using accounting software chart of accounts and entering tax codes.
5. What are chart of accounts and how to establish them.
6. What are the organisational procedures and requirements.
7. How to enter data on customers and sales.
8. How to enter data on suppliers and purchases.
9. What are payroll details and how to enter them.
10. What are inventory details and how to enter them.
11. What are the relevant tax codes and how to enter them.
12. What are invoices and how to generate and track them.
13. How to record customer payments and update customer details.
14. How to record and track purchases.
15. How to record payroll details.
16. How to update organisational data.
17. What is accounting data and how to save and back it up.
18. How to store accounting data in a safe location.
19. How to reconcile accounts to bank statements.
20. How to generate reports based on accounting data.

EVIDENCE GUIDE

For assessment purposes:

1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

U65103

Record income and receipts

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to prepare invoices and receive payments. Candidates are required to prepare manuals, code invoices and credit notes, check and record receipts and enter the details in manual and computerized systems.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|-------------------|--|
| 1. | Process documents | <ul style="list-style-type: none"> 1.1 Prepare invoices and credit notes accurately in accordance with organisational requirements, and check against source documents. 1.2 Appropriately authorize invoices and credit notes before sending to customers according to organisational procedures. 1.3 Correctly code invoices and credit notes according to organisational procedures. 1.4 Enter invoices and credit notes into books of prime entry according to organisational procedures. 1.5 Enter invoices and credit notes in the appropriate ledgers. 1.6 Produce statements of account for dispatch to debtors. 1.7 Communicate relevant information regarding accounts to customers politely and effectively, using aged debtors' analysis. |
| 2. | Process receipts | <ul style="list-style-type: none"> 2.1 Check receipts against relevant supporting information. 2.2 Enter receipts in the appropriate accounting records. 2.3 Prepare and reconcile paying-in documents to relevant records. |

- 2.4 Identify and resolve **unusual features** or refer to the appropriate person.

RANGE STATEMENT

All range statements must be assessed:

1. Invoices and credit notes:

- Pricing
- Price extensions
- Discounts
- VAT

2. Source documents:

- Quotations
- Purchase orders
- Delivery notes
- Sales orders

3. Coded:

- Manual systems
- Computerised systems

4. Books of prime entry:

- Manual sales daybook/sales journal
- Manual sales return daybook
- Relevant computerised records

5. Ledgers:

- Manual main ledger
- Manual subsidiary ledger
- Computerised ledgers

6. Statements:

- Manual
- Computerised

7. Receipts:

- Cash
- Cheques
- Automated payments

8. Unusual features:

- Wrongly completed cheques
- Out-of-date cheques
- Credit and debit card limits exceeded
- Disagreement with supporting documentation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are income and receipt transactions.
2. What aspects of basic contract law cover income and receipts.
3. What are the document retention policies regarding income and receipts.
4. What are the general principles of VAT regarding income and receipts.
5. What are the types of discounts available to customers.
6. What are the general features of cheques presented by customers, including crossings and endorsements.
7. What documentation is used in banking.
8. How automated payments from customers are handled.
9. What are the limits to credit.
10. What is the basic data protection law regarding customers.
11. How double entry bookkeeping is done, including balancing accounts.
12. How accounting for receipts from credit customers and customers without accounts is done.
13. What methods of coding data can be used.
14. How the operation of manual accounting systems is managed.
15. How the operation of computerised accounting systems, including output, is managed.
16. How to use the cash and petty cash books as part of the double entry system or as books of prime entry.
17. What is batch control.
18. What is the relationship between the accounting system and the ledger.
19. What credit card procedures exist.
20. What are the methods for handling and storing money, including the security aspects.
21. What petty cash procedures exist.

22. How the organisation's accounting systems and administrative systems and procedures function.
23. What is the nature of the organisation's business transactions.
24. What are the organisational procedures for authorization and coding of sales invoices.
25. What are the organisational procedures for filing source documents.
26. What is the in-house style for correspondence.
27. What are the organisational banking and security procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence of competence may be obtained through a variety of methods including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Simulations

Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing applications, codes, standards, manuals and reference materials.

Simulation **may be used**.

