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Letter to Candidate,  
and  
Assessment Plan

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:** As per rollout plan  
**Time:** As per rollout plan  
**Venue:** As per rollout plan  
**Language:** English, except if requested in another language  
**Special Needs:** None, except if made known

## **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

<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>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> 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> 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> 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 dissatisfaction</li> </ul>
<b><u>Assessment:</u></b>	<p>The ability to produce the following types of evidence:</p> <ul style="list-style-type: none"> <li>• Describe organisational policy on customer service for retail/wholesale outlet</li> </ul>

	<ul style="list-style-type: none"> <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>3. Knowledge test</li> <li>4. 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

## 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> </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>

	<ul style="list-style-type: none"> <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>	
<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>

Candidate's  
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.**

Relevant  
Unit  
Standard

## Managing the Starting of a New Retail/Wholesale Operation

Unit standard number	RW/C/ENTR/5
Unit standard level	NQF 5
Credit value	20
Field	Services
Sub-field	Retail and Wholesale
Issue date	1 December 2000
Review date	30 November 2002

### ■ Purpose and relationship to qualification

- This unit is an optional core unit standard in the qualification National Diploma in Retail/Wholesale Management. It is designed to assist people in investigating and assessing the starting and opening of a retail/wholesale business. It will empower individual learners to identify characteristics of managing a business and to apply these in practice.

### ■ Learning assumed to be in place

- Numeracy and literacy on NQF level 4 or equivalent.

### ■ Specific Outcomes

The demonstrated ability to make decisions and consider options when:

- Developing business plans for new business opportunities and determining the viability of such opportunities
- Planning and implementing effectively the opening of a new retail/wholesale business with both internal and external support functions

### ■ Assessment Criteria

The ability to produce all of the following types of evidence:

- 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

(The evidence must be judged by a registered retail assessor both in-store and at the training centre)

#### ■ **Range Statement**

- 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

#### ■ **Notes (1) : Embedded Knowledge**

The demonstrated understanding of:

- 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

#### ■ **Notes (1) : Critical Cross Field and Development Outcomes**

The ability to:

- Collect, analyse, organise and critically evaluate information when preparing business plans, maintenance programmes and procedures so that end results meet set objectives
- Communicate effectively when planning, implementing and controlling organizational business issues
- Identify and solve problems when monitoring business plans and objectives so that appropriate measures are taken to ensure

business success

- Understand the world as a set of related systems where ongoing application of plans lead to the overall success of the business
- Use science and technology effectively to provide accurate and useful data and plans
- Organise oneself and one's activities so that sufficient time is spent on ensuring the successful implementation of operation plans and objectives

# *“Managing the Starting of a New Retail/Wholesale Operation”*

## Evidence of Outcome 1

*“Developing business plans for new business opportunities and determining the viability of such opportunities”*

Your evidence must show:

The following type of documentation can be presented separately or as part of a comprehensive feasibility study report:

- Vision statement
- Mission Statement
- Statement of objectives.
- Examples of product(s)
- Questionnaires for market analysis.
- Budgets
- Estimates and forecasts
- Brochures, pamphlets.
- Photographs
- Cash flow statement
- Break even analysis calculations
- Report on feasibility findings and conclusions

*“Managing the Starting of a  
New Retail/Wholesale  
Operation”*

Evidence of Outcome 2

*“Planning and implementing effectively  
the opening of a new retail/wholesale  
business with both internal and external  
support functions”*

Your evidence must show:

The following type of documentation can be presented;

- Business plan
- Business process flow chart
- Layout plan for premises and facilities
- Project plan and schedule
- PERT network diagram

Assessment Evaluation  
and  
Moderation Report



**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 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 :**

	ASSESSMENT CRITERIA	COMPETENT
1	<p><b>Developing business plans for new business opportunities and determining the viability of such opportunities</b>  <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	<p><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></p>	

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

\_\_\_\_\_

**ASSESSOR**

**MODERATOR**

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

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

	ASSESSMENT CRITERIA	COMPETENT
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.

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