



## **ASSESSMENT GUIDE**

# **Managing the Starting of a New Retail/Wholesale Operation RW/C/ENTR/5 20 Credits @ NQF Level 5**

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.

<b>DETAILS</b>	<b>✓</b>	<b>X</b>
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:

***Managing the Starting of a New Retail/Wholesale Operation (NQF 5)***

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>	Managing the Starting of a New Retail/ Wholesale Operation (NQF 5)
<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 \_\_\_\_\_

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

***Managing the Starting of a New Retail/Wholesale Operation***  
***NQF Level 5***  
***20 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:**

- Prepare a business plan by using recognise business planning techniques that will ensure effective evaluation and implementation of a new business opportunity
- Explain the importance of business plans as a document that outlines the organisations strategic intent
- Identify and explain environmental changes and how they might impact on the success of the business plan
- Explain how the business plan must be adapted/revised if and when necessary
- Analyse and present a complete risk analyses and risk preventing strategy that will contribute positively to the success of the retail/wholesale business
- Develop the logical sequence when planning the opening of a new store
- Describe correctly the role of internal and external support functions when opening a new store

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

- Familiarise yourself with business plan structures
- Familiarise yourself with feasibility studies
- Familiarise yourself with project schedules
- Familiarise yourself with the drawing of PERT diagrams
- Make contact with your assessor to discuss the schedule and process for your assessments.

## **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>	Managing the Starting of a New Retail/Wholesale Operation (NQF 5)
<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>	Providing customer service
<b><u>Description:</u></b>	A comprehensive assessment of the salesperson's ability to increase customer satisfaction by improving the way that customer complaints are dealt with and includes simulated customer interventions, practical process assessments and knowledge based assessments.
<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>• Responding to customer queries and complaints by offering a range of solutions for resolving customer dissatisfaction in retail/wholesale outlets</li> <li>• Recording telephonic queries and complaints to initiate future actions for customer dissatisfaction in retail/wholesale outlets</li> <li>• Negotiating with internal and external resources for providing effective solutions to customer queries/complaints in retail/wholesale outlets</li> <li>• Identifying and alerting co-workers to short-falls in product and services in retail/wholesale outlets</li> <li>• Updating and maintaining customer information using a range of data capturing processes for recording customer details 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>• Verbal communication and negotiating techniques for dealing with internal and external customers</li> <li>• Organisational procedures/processes for recording and dealing with customer complaint/query details</li> <li>• Knowledge of ranges of merchandise, pricing structures and delivery procedures for merchandise stocked by associated retail/wholesale outlets</li> <li>• Organisational structure and internal/external resources/communication channels for resolving customer queries/complaints</li> </ul> <p><i>Critical cross field outcomes:</i></p> <p>The ability to:</p> <ul style="list-style-type: none"> <li>• Organise oneself and one's activities when resolving complaints so that internal stress is controlled when handling customer conflict situations</li> <li>• Collect and critically evaluate information when responding to telephonic queries and complaints so that appropriate solutions are offered to dissatisfied customers.</li> <li>• Communicate effectively when negotiating with internal and external resources so that customer requirements are clearly understood and effective actions are initiated to resolve customer dissatisfaction.</li> <li>• Work with others as a team when informing co-workers of shortfalls in product and service delivery so that all co-workers are committed towards rectifying customer dissatisfaction.</li> <li>• Use science and technology effectively so that customer information is accurately recorded and regularly updated.</li> <li>• Understand the world as a set of related systems where a clear understanding of customer expectations leads to providing the correct solutions to resolving customer</li> </ul>

	dissatisfaction
<b><u>Assessment:</u></b>	The ability to produce the following types of evidence: <ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> <li>• Describe organisational procedures for handling customer complaints/queries</li> <li>• Demonstrate techniques for updating and maintaining customer information records in retail/wholesale outlets</li> <li>• Demonstrate techniques for providing customer service using internal and external communication channels to resolve customer queries/complaints</li> <li>• Demonstrate techniques for alerting co-workers to short-falls in product and service delivery retail/wholesale outlet</li> </ul>
<b><u>Range:</u></b>	<ul style="list-style-type: none"> <li>• Solutions for resolving customer dissatisfaction including offering merchandise replacements, money-back guarantees, discounted prices, alternative ranges of similar merchandise, no-cost repairs, merchandise replacement at an associated retail/wholesale outlet</li> <li>• A range of data capturing processes for recording customer details in retail/wholesale outlets including manual/electronic data capturing systems</li> </ul>
<b><u>Instruments:</u></b>	<ol style="list-style-type: none"> <li>1. Knowledge test</li> <li>2. Portfolio of evidence</li> </ol>
<b><u>Period of assessment:</u></b>	The knowledge test will take 60 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 16 SAQA credits indicating a notional learning time of 160 hours.
<b><u>Steps of assessment</u></b>	<ol style="list-style-type: none"> <li>1. Knowledge test</li> <li>2. Portfolio of evidence</li> </ol>
<b><u>Level</u></b>	The level of customer service skills is pegged at NQF 4, equivalent to grade 12 (Matric) in the schooling system or a technician level 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
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<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	
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Signature of Assessor		Date	
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### STEP 3

## CONDUCT SUMMATIVE ASSESSMENT AND DOCUMENT EVIDENCE

Assessment instruments required for the assessment process.

