 

**RETAIL BUYER**

**Aligned with Qualification 103145 OC Retail Buyer**

**Part Qualification 2: Retail Planner**

**PRACTICAL SKILLS TRAINING LOG**



**Retail buyer**

**Part Qualification 2: Retail planner**

**Portfolio of evidence**

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| **Company** |  |
| **Learner name & surname** |  |
| **Learner ID number** |  |
| **Learner signature** |  |
| **Line manager name & surname** |  |

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| 1 Learner information |

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| **Learner information sheet** | | | | | | | | | | | | |
| **Occupational qualification** | Tick the appropriate block   * Qual 103145 Retail buyer (Full qualification) * Qual 103145 Part Qualification 1 Buyer * Qual 103145 Part Qualification 2 Planner | | | | | | | | | | | |
| **Learner’s first and middle names** |  | | | | | | | | | | | |
| **Learner’s surname** |  | | | | | | | | | | | |
| **Nationality code – *please select from the list of codes*** |  | **Citizen resident status code** | |  | | **Socio-economic status code** | | | |  | | |
| **Learner’s South African ID number** |  | | | | | | | | | | | |
| **Alternative ID type – *please select code for ID type*** |  | **Alternative ID number** | |  | | | | | | | | |
| **Home language code** |  | | | | | | | | | | | |
| **Home language code** |  | **Are you fluent in English?** | | |  | | **If ‘No’ would you need an interpreter?** | | | |  | |
| **Disability code** |  | **Do you have specific needs in terms of disability? (Please specify)** | | | | |  | | | | | |
| **Highest qualification** |  | | | | | | | | | | | |
| **Physical address** |  | | | | | | | | | | | |
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|  | | | | | | | **Province code** | | |  | |
| **Postal address** |  | | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | | | | | | | | **Postal Code:** | | |  |
| **Telephone number** |  | | **Cell Number** | | | |  | | | | | |
| **Email address** |  | | | | | | | | | | | |
| **Employer company** |  | | | | | | | | | | | |
| **Employer contact number** |  | | | | | | | | | | | |
| **Date on which Portfolio is submitted** |  | | | | | | | | | | | |
| **Name of Assessor** |  | | | | | | | | | | | |
| **Assessor ID or Registration number** |  | | | | | | | | | | | |

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| **Alternative ID type** | **Equity Code** | **Nationality Code** | **Citizen Resident Status** |
| 521 SAQA Member ID  527 Passport No.  529 Driver’s License  531 Temporary ID No.  533 None  535 Unknown  537 Student No.  538 Work Permit No.  539 Employee No.  540 Birth Certificate No.  541 HSRC Register No.  561 ETQA Record No. | BA Black: African  BC Black: Coloured  BI Black: Indian/Asian  U Unknown  WH White | U Unspecified  SA South Africa  SDC SADC except SA (i.e. Nam to ZAI)  NAM Namibia  BOT Botswana  ZIM Zimbabwe  ANG Angola  MOZ Mozambique  LES Lesotho  SWA Swaziland  MAL Malawi  ZAM Zambia  MAU Mauritius  TAN Tanzania  SEY Seychelles  ZAI Zaire  ROA Rest of Africa  EUR European countries  AIS Asian countries  NOR North American countries  SOU Central & South America countries  AUS Australia & New Zealand  OOC Other and rest of Oceania  NOT N/A: Institution | U Unknown  SA South Africa  O Other  D Dual (SA plus other) |
| **Home Language Code** | **Province Code** | **Disability Status** | **Socio-economic Status** |
| ENG English  AFR Afrikaans  OTH Other  SEP sePedi  SES seSotho  SET seTswana  SWA siSwati  TSH tshiVenda  U Unknown  XHO isiXhosa  XIT xiTsonga  ZUL isiZulu  NDE I siNdebele | 0 Undefined  1 Western Cape  2 Eastern Cape  3 Northern Cape  4 Free State  5 Kwazulu/Natal  6 North West  7 Gauteng  8 Mpumalanga  9 Limpopo | N None  01 Sight (even with glasses)  02 Hearing (even with a hearing aid)  03 Communication (talking, listening)  04 Physical (moving, standing, grasping)  05 Intellectual (difficulties in learning); retardation  06 Emotional (behavioural or psychological  07 Multiple  09 Disabled but unspecified  U Unknown | U Unspecified  01 Employed  02 Unemployed, looking for work  03 Not working – not looking for work  04 Not working – housewife / home-maker  06 Not working – scholar / full time student  07 Not working – pensioner / retired person  08 Not working – disabled person  09 Not working – not wishing to work  10 Not working – none of the above  97 N/A: Aged <15  98 N/A: Institution |

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| 2 Purpose of this portfolio guide |

This Portfolio Guide is designed to list and contain all the documents that should be submitted to the Assessment Centre when the learner is enrolled for the final integrated summative assessment.

