



## **ASSESSMENT GUIDE**

# **Displaying and Marking Merchandise RW/C/DISP/2 8 Credits @ NQF Level 2**

Revised: \_\_\_\_\_  
Date

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## OVERVIEW OF ASSESSMENT PROCEDURES

This guide is for the use of Assessors who are assessing on behalf of:

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The Assessor should be registered with the relevant SETA  
and  
should have the necessary expertise  
in the  
relevant Unit Standard being assessed

All assessments will be moderated in accordance with \_\_\_\_\_  
assessment policies and procedures. The Wholesale and Retail SETA will in turn  
conduct verification from time to time or when requested to do so.

**The following steps must be followed when assessing a candidate:**

1. Plan and prepare for the assessment
2. Prepare the candidate for assessment
3. Conduct assessment and document evidence
4. Evaluate evidence and make a judgement
5. Provide feedback to the relevant parties
6. Review the assessment practices

Further queries should be directed to \_\_\_\_\_

## **FORMATIVE ASSESSMENT**

Assessment which is used to support learners developmentally and to feed back into the teaching/learning process is called formative assessment. The formative assessment should take place continuously while the learning programme is proceeding. Several means of assessing at this stage are required such as:

- self assessment
- peer assessment
- activity based assessment
- specific activities followed by reflection

Feedback should be given according to the situation and all evidence should be documented, with the learner co-signing all documents.

## **SUMMATIVE ASSESSMENT**

Summative assessment takes place after the learning has been completed and the learners are ready to be assessed in terms of the assessment criteria of the relevant Unit Standard.

At least two methods of assessment should be used:

*(Preferably No's 1 + 2, with No's 3, 4 + 5 being used as backup methods when required)*

1. Portfolio of Evidence provided by learners
2. Knowledge test
3. Behavioural observation
4. Documentary evidence provided by learners.
5. Authenticated testimonials from third parties.

Feedback should be given as soon as possible and all evidence should be recorded and documented in accordance with organisational policy.

All written feedback should be signed and dated by the assessor.

## DETAILS OF ASSESSMENT PROCEDURES

### STEP ONE PLAN FOR ASSESSMENT

The following issues need to be addressed in your planning. This checklist will assist.

DETAILS	✓	X
Identify the Unit Standard in question		
Identify the Specific Outcomes relevant to the Unit Standard		
Identify the Critical Cross field Outcomes to be incorporated		
Assessment Guides available for perusal		
Assessment Instruments prepared		
Assessment principles have been addressed		
Venue for assessment is confirmed		
Physical resources for assessment to take place are confirmed		
Duration of assessment finalized		
Assessment schedule finalized		
Relevant policies given to the candidate		
Appeal Procedure explained to candidate		
Pre-assessment briefing held with candidate		
Explanatory letter handed to candidate		
Relevant role players informed: <ul style="list-style-type: none"> <li>• line managers</li> <li>• training supervisor</li> <li>• candidate</li> <li>• administrative personnel</li> <li>• moderator</li> <li>• _____</li> <li>• _____</li> </ul>		
Special needs of candidate addressed		
All relevant documentation ready for use		
Problems regarding the assessment process identified and addressed		
Feedback sessions identified		
Issues of RPL addressed		
Relevant organisational policies and procedures available		

**ASSESSOR SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Comments (if necessary): \_\_\_\_\_

\_\_\_\_\_

DATE: \_\_\_\_\_

The Line Manager

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT: MR/MRS/MS** \_\_\_\_\_

As arranged and discussed with you I intend to assess the abovementioned candidate on the outcomes of the following registered unit standard:

***Displaying and Marking Merchandise (NQF 2)***

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Venue: \_\_\_\_\_

I can be contacted on telephone number \_\_\_\_\_ should you need any further information.

Feedback will be provided to you after the assessment. I trust you find the arrangements in order.

Yours sincerely

\_\_\_\_\_  
ASSESSOR: NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

**STEP 2  
PREPARE FOR ASSESSMENT**

The following documents should be utilised during step 2:

**Assessment Agreement and Details**

<b>DATE:</b>	
<b>TIME:</b>	
<b>ASSESSOR:</b>	
<b>CANDIDATE:</b>	
<b>ID NUMBER:</b>	
<b>ADDRESS:</b>	
<b>TELEPHONE NUMBER:</b>	
<b>FAX NUMBER:</b>	
<b>E-MAIL:</b>	
<b>OCCUPATIONAL QUALIFICATION</b>	
<b>UNIT STANDARDS (to be assessed)</b>	Displaying and Marking Merchandise (NQF2)
<b>EMPLOYMENT ORGANISATION</b>	
<b>DEPARTMENT</b>	
<b>CONTACT PERSON</b>	
<b>TELEPHONE NUMBER</b>	
<b>SPECIAL ARRANGEMENTS/NEEDS TO BE ADDRESSED</b>	

We, the undersigned, agree that the above information is correct and that the said assessment/s will take place at the agreed time, date and place.