	Required	Submitted
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**





**Question 3 (8)**

You have been given the information in the table below and have been requested to calculate the:

- Expected total monthly demand, and
- Expected monthly value of this market for the different income segments. The price per kilogram of potatoes is R10-25.

***Estimated size of the market for potatoes***

<b>Customer household monthly income levels</b>	<b>Number of households</b>	<b>Quantity of potatoes purchased per month (Kg's)</b>	<b>Total monthly demand (Kg's)</b>
Low income (<R1 000 per month)	35 500	20	
Medium income R1 001 to R25 000 per month)	18 900	11	
High income (R24 001 and higher per month)	11 450	8	
<b>Total</b>			

***Calculation of the expected value of the potato market***

<b>Customer household monthly income levels</b>	<b>Total monthly demand (Kg's)</b>	<b>Cost per Kilogram of maize meal</b>	<b>Value of market per month (Rand)</b>
Low income (<R1 000 per month)		10.25	
Medium income R1 001 to R25 000 per month)		10.25	
High income (R24 001 and higher per month)		10.25	
<b>Total</b>			

**Question 4 (5)**

Make a list of 5 categories of operating costs that a new business should consider and budget for?

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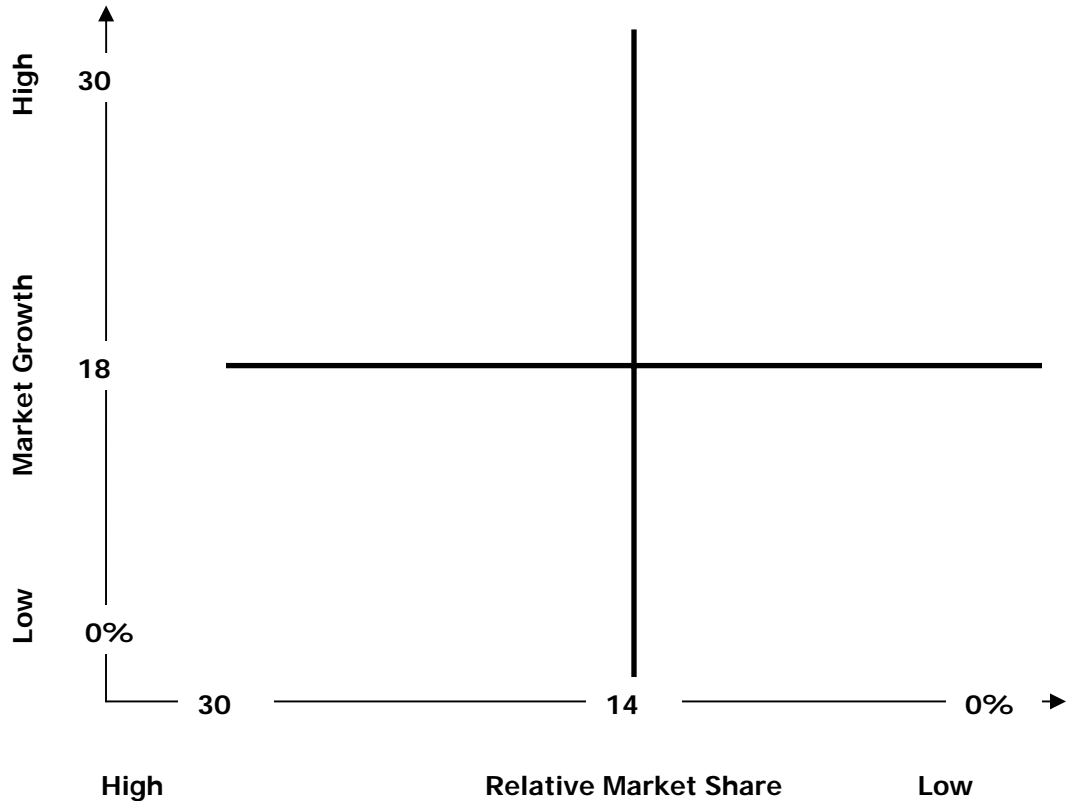
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Cost price per unit – 2003				
Selling price per unit – 2002				
Selling price per unit – 2003				



**Question 11 (10)**

Section Four of a business plan structure requires the submission of supporting documents. What types of documents does this section refer to?

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**Question 12 (34)**

(a) Describe in your own words what you understand the purpose and use of the Programme Evaluation and Review Technique (PERT) Network to be?

