



**DISPLAYING AND MARKING MERCHANDISE
NQF 2**

UNIT STANDARD NUMBER: RW/C/DISP/2

FACILITATOR'S MANUAL

Introduction

This module is a core unit standard towards the qualification in National Certificate in Retail / Wholesale processes.

The target market is new entrants into the sector or people who operate at the entry level. Each company would have its own guidelines in terms of displaying and marking merchandise. This material offers basic information that is meant to lay a foundation for people to build onto and for companies to add their own and specific requirements to this. These learners would probably not make decisions in terms of displays and marking merchandise but will follow instructions and work with others.

The material requires the learner to complete a number of assignments. These assignments will be a combination of theoretical input but more important the learners will be required to find information from the stores they work in. It is important to make this clear to the learners.

The facilitator could decide to use some of the assignments for group discussions and to allow the learners to learn from one another and how things are done in other stores. It is recommended that an opportunity be created for feedback. Learners are asked as part of the assignments what recommendations they would make to change existing ways or to enhance the service to customers. It is important that learners realise that they can make contributions to change. We must however be sensitive to the fact that not all companies encourage this, especially where there are professional display-staff.

This manual must be used together with the learner manual and must be seen as a guideline that contains the minimum required information. Facilitators are encouraged to use examples and even to bring examples to the learning situation where possible. The specific outcomes, learning outcomes and assessment criteria are stated at the beginning of every module.

Displaying and merchandising is not something that can be taught in the classroom, we can merely offer guidelines. The success of this session is determined by workplace experience and learning.

Good luck and enjoy the session/s.

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| Programme Name | Displaying and Marking Merchandise |
| Purpose of the programme | The purpose of this programme is to provide the learner with skills that will transform practices in the retail sector and to enable movement across the field. |
| NQF Level | 2 |
| Learning assumed to be in place | Numeracy skills at the equivalent of ABET 4. |
| Unit standard Title | Displaying and Marking Merchandise |
| Credit value | 8 |
| Specific outcomes of this unit standard | <p>The demonstrated ability to make decisions and consider options when:</p> <ul style="list-style-type: none"> • Displaying merchandise using a range of techniques for arranging merchandise on display units in retail/wholesale outlets • Marking merchandise using a range of techniques for indicating prices on merchandise and display units in retail/wholesale outlets • Performing a range of housekeeping activities for maintaining quantity, quality and presentation of merchandise displays in retail/wholesale outlets |
| Assessment criteria | <p>The ability to produce all of the following types of evidence: Evidence must be authenticated by a requested retail assessor:</p> <ul style="list-style-type: none"> • 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 |
| Critical Cross Field Outcomes | <p>The ability to:</p> <ul style="list-style-type: none"> • 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 • 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 • Organise and manage oneself and one's activities when displaying different categories of merchandise so that sufficient thought is given as to how the displays can be arranged for customer accessibility • Organise and evaluate information when marking prices on products and display units so that correct prices are displayed for merchandise |

| Module | Instruction | Exercise | Model Answer |
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| 1. Introduction | Introduction A brief introduction to learners as to what will be discussed during the programme | Learners are asked to complete the following individual assignments: <ul style="list-style-type: none"> • To identify what methods and techniques of merchandising are used by their company to display merchandise • When and where merchandised sold in their store is marked | There are no model answers. The information required refers directly to what the guidelines in the learners' specific companies are. |
| 2. Different Techniques for Arranging Merchandise | Different techniques for displaying merchandise A variety of techniques that could be used for arranging merchandise are discussed. This includes rails, shelved, bins and baskets, gondolas, tables, serving merchandise, demonstrations, merchandise at point of sales and windows Display techniques must ensure: It is important that display techniques ensure visibility, accessibility, that they are attractive, innovative, appropriate and safe. These aspects are discussed with the learners | Learners are asked to complete the following assignments: <ul style="list-style-type: none"> • To identify merchandise carried and the display techniques used and other methods that could be used • To make recommendations to the way that merchandise is displayed • To evaluate a current display and to make recommendations to make it more striking and attractive • To comment on the safety of displays in their store • To get information regarding their store's policies and procedures regarding displaying and marking merchandise • To plan a display | This will be different for every store and learners do research to determine it. Learners must provide the information as it is relevant to their company and store |

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| | <p>Aspects to keep in mind when displaying merchandise</p> <p>There are many aspects that should be kept in mind when displaying merchandise, and the following are discussed:</p> <ul style="list-style-type: none"> • Type of product • Price • Quantity • Quality • Store layout and promotion plans • Display units • Supplier criteria • Store policy • Budget | | |
| <p>3. Marking Merchandise</p> | <p>The following is discussed with the learners according to the learning material but also with their input as to what happens in their stores:</p> <ul style="list-style-type: none"> • The importance of marking merchandise accurately • The benefit to customers • Different techniques of marking merchandise • When and where items are marked • Where items should not be marked | <p>Learners are asked to complete the following assignments:</p> <ul style="list-style-type: none"> • Where and how merchandise is marked • What techniques of marking are used • Where items should not be marked according to company policy • To make recommendations to enhance the effectiveness of marking merchandise | <p>There is no model answer as the learners are required to research the guidelines for their specific companies and stores/</p> |

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| <p>4. Housekeeping and Presenting Merchandise</p> | <p>The Importance of good housekeeping</p> <p>This is discussed with the learners with focus on:</p> <ul style="list-style-type: none"> • A person responsible for housekeeping • Cleaning staff • Clean rails and display areas • Quantity • Quality • Discipline • Adjusting display fixtures and fittings | <p>Learners are asked to define their company guidelines regarding housekeeping and to make recommendations to improve on housekeeping</p> | <p>There is no model answer as learners are required to investigate and report on their company specific information</p> |
| <p>5. The customer and merchandise, merchandising and display</p> | <p>Customers and displays are discussed under the following headings:</p> <ul style="list-style-type: none"> • The foundation • Displaying merchandise and customer service • Identifying and addressing problems • Attending to special needs of customers • Tidy areas • Safety • Removing and replacing merchandise | <ul style="list-style-type: none"> • Learners are asked to make recommendations to ensure that displaying and marking merchandise ensure the best customer service • Learners are asked to identify problems • Learners are asked to make recommendations in terms of attending to special needs of customers | <p>There is no model answer as each learner is asked to look at his or her specific situation.</p> |