UA16402**Process journal entries**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to process financial journal entries.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Check and verify supporting documentation | 1.1 Examine supporting documentation to establish accuracy and completeness. |
| | 1.2 Examine supporting documentation to confirm appropriate authorization. |
| 2. Prepare and authorise journals | 2.1 Prepare and complete journal accurately in accordance with accounting principles and organisational requirements. |
| | 2.2 Authorise journal in accordance with organisational procedures. |
| 3. Enter data into system | 3.1 Enter data into systems accurately according to work requirements. |
| | 3.2 Allocate transaction to system and account correctly according to chart of accounts. |
| | 3.3 Update related systems to maintain integrity of relationships between financial systems. |
| | 3.4 Examine journal entries for accuracy, alter where necessary and reconcile in accordance with accounting principles and organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

No Range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different types of supporting documentation and how to examine them.
2. What are the organisational procedures for processing journal entries.
3. What are accounting principles.
4. How to prepare and complete journal.
5. How to authorise a journal.
6. What are the work requirements.
7. How to enter data into a system.
8. What is a chart of accounts.
9. How to allocate transactions to system and account.
10. What are financial systems and how to update related systems to maintain integrity of relationships between them.
11. What are journal entries, how to examine, alter and reconcile them.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA16502

Balance cash holdings

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to clear registers, count money, calculate non-cash transactions and reconcile takings and balance cash holdings.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------|--|
| 1. Maintain cash | <ul style="list-style-type: none"> 1.1 Maintain cash within set limits in compliance with organisational budget and policy. 1.2 Process cash transactions and provide proof of payment within specific time frame according to organisational policy and procedures. 1.3 Reconcile cash at the end of the period and investigate and correct discrepancies according to organisational procedures and accounting practices. |
| 2. Remove receipts | <ul style="list-style-type: none"> 2.1 Perform terminal balances and ensure float is separated from revenue prior to balancing and supplying cash to terminal. 2.2 Record terminal information following the appropriate organisational procedures. 2.3 Remove and transport cash, cash float and non-cash documents following organisational security policies and procedures. |
| 3. Reconcile revenue | <ul style="list-style-type: none"> 3.1 Reconcile cash, non-cash instruments and documents with terminal readings to confirm balance in accordance with accounting practices. 3.2 Document records of individual revenue in accordance with organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. Terminal:

- Manual
- Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies regarding cash and how to maintain cash in drawer.
2. What are the accounting practices regarding cash holdings.
3. What is a cash transaction and how to process and provide proof of payment.
4. How to reconcile, record and check accuracy of cash transactions.
5. What are the organisational procedures regarding counting cash and how to count it.
6. How to investigate, record and correct discrepancies.
7. What is the organisational budget and how to maintain cash in compliance.
8. How to perform terminal balances and ensure float is separated from revenue prior to balancing.
9. How to supply cash to terminals.
10. What are the different types of terminal information.
11. What are the organisational security policies.
12. What are non-cash documents and non-cash transactions.
13. How to remove cash, cash floats and non-cash documents.
14. How to reconcile cash and non-cash documents with terminal readings.
15. How to compare sum of cash and non-cash transactions to confirm balance.
16. How to document records of individual revenue.

EVIDENCE GUIDE

For assessment purposes:

1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA16602**Process and record payroll transactions**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to process and record payroll transactions from provided data in manual or computerized payroll systems

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|------------------------|--|
| 1. Verify payroll data | <ul style="list-style-type: none"> 1.1 Obtain authorisation for payroll from appropriate persons according to organisational procedures. 1.2 Check payroll data and clarify discrepancies with appropriate persons according to organisational procedures. |
| 2. Prepare payroll | <ul style="list-style-type: none"> 2.1 Enter employee payroll details for the period in payroll system in accordance with source data. 2.2 Calculate payment due to employees to reflect standard pay and variations in accordance with employee source data. 2.3 Prepare payroll within designated timelines in accordance with work requirements. 2.4 Reconcile total wages for pay period and check and correct or refer irregularities to appropriate persons in accordance with organisational procedures. 2.5 Confirm arrangements for payment in accordance with organisational requirements. 2.6 Obtain authorisation of payroll run and individual pay advice in accordance with organisational procedures. 2.7 Produce, verify and store payroll records in accordance with organisational and security procedures. |

3. Process payroll
 - 3.1 Process payment due correctly according to payroll details.
 - 3.2 Prepare and reconcile pay-slip advice records with cash records according to payroll details.
 - 3.3 Prepare and submit relevant returns and documents to external agencies in accordance with legal requirements and payroll deductions.
 - 3.4 Reconcile deduction records with the payroll system to ensure accuracy according to payroll details.
 - 3.5 File documentation in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