- (b) Describe what you understand the “critical path” in a PERT diagram is?
- (c) The following data table contains data on the different activities and time frames (in days) that needs to take place to equip and stock a new shop for its opening day. You are required to:
- Calculate the expected completion time per event (E(t))
  - Construct a Programme Evaluation and Review (PERT) diagram from this data to graphically show the relationships, and
  - Indicate the critical path for this project.

Activity	Predecessor Activity	a	m	b	E(t)
A	-	4	6	9	
B	-	7	10	15	
C	A	3	4	5	
D	A	5	9	12	
E	B	4	6	9	
F	C	7	9	12	
G	D	3	5	6	
H	D	4	5	7	
I	E	6	12	14	
J	F, G	1	4	5	
K	H, I	3	5	8	
L	E	6	10	15	
M	J, K	4	7	10	

Marks: /140

Assessed by: .....

Date: .....

Competent:

/

Not yet competent:

.....  
Assessor

.....  
Candidate

## PORTFOLIO OF EVIDENCE

### **Managing the Starting of a New Retail/Wholesale Operations (NQF 5) (20 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.

## MANAGING THE STARTING OF A NEW RETAIL/WHOLESALE OPERATION NQF 5

### INSTRUCTIONS TO LEARNER TO COMPILE A PORTFOLIO OF EVIDENCE

Specific Outcomes	Assessment Criteria	Type of Evidence Required
<p>1. Developing business plans for new business opportunities and determining the viability of such opportunities</p>	<ul style="list-style-type: none"> <li>• <b>Prepare</b> a detailed feasibility study for the evaluation of a new business opportunity that includes the following sections:               <ul style="list-style-type: none"> <li>○ Vision, mission and objectives of new business</li> <li>○ Product(s) or service(s) to be offered</li> <li>○ Market analysis to determine customer profiles, market size, market segments, customer expectations and competitor analysis.</li> <li>○ Budget for start up costs</li> <li>○ Three year forecast for operational costs</li> <li>○ Market value and market share calculations</li> <li>○ Premises and facilities analysis reflecting quantities and costs.</li> <li>○ Supplier analysis including identification, supply requirements, terms and conditions.</li> <li>○ Staff needs analysis including costs.</li> <li>○ Administrative systems analysis including recordkeeping and business registration requirements</li> <li>○ Cash flow analysis</li> <li>○ Break even analysis showing break even quantity, turnover and costs.</li> <li>○ Pro-forma income statement for three years.</li> <li>○ Summary and conclusion</li> </ul> </li> </ul>	<p>The following type of documentation can be presented separately or as part of a comprehensive feasibility study report:</p> <ul style="list-style-type: none"> <li>• Vision statement</li> <li>• Mission Statement</li> <li>• Statement of objectives.</li> <li>• Examples of product(s)</li> <li>• Questionnaires for market analysis.</li> <li>• Budgets</li> <li>• Estimates and forecasts</li> <li>• Brochures, pamphlets.</li> <li>• Photographs</li> <li>• Cash flow statement</li> <li>• Break even analysis calculations</li> <li>• Report on feasibility findings and conclusions</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>
<p>2. Planning and implementing effectively the opening of a new retail/wholesale business with both internal and external support functions</p>	<ul style="list-style-type: none"> <li>• Prepare and draft a structured and complete business plan for a new business opportunity</li> <li>• Develop a business flow chart for a new business.</li> <li>• Layout plan for premises and facilities</li> <li>• Compile a detailed project plan for planning the opening of a new business outlet.</li> <li>• Construct a PERT Network diagram for the management and control of the project plan</li> </ul>	<p>The following type of documentation can be presented;</p> <ul style="list-style-type: none"> <li>• Business plan</li> <li>• Business process flow chart</li> <li>• Layout plan for premises and facilities</li> <li>• Project plan and schedule</li> <li>• PERT network diagram</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 : MODEL ANSWERS

### Managing the Starting of a New Retail/Wholesale Operation (NQF 5) RW/C/ENTR/5 (20 Credits)

#### Question 1 (12)

A friend of yours is interested in starting her own business. She has now approached you for assistance in the matter. Explain to her what a feasibility study actually means, focusing on the five primary questions that a feasibility study is based upon?

A Feasibility Study refers to an investigation ✓ into whether “something can be done or is able to exist”. ✓ A feasibility study, if properly conducted should address amongst others, the following questions.

1. *Is there a demand for the product?* ✓  
Identify the characteristics required of the product or service and the size, potential and value of the market ✓
2. *Is any one else producing similar products or services?* ✓  
Determine the number and type, size and location of existing and potential competitors ✓
3. *What is needed to manufacture or obtain the product or service?* ✓  
Determine availability, suppliers, cost of staff, machinery and equipment, support services, facilities, raw materials, ingredients and packaging ✓
4. *What is the cost of producing a product or delivering the service?* ✓  
Calculate the capital costs to get started and the operating costs of production or supplying. ✓
5. *What is the expected profitability of the proposed venture?* ✓  
Calculate the difference between the expected income from sales based on an estimated share of the market and the costs of production ✓

#### Question 2 (23)

You have been approached by a family member, asking your assistance with the design of a questionnaire that this person can use to obtain information on the quality of a product offered by a competitor. The product in question is a sauce made from a combination of tomatoes, onions and chilli peppers and is mostly used together with phutu porridge. You are required to draft a questionnaire for this purpose.