**SIGNED:**

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**CANDIDATE**

DATE: \_\_\_\_\_

NAME AND ADDRESS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT:**

I hereby confirm your forthcoming assessment on the outcomes of the following registered unit standard:

***Displaying and Marking Merchandise  
NQF Level 2  
8 Credits***

The assessment will take place on:

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Venue:** \_\_\_\_\_

**Language:** \_\_\_\_\_

**Special Needs:** \_\_\_\_\_

\_\_\_\_\_

## **Assessment Methods to be utilised**

1. Knowledge test
2. Portfolio of Evidence

## **Assessment Criteria to be used:**

- Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets
- Describe housekeeping procedures for maintaining merchandise displays
- Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner
- Demonstrate techniques for marking prices on merchandise and display units

## **You will need to prepare yourself in the following ways**

- Ensure you understand the “technical” language commonly used in retail
- Obtain permission for your merchandise display to be observed by the assessor
- Arrange the logistics around the display
- Prepare all materials and equipment used in the display to be built
- Ensure you understand terms and concepts around displaying merchandise
- Prepare all equipment and aids needed in the product evaluation

## **You will need to bring the following items with you**

- A working black pen (and a spare!)
- Pencil and ruler
- The results of any formative assessments, where available, which might assist the assessor to make appropriate decisions about your level of competence.

You are invited to provide me with any extra evidence to support your competencies, such as your CV, letters of recommendation from your supervisor or any other evidence that will support your competence.

You are expected to be prompt. Should you not be clear as to what is expected from you, you may ask questions during the assessment. I will assess you as the candidate, however you may bring along a third party to observe the assessment process should you wish. The observer will have no responsibilities relating to the assessment process and may not take part in the assessment.

There will be a process of moderation to ensure that the assessment was fair, valid and reliable.

If you are found “not yet competent” you may appeal to the internal moderator. This must be based on one or more of the following:

- Unfair assessments
- Invalid assessments
- Unreliable assessments
- The assessor’s judgement, if considered biased
- Inadequate expertise and experience of the assessor if it influenced the assessment
- Unethical practices

Every candidate will be allowed two re-assessments after initial assessment, if declared “not yet competent”.

If you have any questions relating to the above, please do not hesitate to contact me on telephone number: \_\_\_\_\_.

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

NAME OF LEAD PROVIDER: \_\_\_\_\_

# Assessment plan

*(Learner to please sign and include in Portfolio of Evidence under Indirect Evidence)*

<b>DATE:</b>	
<b>TIME:</b>	
<b>ASSESSOR:</b>	
<b>CANDIDATE:</b>	
<b>ID NUMBER:</b>	
<b>ADDRESS:</b>	
<b>TELEPHONE NUMBER:</b>	
<b>FAX NUMBER:</b>	
<b>E-MAIL:</b>	
<b>OCCUPATIONAL QUALIFICATION (TO BE ASSESSED)</b>	
<b>UNIT STANDARDS (TO BE ASSESSED)</b>	Displaying and marking merchandise
<b>EMPLOYMENT ORGANISATION</b>	
<b>DEPARTMENT</b>	
<b>CONTACT PERSON</b>	
<b>TELEPHONE NUMBER</b>	
<b>SPECIAL ARRANGEMENTS:</b>	

## ASSESSMENT AGREEMENT

We, the undersigned, agree that the above information is correct and that the said assessment/s will take place at the agreed time, date and place.

