

Unit Title:	Understanding how the smooth operation of a payment point is maintained
Level:	3
Credit value:	3
Guided learning hours:	26
Unit expiry date:	31.10.12

Unit purpose and aim

The purpose of this unit is to provide learners with the knowledge and understanding of managing payment point/s within retail businesses. It focuses on methods for monitoring payment points and dealing with queries and abnormal operating conditions.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1. Know how a payment point is made ready for trading	1.1 Describe typical procedures for opening up a payment point 1.2 Explain the key principles for establishing an effective staffing rota for a payment point	1.1 Opening a payment point may refer to 'at the start of the working day' or 'at the start of a shift'. Candidates will need to recognise that there may be different procedures for each This may include, for example: <ul style="list-style-type: none"> • Checking/filling the cash drawer • Checking for supplies and cleanliness • Providing till keys to designated operators • Ensuring all EPOS equipment is operational 1.2 For example, this may include: <ul style="list-style-type: none"> • Peak periods • Sufficient operators/payment points • Staff shifts • Staff breaks • Management rotation

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
2. Know how to deal with queries raised at the payment point	<p>2.1 Describe the types of queries raised at the payment point by staff and customers and explain how these queries are resolved</p> <p>2.2 Describe procedures for dealing with claims by customers that incorrect change was given</p>	<p>2.1 Candidates will be expected to understand the common queries raised by both <i>staff</i> and <i>customers</i>. Questions may cover each aspect individually. For example, this may include:</p> <ul style="list-style-type: none"> • Pricing issues/differences • Display of promotional items on receipt • Returns/exchange policies • Voiding items • Scanning issues • Problems 'reading' cards (cash cards/loyalty cards) <p>2.2 Candidates will be expected to understand the <i>common</i> procedures for dealing with this situation, and recognise <i>why</i> these procedures are in place</p>
3. Understand the routine monitoring of a payment point	<p>3.1 Explain the reasons for monitoring payment point activity</p> <p>3.2 Describe the routine monitoring procedures of a payment point</p> <p>3.3 Describe the problems which routine monitoring of a payment point can uncover, and explain how these problems can be resolved</p>	<p>3.1 For example, this may include:</p> <ul style="list-style-type: none"> • To ensure customer service levels are maintained • To monitor payment point operation/staff • To prevent theft/fraud • To secure cash • Ensure sufficient cash <p>3.2 For example, this may include:</p> <ul style="list-style-type: none"> • Spot checks on cash drawers • Balancing tills at close of business • CCTV • Transaction reports • Mystery shoppers • Setting maximum cash levels in tills • Check welfare of staff <p>3.3 For example, this may include:</p> <ul style="list-style-type: none"> • Cash overages/shortages • Collusion/theft • Low level scanning of loyalty cards • Shortage of supplies • Cashier performance

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>4. Know what actions should be taken at the payment point when abnormal operating conditions apply</p>	<p>4.1 Explain what is meant by abnormal operating conditions in relation to the payment point</p> <p>4.2 Describe the actions to be taken at the payment point when abnormal operating conditions apply</p>	<p>4.1 For example, this may include:</p> <ul style="list-style-type: none"> • Faulty equipment (eg chip 'n' pin; scanners) • Till failure • Missing till supplies • Power failure <p>4.2 For example, this may include:</p> <ul style="list-style-type: none"> • Short-term actions (eg call for help; complete transaction manually; report problem) • Long-term actions (eg move tills; move customers to another till; consult IT specialist)
<p>5. Understand how the accuracy of till operation is monitored</p>	<p>5.1 Describe the main types of till discrepancy and explain how these occur</p> <p>5.2 Describe the measures for evaluating the accuracy of till operation</p> <p>5.3 Describe the measures for dealing with till discrepancies</p>	<p>5.1 For example, this may include:</p> <ul style="list-style-type: none"> • Incorrect pricing • Incorrectly processed voids • Incorrectly processed payment types • Incorrect cash/change given • Promotions not recognised on system <p>5.2 For example, this may include:</p> <ul style="list-style-type: none"> • Running transaction reports • Balancing till against reports • Completing random/end of operation till audits <p>5.3 For example, this may include:</p> <ul style="list-style-type: none"> • Investigation • Interviews with operators • Checking for incorrect/incomplete transactions • Disciplining staff • Recording/reporting methods

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
6. Know how to implement end-of-shift procedures at a payment point	6.1 Describe the methods used at the payment point at the end of a shift or close of business	6.1 Candidates will need to recognise that there <i>may</i> be different procedures for each This may include, for example: <ul style="list-style-type: none"> • Remove cash drawer • Balance till • Sign off operators • Calculate overs/shortages • Replenish supplies/clean/tidy the till area • Close down EPOS equipment according to procedure

Assessment and evidence requirements

The on-screen test for unit will be 40 minutes in length and consist of 25 questions. The test has a notional pass mark of 60%. Results will be graded pass or fail.

Each test will consist of multiple-choice questions which will test candidates' knowledge and understanding across the learning outcomes and associated assessment criteria. Candidates will be required to have knowledge and understanding of all assessment criteria within the unit, as all assessment criteria will be covered within any one test.

A number of multiple-choice question types may be used. These could include: closed questions; statements for completion; multiple response questions; true/false questions or ordering questions (including a maximum of 4 steps).

In order to deliver the on-screen test for this unit, centres will need to meet minimum hardware requirements as specified in the Surpass System Requirements. This document is available from the [e-assessment area](#) of our website.

For further information on the e-assessment route please refer to the centre handbook which is available on our [website](#).