Survey questionnaire on the quality of competitor’s product.

Questions		1	2	3	4	5
		Very good ✓	Good ✓	Average ✓	Bad ✓	Very bad ✓
1.	Which brand(s) of sauce do you buy most often? ✓	Write the names of the sauce(s) ✓ ..... .....				
		<i>Tick in the appropriate place</i> ✓				
2.	What do you think about the colour of the sauce you buy? ✓					
3.	What do you think about the ingredients being present in the sauce? ✓					

4.	Do you like the texture of the sauce?✓					
5.	What do you think about the flavour of the sauce?✓					
6.	Do you like the packaging?✓					
7.	Do you like the packaging?✓					
8.	Do you like the packaging?✓	Very affordable✓	Affordable✓	Expensive✓	Very expensive✓	
9.	Is there anything else that you think is good about the sauce that you buy at present?✓	<i>Write answers</i> ✓ ..... ..... .....				
10.	Is there anything else about the sauce that you buy that you would like to see improved?✓	<i>Write answers</i> ✓ ..... ..... .....				

**Question 3 (8)**

You have been given the information in the table below and have been requested to calculate the:

- Expected total monthly demand, and
- Expected monthly value of this market for the different income segments. The price per kilogram of potatoes is R10-25.

***Estimated size of the market for potatoes***

Customer household monthly income levels	Number of households	Quantity of potatoes purchased per month (Kg's)	Total monthly demand (Kg's)
Low income (<R1 000 per month)	35 500	20	710 000 □
Medium income R1 001 to R25 000 per month)	18 900	11	207 900 □
High income (R24 001 and higher per month)	11 450	8	91 600 □
<b>Total</b>			<b>1 009 500 □</b>

***Calculation of the expected value of the potato market***

Customer household monthly income levels	Number of households	Quantity of potatoes purchased per month (Kg's)	Total monthly demand (Kg's)
Low income (<R1 000 per month)	710 000	10.25	7 277 500 □
Medium income R1 001 to R25 000 per month)	207 900	10.25	2 130 975 □
High income (R24 001	91 600	10.25	938 900 □

and higher per month)			
<b>Total</b>			<b>10 347 735</b> □

**Question 4 (5)**

**Make a list of 5 categories of operating costs that a new business should consider and budget for?**

Operating costs usually include:

1. Rent of premises ✓
2. Salaries and wages ✓
3. Municipal services ✓
4. Stationery and printing ✓
5. Telephone and faxing ✓
6. Transportation costs ✓
7. Repairs and maintenance costs ✓
8. Merchandise replacement costs ✓
9. Advertising and promotion costs ✓
10. Selling and administration costs ✓
11. Loan repayments, etc ✓