**SIGNED:**

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**CANDIDATE**

# Assessment Plan

<b><u>Title:</u></b>	Displaying and marking merchandise
<b><u>Description:</u></b>	<b>An assessment of the candidate's understanding of the principles of merchandising goods, the practices of displaying and marking goods and the way these are integrated to ensure customers' needs are met</b>
<b><u>Outcomes:</u></b>	<p><i>Specific outcomes:</i></p> <p>The demonstrated ability to make decisions and consider options when:</p> <ul style="list-style-type: none"> <li>• Displaying merchandise using a range of techniques for arranging merchandise on display units in retail/wholesale outlets</li> <li>• Marking merchandise using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets</li> <li>• Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets</li> </ul> <p><i>Embedded knowledge:</i></p> <p>The demonstrated understanding of:</p> <ul style="list-style-type: none"> <li>• Organisational procedures for arranging merchandise on display units in retail/wholesale outlets</li> <li>• Organisational housekeeping standards for maintaining merchandise displays</li> <li>• Packing and presentation techniques for arranging different categories of merchandise on display units</li> <li>• Techniques and equipment for marking prices on products and display units</li> <li>• Techniques for arranging merchandise on display units</li> </ul> <p><i>Critical cross field outcomes:</i></p> <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Identify and solve problems when arranging merchandise displays so that display unit shelves are adjusted and packed to ensure accessibility of merchandise to customers while maintaining safety of customers moving around in the immediate vicinity</li> <li>• Work effectively with members of the community when delivering customer service so that the special needs of customers are attended to in a helpful and pleasant manner</li> <li>• Organise and manage oneself and ones activities when displaying different categories of merchandise so that sufficient thought is given as to how the displays can be arranged for customer accessibility</li> <li>• Organise and evaluate information when marking prices on products and display units so that correct prices are displayed for merchandise</li> </ul>
<b><u>Assessment:</u></b>	The ability to produce the following types of evidence:

	<ul style="list-style-type: none"> <li>Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets</li> <li>Describe housekeeping procedures for maintaining merchandise displays</li> <li>Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner</li> <li>Demonstrate techniques for marking prices on merchandise and display units</li> </ul>
<b><u>Range:</u></b>	<ul style="list-style-type: none"> <li>Techniques for arranging merchandise including adjusting shelves, customer accessibility, displaying price tags, discount coupons, promotional signs,</li> <li>Techniques for marking merchandise including bar coding, product labelling</li> <li>Housekeeping activities including cleaning/dusting display areas, adjusting shelving, replenishing merchandise, checking for damaged merchandise</li> </ul>
<b><u>Instruments:</u></b>	<ol style="list-style-type: none"> <li>Knowledge test</li> <li>Portfolio of evidence</li> </ol>
<b><u>Period of assessment:</u></b>	The knowledge test will take 40 minutes.
<b><u>Location:</u></b>	The knowledge test will take place and the portfolio of evidence needs to be submitted, as per the rollout plan.
<b><u>Credits:</u></b>	This assessment is worth 8 SAQA credits indicating a notional learning time of 80 hours.
<b><u>Steps of assessment</u></b>	<ol style="list-style-type: none"> <li>Knowledge test</li> <li>Portfolio of evidence</li> </ol>
<b><u>Level</u></b>	The level of merchandising skills is pegged at NQF 2, equivalent to grade 10 (std. 8) in the schooling system or second year apprentice in the technical training system.
<b><u>Results</u></b>	Results and feedback will be given within 14 days of assessment
<b><u>Policy and appeals:</u></b>	This assessment, including the recording of results and any possible appeal to these, is governed by _____ official assessment policy. Appeals should be dealt with according with _____ policies and procedures.

# Appendix A

## PLANNING ASSESSMENT

<b>METHODS</b>	Knowledge test	Portfolio of Evidence
<b>PERIOD</b>	As per rollout plan	As per rollout plan
<b>PEOPLE</b>	ASSESSOR	ASSESSOR
<b>FACILITIES/ LOCATION</b>	As per rollout plan	As per rollout plan
<b>EQUIPMENT/ MATERIALS</b>	Table, chair, black pen	Computer with necessary software, black pen

## PRE-ASSESSMENT MEETING

DATE	TIME	VENUE
------	------	-------

<b>PRESENT</b>	
	(Assessor)
	(Candidate)
	(Witness)

<b>Agenda</b>	<b>Outcomes of Meeting</b>
<b>Assessment plan</b>	
<b>Assessment process</b>	
<b>General</b>	
<b>Specific Needs</b>	

<b>Candidate's declaration of understanding</b>
I hereby declare that I am ready for the assessment, that we have reviewed the assessment plan; I understand the assessment process and am satisfied that the assessment will be conducted in a fair and valid manner.

Signature of Candidate		Date	
------------------------	--	------	--

Signature of Assessor		Date	
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**STEP 3**  
**CONDUCT SUMMATIVE ASSESSMENT AND DOCUMENT EVIDENCE**

Assessment instruments required for the assessment process.