No Range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational and security procedures.
2. How to obtain authorisation for payroll and payroll run.
3. What is individual pay advice and how should it be authorised.
4. Who are the appropriate persons from whom to obtain authorisation.
5. How to check payroll data and clarify discrepancies.
6. What are the different types of source data.
7. How to enter employee payroll details for the period in payroll system.
8. How to calculate payment due to employees to reflect standard pay and variations.
9. What are work requirements and how to prepare payroll in accordance with them.
10. How to reconcile total wages for pay period and check and correct irregularities.
11. How to establish and confirm arrangements for payment.
12. How to produce, check and store payroll records.
13. How to process payments.
14. How to prepare and reconcile pay-slip advice records with cash records.
15. What are the external agencies and how to prepare and submit relevant returns and documents to them.
16. How to reconcile deduction records with the payroll system.
17. How to file documentation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA16702**Prepare statutory and non-statutory returns**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to prepare statutory and non-statutory returns.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Gather and verify data | <ul style="list-style-type: none"> 1.1 Collect and derive current data on minimising the incidence of charges from relevant authoritative sources according to organisational policies. 1.2 Resolve or refer discrepancies, unusual features or queries to the appropriate authority. |
| 2. Prepare statutory and non-statutory returns | <ul style="list-style-type: none"> 2.1 Assist in the preparation of source documents, application of funds and returns in accordance with statutory requirements. 2.2 Record income and expenditure correctly in appropriate formats to ensure compliance with statutory and non-statutory requirements and transparency of returns. 2.3 Prepare returns within established timelines according to work requirements. 2.4 Obtain authorisation from the appropriate persons for the submission of returns according to organisational policies and procedures. 2.5 Submit returns to appropriate authorities within deadlines according to work requirements. |

RANGE STATEMENT

All range statements must be assessed:

No Range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational policies for preparing statutory and non-statutory returns.
2. What are relevant authorities and authoritative sources.
3. How to collect and derive current data on minimizing the incidence of charges.
4. How to resolve or refer discrepancies, unusual features or queries.
5. How to prepare statements of source documentation and applications of funds to support returns.
6. How to prepare the source document, application of funds and return.
7. How to record income and expenditure and what are the appropriate formats.
8. What are work and statutory requirements.
9. How to obtain authorisation for the submission of returns.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA16802

Administer accounts payable

Unit Descriptor:

This unit describes the knowledge, skills and attitudes associated with the remittance of payments to sundry creditors.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---------------------------------|--|
| 1. Obtain authorisation | 1.1 Check invoices for discrepancies and rectify according to source documents. |
| | 1.2 Encode invoices correctly according to source documents. |
| | 1.3 Obtain authorisation for payment from appropriate persons according to organisational procedures. |
| 2. Prepare cheque requisitions | 2.1 Confirm authorisation for payment in accordance with organisational procedures. |
| | 2.2 Complete cheque requisition in alignment with authorised invoice. |
| | 2.3 Confirm the correct general ledger account according to charter of accounts. |
| | 2.4 Debit the correct account in a timely manner in accordance with generally accepted accounting principles. |
| 3. Remit payment | 3.1 Prepare creditor's payment accurately according to invoice details. |
| | 3.2 Dispatch payment to creditors in alignment with authorised invoice details. |
| 4. Prepare accounts paid report | 4.1 Collect and enter data appropriately according to organisational procedures. |
| | 4.2 Prepare report on accounts paid for ratification by appropriate management in accordance with organisational procedures. |

- 5. Reconcile balances
 - 5.1 Seek statements from creditors to confirm outstanding balances as required.
 - 5.2 Reconcile outstanding balances to invoices received according to generally accepted accounting principles.

RANGE STATEMENT

All range statements must be assessed:

1. Dispatch payment:

- By exchanging
- Electronically

2. Enter data:

- Manual
- Electronic (Spreadsheet, Accounting Software)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational procedures for administering accounts payable.
2. What are the generally accepted accounting principles.
3. What are invoices and how to check and rectify their discrepancies.
4. How to encode invoices.
5. How to obtain and confirm authorisation for payment.
6. What is a cheque requisition and how should it be completed.
7. What is a general ledger and chart of accounts and how to identify and confirm accounts from it.
8. How to debit an account.
9. What is a creditor and how to prepare creditors' payments.
10. What are the different methods to dispatch payment to creditors.
11. How to collect and enter accounts paid data into software.
12. How to prepare accounts paid reports for ratification.
13. How to seek statements from creditors to confirm outstanding balances.
14. How to reconcile outstanding balances to invoices received.
15. How to use software to enter information as needed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA16902

Reconcile and monitor accounts receivable

Unit Descriptor:

This units describes the knowledge, skills and attitudes required to reconcile and monitor a financial accounts receivable system.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-----------------------------------|--|
| 1. Evaluate accounts receivable | <ul style="list-style-type: none"> 1.1 Check receipts entered in system for accuracy according to generally accepted accounting principles. 1.2 Identify and correct inaccurate entries according to type and source of receipt. 1.3 Identify and investigate discrepancies between monies owed and monies paid according to financial policy. 1.4 Amend receipt entries in accounts receivable system according to organisational procedures. 1.5 Review debtor's ledger regularly to identify outstanding monies. |
| 2. Process documents | <ul style="list-style-type: none"> 2.1 Confirm that invoices and credit or debit notes are accurate and correctly authorised, coded and dispatched to customers. 2.2 Enter invoices and credit or debit notes correctly as primary accounting records according to organisational procedures. 2.3 Complete analysis and totaling of primary records accurately according to generally accepted accounting principles. 2.4 Resolve or refer discrepancies, unusual features or queries to the appropriate person according to organisational procedures. |
| 3. Account for goods and services | <ul style="list-style-type: none"> 3.1 Transfer entries in the primary records to the correct ledger and sub-ledger accounts according to generally accepted accounting practices. |