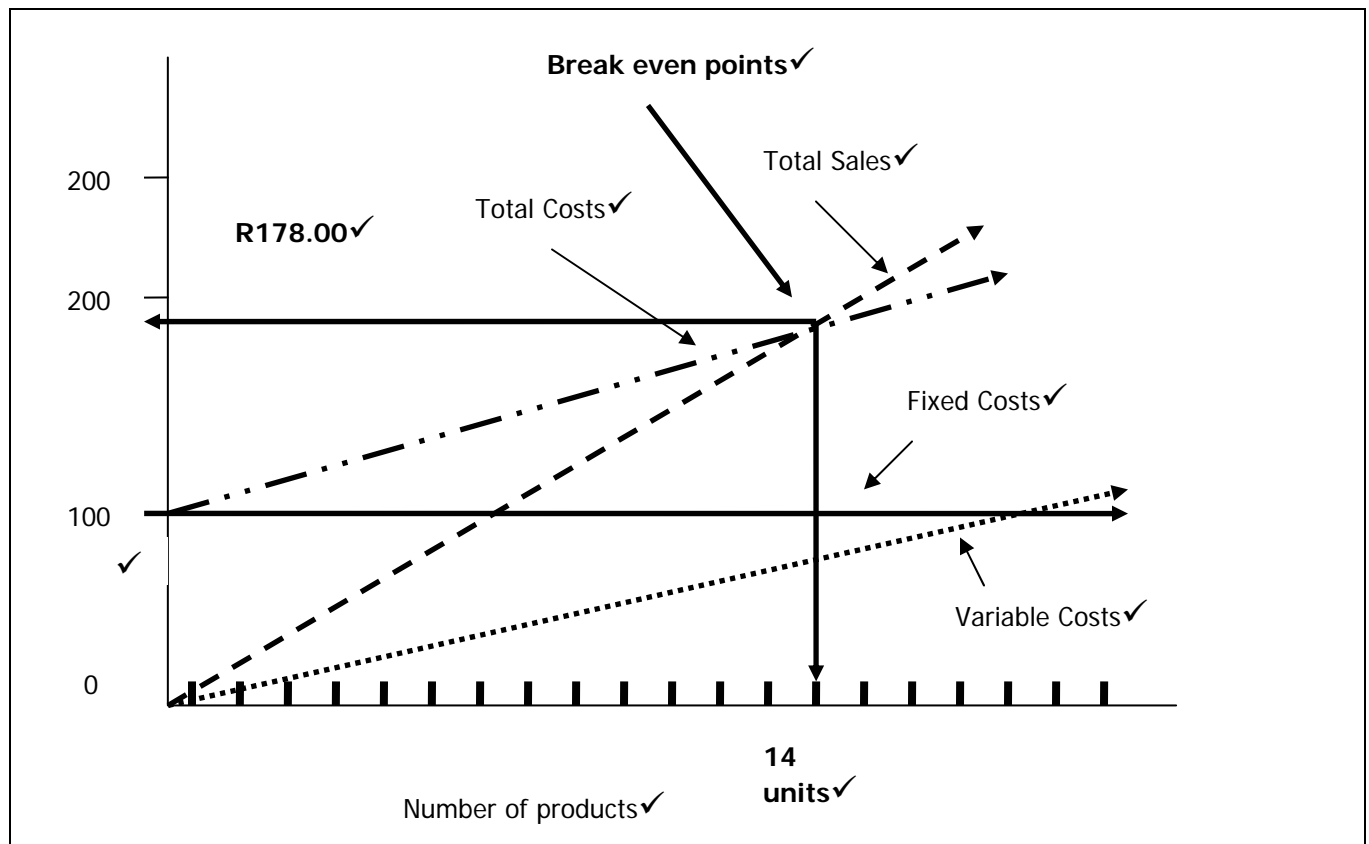
**Question 5 (12)**

**(c) You are required to graphically determine the break even point for a business over a range of 20 units of product given the following information:**

- Selling price per unit = R12.50
- Fixed cost for the range = R100
- Variable cost per unit = R5.50

**(d) Read from the graph the break even quantity and total amount of sales at which break even occurs.**

Units	Selling Price/Unit	Variable Cost/Unit	Cumulative Sales	Cumulative Variable Cost	Total Fixed Cost
1	12.50	5.50	12.50	5.50	100.00
2	12.50	5.50	25.00	11.00	100.00
3	12.50	5.50	37.50	16.50	100.00
4	12.50	5.50	50.00	22.00	100.00
5	12.50	5.50	62.50	27.50	100.00
6	12.50	5.50	75.00	33.00	100.00
7	12.50	5.50	87.50	38.50	100.00
8	12.50	5.50	100.00	44.00	100.00
9	12.50	5.50	112.50	49.50	100.00
10	12.50	5.50	125.00	55.00	100.00
11	12.50	5.50	137.50	60.50	100.00
12	12.50	5.50	150.00	66.00	100.00
13	12.50	5.50	162.50	71.50	100.00
14	12.50	5.50	175.00	77.00	100.00
15	12.50	5.50	187.50	82.50	100.00
16	12.50	5.50	200.00	88.00	100.00
17	12.50	5.50	212.50	93.50	100.00
18	12.50	5.50	225.00	99.00	100.00
19	12.50	5.50	237.50	104.50	100.00
20	12.50	5.50	250.00	110.00	100.00



**Question 6 (10)**

List some of the aspects of setting up a business facility that should be addressed by entrepreneurs, whether they are constructing a new facility or converting an existing building?

The following aspects of setting up a business facility should be addressed by entrepreneurs, whether they are constructing a new facility or converting an existing building.

- The site✓
- The building✓
- Roof and ceilings✓
- Walls✓
- Windows and doors✓
- Floors✓
- Lighting and power✓
- Water supply and sanitation✓
- Layout of equipment and facilities✓
- Packaging materials✓

**Question 7 (7)**

What are some of the things that employees usually expect from their employment? Write down these expectations?

Employees usually expect the following from their employment:

- A fair salary or wage (Legislation regulates the wage levels of certain categories of employment in some industries)✓
- Security of employment✓
- A feeling of belonging to the company✓

- Respect for their skills and knowledge✓
- Good relationships with colleagues and managers✓
- Opportunities to develop new capabilities and skills✓
- Acceptable working conditions. (Basic Conditions of Employment Act and Occupational Health and Safety legislation requirements should be observed). ✓

**Question 8 (4)**

**There are a number of basic records that should be kept by the owner of any business. List the main categories of record to be kept?**

There are a number of basic records that should be kept by the owner of any business and these include:

- Financial records✓
- Records that relate to the production of the products✓
- Sales records✓
- Personnel records✓