	<b>Required</b>	<b>Submitted</b>
Knowledge Test		
Portfolio of Evidence		
Structured Interview		
Behavioural Observation Checklist		
Authenticated Testimonials		
Other documentary evidence		
Knowledge Test for Re-assessment		

Please submit all originals of the assessment process, which includes instruments and evidence, to \_\_\_\_\_ within 7 days of assessment taking place.

## **INSTRUMENTS**

- 1. Knowledge Test**
- 2. Portfolio of Evidence**

## KNOWLEDGE TEST

### Displaying and Marking Merchandise NQF2 RW/C/DISP/2 (8 Credits)

Date of Test: \_\_\_\_\_ Venue: \_\_\_\_\_

Name of Candidate: \_\_\_\_\_

Employer: \_\_\_\_\_

#### INSTRUCTIONS

- Complete all questions using black ink.
- Write legibly in the language agreed, namely English
- Label drawings clearly (if applicable).
- You may ask the Assessor for clarity, should you not understand the questions asked.
- The required mark to be declared competent is 75%.
- You have 60 minutes to complete the test.

#### **Question 1 (10)**

Discuss the following techniques for displaying merchandise and give an example of items that can be displayed through them.

Rails:

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Shelves:

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Bins and Baskets:

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Demonstrations:

Windows:

**Question 2 (10)**

What must display techniques ensure, to be effective? Discuss 5 aspects.



## PORTFOLIO OF EVIDENCE

### Displaying and Marking Merchandise NQF2 RW/C/DISP/2 (8 Credits)

#### Instructions to Learner:

- Refer to the Instructions to Build a Portfolio (3-column grid attached). Take cognizance of the specific outcomes, assessment criteria and the types of evidence required.
- Evidence must be in the form of a **portfolio** where documented proof exists for all research done by the learner.
- The evidence must be placed in a file containing the following divisions:
  - Index
  - Candidates details
  - Candidates curriculum vitae
- Indirect evidence (Indirect evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor. Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence. Sources of indirect evidence include:
  - Team outputs
  - Work completed at an earlier stage
  - Performance appraisals
  - Training records
  - Testimonials
  - Reviews and commendations
  - Certificates and qualifications
  - Medals, prizes and trophies
  - Customer/client ratings

**NB: Please include a copy of your Identity Document at the beginning of this section.**
- Different pockets containing the evidence that was gathered by the learner corresponding with the specific outcomes.
- All evidence must be authenticated and signed by the Supervisor and Line/Store Manager, who will follow the steps with the learner and sign each document after being satisfied that it was the learner's work and effort.
- Portfolio must be handed in for assessment on agreed time, date and venue.

# INSTRUCTIONS TO LEARNER TO COMPILE A PORTFOLIO OF EVIDENCE

## DISPLAYING AND MARKING MERCHANDISE NQF 2

Specific Outcomes	Assessment Criteria	Type of Evidence Required
Displaying merchandise using a range of techniques for arranging merchandise on display units in retail/wholesale outlets	<ul style="list-style-type: none"> <li>Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets</li> <li>Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner</li> </ul>	<ul style="list-style-type: none"> <li>Describe the company's policy on displaying merchandise.</li> <li>A copy of merchandise manuals or specific merchandise instructions should be included.</li> <li>How is the merchandising of one type of merchandise different to the next?</li> <li>What different types of techniques are used</li> </ul> <p><b><i>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</i></b></p>
Marking merchandise using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets	<ul style="list-style-type: none"> <li>Demonstrate techniques for marking prices on merchandise and display units</li> </ul>	<ul style="list-style-type: none"> <li>A description or copy of the company's policy and procedure regarding the marking of merchandise.</li> <li>Who is responsible for the marking of merchandise, is the merchandise marked in the store or is it marked before it reaches the store?</li> <li>Where on the merchandise will customers find the prices?</li> <li>To what parts of the merchandise should prices not be attached?</li> <li>Show examples of price tickets/tags where possible</li> </ul> <p><b><i>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</i></b></p>
Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets	<ul style="list-style-type: none"> <li>Describe housekeeping procedures for maintaining merchandise displays</li> </ul>	<ul style="list-style-type: none"> <li>A description or a copy of the company policy regarding housekeeping.</li> <li>How do you ensure that there is enough merchandise available to the customer at all times?</li> <li>How do you ensure that the display areas are neat and customer friendly at all times?</li> <li>Who is responsible for housekeeping?</li> <li>How are customer queries regarding prices attended to?</li> </ul> <p><b><i>(All evidence must authenticated and signed by Supervisor and Line Manager – full details of people authenticating evidence to be provided)</i></b></p>

## **MODEL ANSWERS**

- 1. Knowledge Test**
- 2. Evaluation Report - Portfolio of Evidence**

## KNOWLEDGE TEST

### Displaying and Marking Merchandise NQF2 RW/C/DISP/2 (8 Credits)

#### MODEL ANSWER

##### Question 1 (10)

**Discuss the following techniques for displaying merchandise and give an example of items that can be displayed through them.**

**Rails:**

Rails are commonly used for clothes and items that can be hung. Rails can be different shapes and sizes and some can be adjusted for height. They can be fixed to walls or can be loose standing. Rails make it easy to merchandise items together that go together.