- 3.2 Obtain authorisation and document adjustments involving debtors' accounts and transfer to correct ledger accounts.
 - 3.3 Reconcile the control account in the general ledger with total balances in the sales ledgers in accordance with established accounting regulations.
 - 3.4 Prepare the aged trial balance on a timely basis and make available for control purposes according to organisational procedures.
 - 3.5 Communicate statements of accounts to debtors promptly and courteously.
- 4. Review compliance with terms and conditions
 - 4.1 Identify clients in default of trading terms and act promptly to recover outstanding monies according to organisational procedures.
 - 4.2 Report on monies owed that constitute breaches of company credit policy in accordance with organisational financial policies.

RANGE STATEMENT

All range statements must be assessed:

1. Coded:

- Electronically
- Manually

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the generally accepted accounting principles and practices.
2. What are the organisational procedures.
3. How to check receipts entered in system.
4. How to identify and correct inaccurate entries.
5. How to identify and investigate discrepancies between monies owed and monies paid.
6. How to amend entries in accounts receivable system.
7. How to review debtors ledger to identify outstanding monies.
8. How to confirm that invoices and credit or debit notes are accurate, authorised, coded and dispatched to customers.
9. How to enter invoices and credit or debit notes as primary accounting records.
10. How to complete analysis and totaling of primary records.
11. What are possible discrepancies, unusual features or queries and how to resolve or refer them.
12. How to transfer entries in the primary records to ledger and sub-ledger accounts.
13. How to obtain authorisation and document adjustments involving debtors' accounts.
14. How to reconcile control account in general ledger with total balances in sales ledgers.
15. What is an aged trial balance, how to prepare it and make it available for control purposes.
16. How to communicate statement of accounts to debtors.
17. What are the trading terms and conditions.
18. How to identify clients in default of trading terms and act promptly to recover outstanding monies according to organisational procedures.
19. What is the organisation's credit policy.
20. How to report on monies owed in breach of company credit policy.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA17002**Maintain daily financial records**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|-------------------------------------|---|
| 1. Maintain daily financial records | <ul style="list-style-type: none"> 1.1 Process financial records and other required documentation in your area of responsibility. 1.2 Rectify discrepancies in documentation or transactions and refer to the appropriate persons according to organisational procedures. 1.3 Complete work in accordance with organisational procedures, legislation and regulations. |
| 2. Maintain ledger | <ul style="list-style-type: none"> 2.1 Post transactions into general ledger according to generally accepted accounting principles. 2.2 Reconcile sub-ledgers with general ledger accurately according to organisational procedures. 2.3 Prepare trial balance from general ledger according to generally accepted accounting principles. |
| 3. Monitor cash control | <ul style="list-style-type: none"> 3.1 Record cash inflow and outflow according to organisational requirements. 3.2 Make and receive payments in accordance with organisational procedures. 3.3 Follow up outstanding accounts within designated timelines according to organisational procedures. |

- 3.4 Confirm the accuracy of payment documentation and dispatch to creditors within stated timelines.
- 3.5 Confirm the accuracy of receipt documentation and dispatch to customers within stated timelines.

RANGE STATEMENT

All range statements must be assessed:

1. Sub-ledgers:

- Accounts payable
- Accounts receivable
- Inventory

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organisational procedures related to maintaining daily financial records.
2. What are the generally accepted accounting principles.
3. What are daily financial records and how to maintain them according to work requirements.
4. How to rectify discrepancies in documentation or transactions and who are the appropriate persons to whom they should be referred.
5. What is a general ledger and how to post transactions.
6. What are sub-ledgers and how to reconcile them with general ledgers.
7. What is a trial balance and how it is prepared from the general ledger.
8. What are cash inflow and outflow and how to record them.
9. How to make and receive payments.
10. How to follow up outstanding accounts.
11. What are the different types of payment documentation.
12. Who are creditors and debtors.
13. How to confirm accuracy of payment documentation and dispatch to creditors.
14. How to confirm the accuracy of receipt documentation and dispatch to customers
15. What are the relevant legislation and regulations from all levels of government that affect banking records.
16. Why is a general ledger chart of accounts important in relation to maintaining and reporting financial data.
17. What is the principal of double entry bookkeeping and accrual accounting.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level:

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a Centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual’s work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning and observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).