**Question 9 (11)**

**A friend of yours has asked for your assistance with the writing of his business plan. Write down the general structure for the layout of a business plan for him that will enable him to draft a well laid out plan?**

The structure of a business plan can be summarised as follows:

**Section 1:** Executive Summary✓

**Section 2:** The Business

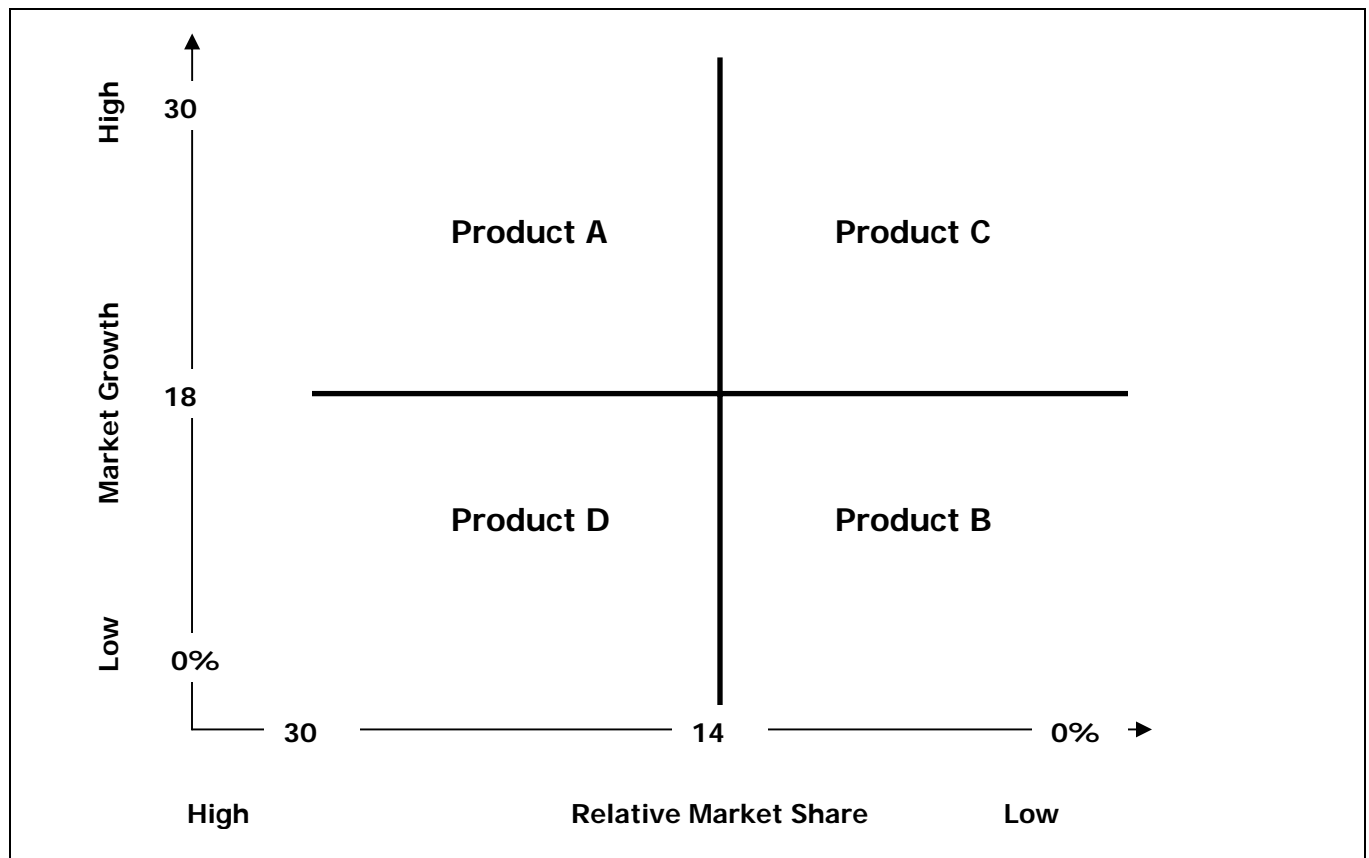
- a) Description of Business✓
- b) Product/Service✓
- c) Marketing Information✓
- d) Location of Business✓
- e) Competition✓
- f) Management✓
- g) Personnel✓
- h) Application and Expected Effect of Loan✓

**Section 3:** Financial Data✓

**Section 4:** Supporting Documents✓

**Question 10 (4)**

**The following information on four products sold by your business have been gathered for you by your accountant. The information spans the last two years and includes the growth rates in sales, market shares, cost prices and selling prices. Use the Growth/Share Matrix as developed by the Boston Consulting Group provided below to plot the position of each of the four products.**



**Question 11 (10)**

**Section Four of a business plan structure requires the submission of supporting documents. What types of documents does this section refer to?**

Any documents which lend support to statements made in the body of the business plan should be included in this section. ✓ Items included here will vary according to the needs and stages of development of the particular business. The following listing suggests some things which might be included:

- a) Resumes: very important ✓
- b) Credit information ✓
- c) Quotes or estimates ✓
- d) Letters of intent from prospective customer ✓
- e) Letters of support from credible people who know you ✓
- f) Leases or Buy/Sell Agreements ✓
- g) Legal documents relevant to the business ✓
- h) Census/Demographic data ✓
- i) Business and statutory registration documents ✓

**Question 12 (34)**

**(d) Describe in your own words what you understand the purpose and use of the Programme Evaluation and Review Technique (PERT) Network to be?**

**(e) Describe what you understand the “critical path” in a PERT diagram is?**

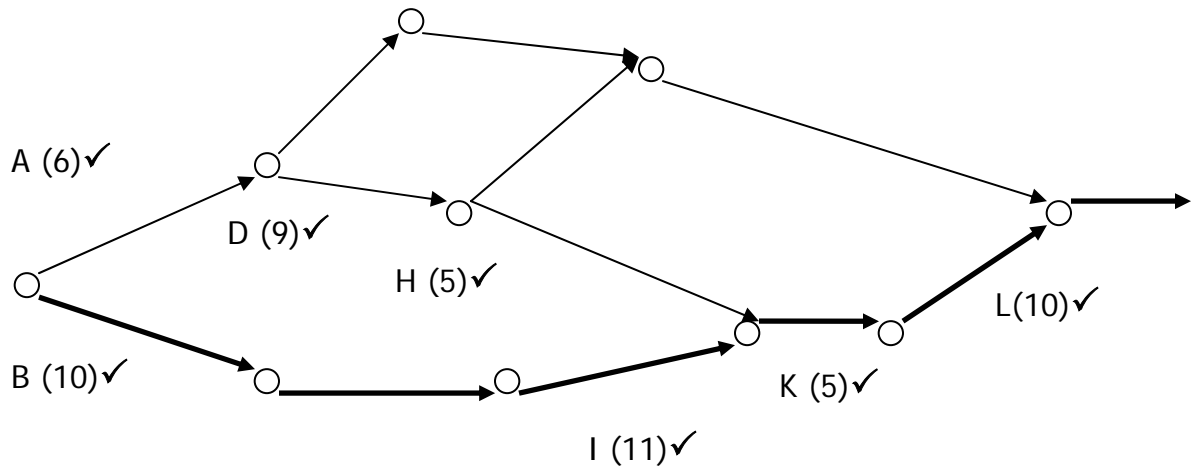
**(f) The following data table contains data on the different activities and time frames (in days) that needs to take place to equip and stock a new shop for its opening day. You are required to:**

- Calculate the expected completion time per event (E(t))
- Construct a Programme Evaluation and Review (PERT) diagram from this data to graphically show the relationships, and

- **Indicate the critical path for this project.**

- a) PERT is a decision making aid and tool for analysing and administering projects. ✓ The information captured in a project plan schedule can be used to construct a PERT network. ✓ Using a PERT network diagram can assist with maintaining effective and continuous control over a project, ✓ to schedule and budget time so as to avoid delays and meet deadlines and to obtain estimates of realising various completion dates. ✓
- b) There are different sequences of activities mapped in a PERT network, but one of them will be the sequence that takes the longest time in to complete all its activities. This particular sequence is known as the “**Critical Path**”.
- c)  $E(t) = \frac{a + 4m + b}{6}$

Activity	Predecessor Activity	a	m	b	E(t)
A	-	4	6	9	6✓
B	-	7	10	15	10✓
C	A	3	4	5	4✓
D	A	5	9	12	9✓
E	B	4	6	9	6✓
F	C	7	9	12	9✓
G	D	3	5	6	5✓
H	D	4	5	7	5✓
I	E	6	12	14	11✓
J	F, G	1	4	5	4✓
K	H, I	3	5	8	5✓
L	E	6	10	15	10✓
M	J, K	4	7	10	7✓



Critical Path = BEIKLM ✓ = 47 days ✓

# EVALUATION REPORT

UNIT STANDARD NAME: MANAGING THE STARTING OF A NEW RETAIL/WHOLESALE OPERATION  
NUMBER: RW/C/ENTR/5  
UNIT STANDARD LEVEL: 5  
CREDITS : 20  
FIELD: SERVICES  
SUB-FIELD: RETAIL AND WHOLESALE  
ISSUE DATE: 1 DECEMBER 2000  
REVIEW DATE: 30 NOVEMBER 2002

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)**

<b>CRITERIA</b>	<b>ASSESSMENT RESULTS</b>
Numeracy and Literacy on NQF Level 4 or equivalent	