**Shelves:**

Shelves can be used in almost any store and for a variety of products from green grocer to hardware. Shelves can be adjusted to fit merchandise but it must be the correct height and merchandise must be in customer's reach. The depth of the shelves must be practical. Empty shelves are wasted space and must be merchandised to capacity. Re-merchandising is important.

**Bins and Baskets:**

Often used for special promotions and to attract customer attention. The advantage is it can be placed in strategic positions and does not have to be part of the permanent displays. Items such as hair accessories can be displayed in bins and baskets.

**Demonstrations:**

Manufacturers and distributors use demonstrations to enhance sales, especially new products. Tastings are a form of demonstration or where customers need to know how to use a specific product such as electrical equipment.

**Windows:**

Windows introduce the merchandise to the potential customers. Window displays should be changed regularly. Any product can be displayed in the window.

##### Question 2 (10)

**What must display techniques ensure, to be effective? Discuss 5 aspects.**

**Displays must ensure:**

- Visibility  
Customers must be able to see the merchandise. Visibility can be enhanced by the product itself, the height of the shelves and the store layout. Promotional material can assist with drawing attention to the merchandise.
- Accessibility  
A customer cannot buy something they cannot get to. This relates to the height of the shelves and rails and to products locked in cupboards and cabinets. Sales person should be on hand to assist customers.
- Display must be striking, attractive and innovative  
Displays must be used to attract customers and they must be changed regularly.
- Displays must be appropriate  
Products determine the possibilities for displays. Certain items such as cans can be stacked but glassware cannot.
- Displays must be safe  
The safety of customers is always important and the displays must be planned and implemented in such a way that it adheres to safety regulations.

**Question 3 (5)****List 5 ways in which merchandise can be priced.****The learners can list any of the following:**

- Price stickers using meto guns
- Barcodes
- Writing prices on the items
- Prices on shelves
- Pricing of rails
- Price points
- Mobile
- Public Address System
- Any other mentioned by learner that are used in their company

**Question 4 (5)****What would you describe as good housekeeping and why is it important? What aspects must be kept in mind in terms of housekeeping?**

- Housekeeping refers to the maintenance and tidiness of display areas.
- Good housekeeping is important to make the customer's shopping experience a positive one. It means that shelves and display areas must be clean, there must be enough products and the aisles must not be cluttered. Good housekeeping ensures that it is easy for customers to find what they are looking for.
- Aspects that must be taken into consideration are the role of cleaning staff, clean rails and display areas, quantity and quality, discipline and adjusting rails, display fixtures and fittings.

**Question 5 (5)****Are the following statements true or false?**

	True	False
Sell -by dates are not important		X
Tidy display areas make it easier for customers to shop	√	
Merchandising must be done with the customer in mind	√	
Items should not be marked on barcodes	√	
All items are marked in the store		X

# EVALUATION REPORT

UNIT STANDARD NAME:       DISPLAYING AND MARKING MERCHANDISE  
NUMBER:                     RW/C/DISP/2  
UNIT STANDARD LEVEL:     2  
CREDITS :                   8  
FIELD:                     SERVICES  
SUB-FIELD:                 RETAIL AND WHOLESALE  
ISSUE DATE:               1 JUNE 1999  
REVIEW DATE:              31 MAY 2001

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LEARNER'S FULL NAMES:       \_\_\_\_\_

CONTACT NUMBER:             \_\_\_\_\_

ASSESSOR'S NAME:            \_\_\_\_\_

DATE OF ASSESSMENT:        \_\_\_\_\_

ASSESSMENT METHODOLOGY:    \_\_\_\_\_

LEARNER'S COMPANY:         \_\_\_\_\_

LEARNER MODERATOR DEPT:    \_\_\_\_\_

ID NUMBER OF LEARNER:       \_\_\_\_\_

MODERATOR'S NAME:          \_\_\_\_\_

DATE OF MODERATION:         \_\_\_\_\_

---

**ASSESSOR**

---

**MODERATOR**

**EVIDENCE OF LEARNING SHOULD BE IN PLACE (WHAT SHOULD THE CANDIDATE KNOW AND BE ABLE TO DO BEFORE STARTING THE UNIT STANDARD)**

CRITERIA	ASSESSMENT RESULTS
Numeracy skills at the equivalent of ABET 4	

**FEEDBACK:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**RANGE STATEMENTS:**

- Techniques for arranging merchandise including adjusting shelves, customer accessibility, displaying price tags, discount coupons, promotional signs,
- Techniques for marking merchandise including bar coding, product labelling
- Housekeeping activities including cleaning/dusting display areas, adjusting shelving, replenishing merchandise, checking for damaged merchandise

**UNIT STANDARD:**

	ASSESSMENT CRITERIA	COMPETENT
1	<b>Displaying merchandise using a range of techniques for arranging merchandise on display units in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	1.1 Describe organisational procedures for arranging merchandise on display units in retail/wholesale outlets	
	1.2 Demonstrate techniques for arranging merchandise on display units in an attractive and accessible manner	
2	<b>Marking merchandise using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	2.1 Demonstrate techniques for marking prices on merchandise and display units	
3	<b>Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets</b> <i>Evidence must show:</i>	
	3.1 Describe housekeeping procedures for maintaining merchandise displays	

**FEEDBACK:** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_

**ASSESSMENT OF THE ABILITY TO USE RELEVANT CRITICAL CROSS-FIELD OUTCOMES**

	<b>ASSESSMENT CRITERIA</b>	<b>COMPETENT</b>
1	Identify and solve problems when arranging merchandise displays so that display unit shelves are adjusted and packed to ensure accessibility of merchandise to customers while maintaining safety of customers moving around in the immediate vicinity	
2	Work effectively with members of the community when delivering customer service so that the special needs of customers are attended to in a helpful and pleasant manner	
3	Organise and manage oneself and ones activities when displaying different categories of merchandise so that sufficient thought is given as to how the displays can be arranged for customer accessibility	
4	Organise and evaluate information when marking prices on products and display units so that correct prices are displayed for merchandise	

**FEEDBACK:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**EVIDENCE OF ESSENTIAL EMBEDDED KNOWLEDGE**

<b>KNOWLEDGE COMPONENT</b>	<b>EVIDENT IN SUBMISSION</b>
Organisational procedures for arranging merchandise on display units in retail/wholesale outlets	
Organisational housekeeping standards for maintaining merchandise displays	
Packing and presentation techniques for arranging different categories of merchandise on display units	
Techniques and equipment for marking prices on products and display units	
Techniques for arranging merchandise on display units	

**FEEDBACK:** \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_

**SUPPLEMENTARY INFORMATION**

Was the assessment conducted true to all the principles of assessment stated before? \_\_\_\_\_

1.	Appropriate	The method of assessment is suited to the performance being assessed.
2.	Fair	The method of assessment does not present any barriers to achievements related to the evidence.
3.	Manageable	The methods used make for easily arranged, cost effective assessments.
4.	Integrated	Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
5.	Valid	The assessment focuses on the requirements laid down in the Standard i.e. is fit for purpose.
6.	Direct	The activities in the assessment mirror the conditions of actual performance as closely as possible.
7.	Authentic	The assessor is satisfied that the work being assessed is attributable to the person being assessed.
8.	Sufficient	The evidence establishes that all criteria are met and that performance can be repeated consistently
9.	Systematic	Planning and recording is sufficiently rigorous to ensure that assessment is fair.
10.	Open	Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that is applicable.
11.	Consistent	The same assessor would make the same judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors.

If no, state how the neglected principle can be achieved in future.

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\_\_\_\_\_  
**ASSESSOR**

\_\_\_\_\_  
**MODERATOR**

**SIGNATURE OF LEARNER:** \_\_\_\_\_



**SIGNATURE OF LEARNER:** \_\_\_\_\_

## **STEP 4 EVALUATE EVIDENCE AND MAKE JUDGEMENTS**

### **Competence Judgement**

Competence judgements (decisions) should be based on evidence provided by the candidate. The assessor should evaluate all evidence in terms of

- Comparing the evidence against the criteria for assessment
- Making the decision as to whether or not the necessary competence has been achieved.