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

\_\_\_\_\_

\_\_\_\_\_

**RANGE STATEMENTS:**

- Environmental factors including legislation, macro economic policy, management competence, resource availability, infrastructure and community projects
- Potential risks including industry competition, demand, the personality of the entrepreneurship, changing environment, available resources, level of capital required
- Business data required for objectives preparation including size and type of market segment, product range, sources of supply, physical facilities, essential services, financial resources, return on investment, staffing needs, technology requirements, legal / regulatory compliance/ growth potential
- Preparing a basic business plan including external business environment, sequence of logistical arrangements, staffing, lease negotiation and legal requirements
- Logistical sequencing including shop fitters, stock buying, merchandise arrival, recruitment, service connection, sign writing, vehicle requirements and equipment requirements

**UNIT STANDARD :**

	<b>ASSESSMENT CRITERIA</b>	<b>COMPETENT</b>
1	<p><b>Developing business plans for new business opportunities and determining the viability of such opportunities</b></p> <p><i>Evidence must show:</i></p> <p>1.1 The following type of documentation can be presented separately or as part of a comprehensive feasibility study report:</p> <ul style="list-style-type: none"> <li>● Vision statement</li> <li>● Mission Statement</li> <li>● Statement of objectives.</li> <li>● Examples of product(s)</li> <li>● Questionnaires for market analysis.</li> <li>● Budgets</li> <li>● Estimates and forecasts</li> <li>● Brochures, pamphlets.</li> <li>● Photographs</li> <li>● Cash flow statement</li> <li>● Break even analysis calculations</li> <li>● Report on feasibility findings and conclusions</li> </ul>	

2	<b>Planning and implementing effectively the opening of a new retail/wholesale business with both internal and external support functions</b>	
	<i>Evidence must show:</i>	
	The following type of documentation can be presented;	
	<ul style="list-style-type: none"> <li>• Business plan</li> <li>• Business process flow chart</li> <li>• Layout plan for premises and facilities</li> <li>• Project plan and schedule</li> <li>• PERT network diagram</li> </ul>	

**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	Collect, analyse, organise and critically evaluate information when preparing business plans, maintenance programmes and procedures so that end results meet set objectives	
2	Communicate effectively when planning, implementing and controlling organizational business issues	
3	Identify and solve problems when monitoring business plans and objectives so that appropriate measures are taken to ensure business success	
4	Understand the world as a set of related systems where ongoing application of plans lead to the overall success of the business	
5.	Use science and technology effectively to provide accurate and useful data and plans	
6.	Organise oneself and ones activities so that sufficient time is spent on ensuring the successful implementation of operation plans and objectives	

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

\_\_\_\_\_

\_\_\_\_\_

## EVIDENCE OF ESSENTIAL EMBEDDED KNOWLEDGE

KNOWLEDGE COMPONENT	EVIDENT IN SUBMISSION
Company vision and mission statements	
Techniques for preparing basic business plans	
Techniques and principles for implementing controls and reviewing controls	
Environmental and other risks that can affect objectives and plans	
Legislation pertaining to store openings	
Principles and factors which affect business plans and the logical sequence of conducting business	

**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.

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

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

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

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

**ASSESSMENT REPORT**

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

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

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

**FEEDBACK FROM LEARNER**

		<b>YES</b>	<b>NO</b>
<b>1</b>	Was the assessment process made clear to you before assessment started?		
<b>2</b>	Did the assessor or representative explain what would be expected from you according to the unit standard?		
<b>3</b>	Was the assessment done in a fair and equitable way?		
<b>4</b>	If any of the above questions were answered NO, please note your concerns below.		
	<b>CONCERNS:</b>		

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

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

**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:

Principle	Assessment Evidence			
	Method 1		Method 2	
	Competent	Not Yet Competent	Competent	Not Yet Competent
<b>Valid</b> <ul style="list-style-type: none"><li>✓ The assessment focuses on the requirements laid down in the Unit Standard and the Specific Outcomes</li><li>✓ The assessment is fit for the purpose</li><li>✓ The evidence gathered is valid in terms of the performance being assessed</li><li>✓ If the assessment method is appropriate the evidence will be valid</li></ul>				
<b>Authentic</b> <ul style="list-style-type: none"><li>✓ The assessor is satisfied that the work being assessed is attributable to the person being assessed</li></ul>				
<b>Sufficient</b> <ul style="list-style-type: none"><li>✓ The evidence collected establishes that all criteria have been met and that performance to the required standard can be repeated consistently</li></ul>				

<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:

### ***Managing the Starting of a New Retail/Wholesale Operation (NQF 5)***

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:

### ***Managing the Starting of a New Retail/Wholesale Operation (NQF 5)***

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:

***Managing the Starting of a New Retail/Wholesale Operation (NQF 5)***

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:

***Managing the Starting of a New Retail/Wholesale Operation (NQF 5)***

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/ENTR 5
<b>UNIT STANDARD TITLE</b>	Managing the Starting of a New Retail/Wholesale Operation
<b>NUMBER OF CREDITS</b>	20
<b>NQF LEVEL</b>	5
<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: UNIT STANDARD: Managing the Starting of a New Retail/Wholesale Operation (NQF 5)**

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