The following principles of assessment should be addressed with every judgement made:

<b>Principle</b>	<b>Assessment Evidence</b>			
	<b>Method 1</b>		<b>Method 2</b>	
	Competent	Not Yet Competent	Competent	Not Yet Competent
<b>Valid</b> ✓ The assessment focuses on the requirements laid down in the Unit Standard and the Specific Outcomes ✓ The assessment is fit for the purpose ✓ The evidence gathered is valid in terms of the performance being assessed ✓ If the assessment method is appropriate the evidence will be valid				
<b>Authentic</b> ✓ The assessor is satisfied that the work being assessed is attributable to the person being assessed				
<b>Sufficient</b> ✓ The evidence collected establishes that all criteria have				

<p>been met and that performance to the required standard can be repeated consistently</p> <ul style="list-style-type: none"> <li>✓ Evidence gathered is of sufficient quantity</li> <li>✓ The quality of the evidence gathered is good enough to establish that the candidate is competent</li> </ul>				
<p><b>Reliable</b></p> <ul style="list-style-type: none"> <li>✓ The assessor needs to be sure that the candidate would perform in the same way if reassessed at a later stage</li> </ul>				
<p><b>Current</b></p> <ul style="list-style-type: none"> <li>✓ Evidence collected is related to current competence</li> <li>✓ The candidate must prove that he/she is currently capable of performing an activity</li> </ul>				
<p><b>Direct</b></p> <ul style="list-style-type: none"> <li>✓ The activities in the assessment mirror the conditions of actual performance as closely as possible</li> <li>✓ Activities are as direct as is practical</li> </ul>				
<p><b>Fair</b></p> <ul style="list-style-type: none"> <li>✓ The method of assessment does not present any barriers to achievements, which are not related to the evidence</li> <li>✓ The assessment does not disadvantage the candidate with a special need</li> <li>✓ Assessment is not affected by factors such as race, gender, age background etc.</li> <li>✓ The language barrier should be addressed by means of an interpreter if necessary</li> <li>✓ The assessor should try as far as possible to accommodate the candidate without giving an unfair advantage</li> </ul>				

**It is left completely to the professional judgement of the registered assessor as to how many attempts at each instrument the candidate is allowed.**

## **STEP 5 PROVIDE FEEDBACK**

- Ensure that feedback is given to the relevant parties
- Feedback must be given as soon as possible – and definitely within 15 days of the assessment taking place
- All assessment results must be submitted to \_\_\_\_\_ within 7 days after feedback has taken place
- The relevant correspondence must be handed to the candidate
- The feedback report must be signed by the candidate and assessor and dated clearly

## FEEDBACK CHECKLIST

DETAILS	YES	NO
Feedback session has been planned		
The conversation with the candidate has been considered		
The candidate will be involved in the feedback process		
The candidate will be asked how he/she feels about the performance		
Positive achievements are stressed first		
Focus on the <b>performance</b> of the candidate and not the person		
Avoid judgemental attitudes		
Feedback is concluded with a positive statement		
Feedback reports have been completed		
Candidate and Assessor have signed the summative assessment feedback report		
Special Needs have been addressed		

DATE: \_\_\_\_\_

TO: \_\_\_\_\_  
(Candidate) \_\_\_\_\_

Dear \_\_\_\_\_

## **YOUR ASSESSMENT**

Congratulations!

It gives me great pleasure to confirm that you have been found competent on the outcomes of the following registered unit standard:

### ***Displaying and Marking Merchandise (NQF 2)***

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

DATE: \_\_\_\_\_

TO: \_\_\_\_\_  
(Candidate)

\_\_\_\_\_

Dear \_\_\_\_\_

## **YOUR ASSESSMENT**

Unfortunately, after your assessment on \_\_\_\_\_ you have been found not yet competent on the outcomes of the following registered unit standard:

### ***Displaying and Marking Merchandise (NQF 2)***

This means that you will have to undergo assessment once again. In order to do this I request that you please contact me to discuss the way forward.

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

DATE: \_\_\_\_\_

The Line Manager

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT : MR/MRS/MS** \_\_\_\_\_

It gives me great pleasure to inform you that the above candidate has been found competent on the outcomes of the following registered unit standard:

***Displaying and Marking Merchandise (NQF 2)***

Please accept our sincere congratulations in this regard.

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

DATE: \_\_\_\_\_

The Line Manager

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

**ASSESSMENT : MR/MRS/MS** \_\_\_\_\_

Unfortunately, the above candidate has not been found competent on the outcomes of the following registered unit standard:

***Displaying and Marking Merchandise (NQF 2)***

This implies further assessment of the candidate. This is to be discussed with the candidate and you will be informed of arrangements in due course

Yours sincerely

\_\_\_\_\_  
ASSESSOR : NAME

\_\_\_\_\_  
ASSESSOR: SIGNATURE

## SUMMATIVE ASSESSMENT: FEEDBACK REPORT

<b>CANDIDATE</b>	
<b>ORGANISATION</b>	
<b>OCCUPATION</b>	
<b>UNIT STANDARD NUMBER</b>	RW/C/DISP/2
<b>UNIT STANDARD TITLE</b>	Displaying and Marking Merchandise
<b>NUMBER OF CREDITS</b>	8
<b>NQF LEVEL</b>	2
<b>SPECIFIC OUTCOMES TO BE ASSESSED</b>	All
<b>FEEDBACK GIVEN IN THE FOLLOWING MANNER</b> <ul style="list-style-type: none"> <li>• MEETING</li> <li>• WRITTEN</li> <li>• E-MAIL WITH ATTACHMENTS</li> <li>• TELEPHONE</li> <li>•</li> <li>•</li> </ul>	

### ASSESSMENT DECISION

	YES	NO
The candidate has submitted evidence that is valid, relevant, current, sufficient and authentic against the listed specific outcomes and covered all range statements		
The candidate is competent in all the assessment criteria listed		

<p>The candidate is not yet competent in the following criteria</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>The following items require corrective action or improvement</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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**RECOMMENDATIONS**

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**RE-ASSESSMENT SHOULD TAKE PLACE AS FOLLOWS:**

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**DECLARATION BY CANDIDATE**

I, ..... declare that  
I am **SATISFIED / NOT SATISFIED** that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner.

I **ACCEPT / DO NOT ACCEPT** the assessment decisions.

I have no further questions relating to this particular assessment process.

<b>Assessor's signature</b>	<b>Date</b>
<b>Candidate's signature</b>	<b>Date</b>
<b>Moderator's signature</b>	<b>Date</b>

## **STEP 6**

### **REVIEW ASSESSMENT PRACTICES**

Please return all forms and checklists to \_\_\_\_\_  
within 7 days after the assessment has taken place

#### **There are three major ways of evaluating assessments:**

- Gathering feedback from learner
- Reflection by the assessor
- Comments from other people such as verifiers and moderators

Please make use of as many means as possible. The following could be of assistance when deciding how to gather feedback for the assessment review:

#### **Methods**

- Evaluation / review of assessment methods, instruments and national, registered standards and qualifications
- Distribution of questionnaires
- Individual and group discussions
- Structured interviews with relevant role players

#### **Information to be gathered**

- Number of assessments requested, number of assessments completed, number of successful achievements, and number of learners not yet competent.
- Locations
- Standards assessed
- Appeals
- Special needs identified
- Reporting aspects – linking to systems
- Feedback from learners and assessors on the process, the tools, the difficulties experienced and suggestions for improvement

- The costs involved

### ASSESSMENT REVIEW: Displaying and Marking Merchandise (NQF 2)

DETAILS	YES	NO	REMARKS
Did the assessment reflect the specified performance criteria?			
Were the assessment practices structured?			
Was the candidate consulted during the development of the assessment practices?			
Were all the assessment guides and documents prepared?			
Were the recording systems effective?			
Was the assessment conducted true to all the principles of assessment?			
Was the assessment process free of discrimination of any sort and open to all candidates?			
Has the assessment been planned to make effective use of time and resources in the workplace?			
Did the assessor explain the company's Appeals Procedure to the candidate?			
Did the assessor allow the candidate to demonstrate his competence without interrupting him?			
Did the assessor assess only the specific outcomes as specified in the unit standard?			
Did the assessor check the evidence of the competence across the range as specified in the unit standard?			
Did the assessor ask questions which were clear and which did not lead the candidate?			
Did the assessor ask only questions which were relevant to the knowledge evidence required in the standard?			
Where simulations were used, did the assessor ensure that it was as			

near to the real working condition as possible?			
Did the assessor arrange for the assessment activity to take place in the workplace so that it did not disrupt normal activities?			
Did the assessor inform the candidate of the result of the assessment?			
In the event of unhappiness with the decision of the assessor, was the correct procedure followed?			
Did the assessor complete the assessment document and ensure that all concerned signed it?			

**STRENGTHS OF ASSESSMENT**

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**WEAKNESSES OF ASSESSMENT**

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**RECOMMENDATIONS**

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ASSESSOR: \_\_\_\_\_ DATE: \_\_\_\_\_

MODERATOR: \_\_\_\_\_ DATE: \_\_\_\_\_