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| 3 Learner rights relating to assessment |

Learners have the following rights relating to assessment:

* To be informed about the requirements for assessment, for ex ample, when and how assessment will take place; assessment activities they will be required to perform; type an amount of evidence required
* Timing of assessment to be suitable, i.e. when the learner is ready for assessment
* Fair assessment
* Feedback on assessment, including an indication of what further evidence is required if that is the case
* Re-assessment – the Training provider will provide information on re-assessment opportunities
* Guidance on further learning opportunities in the event that the learner is repeatedly found Not Yet Competent
* To be assessed in language of preference, as far as practicable, or to have an interpreter available
* To have special needs accommodated, for example, hearing, speaking or physical impairment, where possible
* The assessment to be free from barriers to a fair assessment, for example, access to venue for assessment, cost of assessment, working shifts
* Appeal against an assessment in the event of:
  + An unfair assessment
  + An invalid assessment, i.e. the assessment did not assess what was supposed to be assessed
  + Disagreement with the assessor’s judgement
  + Unethical behaviour of the assessor

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| 4 Integrated assessment |

4.1 Integrated formative assessment

The skills development provider will use the curriculum to guide them on the stipulated internal assessment criteria and weighting. They will also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria. This formative assessment leads to entrance into the integrated external summative assessment.

4.2 Integrated summative assessment

An external integrated summative assessment conducted through the relevant Quality Council for Trades and Occupation (QCTO) Assessment Quality Partner is required for the issuing of this qualification. The external integrated summative assessment will focus on the Exit Level Outcomes and Associated Assessment Criteria. The external assessment will consist of both a set of written responses (paper or on-line) which will test the learner's ability to communicate, solve problems and make decisions in relation to a set of typical situations and circumstances which are encountered when buying merchandise and allocating merchandise to stores, and the demonstrated use of computers where the candidate will demonstrate sourcing suppliers and products and allocating stock to stores. The combination of the written and practical assessment will be conducted over a period of one day at a QCTO accredited assessment centre.

## 4.3 Exit level outcomes and assessment criteria

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| **Exit level outcome** | **Assessment criteria** |
| 1. Manage supplier relationships and the performance of stock. | * The supplier's performance is evaluated and shortfalls in performance determined according to scenario given. Actions proposed to improve supplier performance are practical and are within the organisation's policy for managing relations with suppliers. * Product performances are analysed and evaluated as to whether they are performing to, above or below required standards. * Proposals for improving merchandise performance are practical and will promote improved performance. * The proposed strategies to clear non-performing ranges are practical and would help to clear the applicable merchandise. * The proposed strategies to further enhance performance of good performing ranges are practical and would further enhance the performance of the merchandise. * Where supplier performance is at fault for the non-performance of merchandise the cause is identified and proposals to improve supplier performance are practical and applicable to the circumstances. |
| 1. Allocate stock to stores. | * The quantities of stock allocated meet the expected sales of the stores. * Range allocated meets the target market of the stores. * Stock shortages are evaluated and stock is transferred from stores with high stock levels and low sales. * Stock deliveries impacted upon by unexpected sales are verified and the delivery dates amended accordingly. * Sales are analysed and stock ordered based on stock on hand, expected sales and lead times. |

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| 5 How to prepare your portfolio |

5.1 This Portfolio Guide serves as a template.

5.2 It is recommended that you use a two-ring file for submitting your Portfolio. The reason is that it might be necessary for the Assessor to request more evidence, in which case the additional evidence can easily be inserted into the correct position in the Portfolio, making moderation easier. (If the Portfolio is bound with a ring it is not possible to keep all your evidence together and some might be lost in which case your competence might not be confirmed by a moderator).

5.3 Include the information required and indicated in the positions indicated in this Portfolio Guide:

5.4 Complete the learner biographical information in the Candidate Information Sheet. Make sure it is completed fully.

5.5 Include a curriculum vitae

5.6 Include a ***certified copy*** of your identity document (ID).

5.7 Include ***certified copies of your highest school certificate and any other qualifications*** you may have.

5.8 Make sure that you sign the form ***Declaration of learner preparation.*** This is a declaration that you have agreed that you are ready for assessment.

5.9 Make sure to complete and sign the ***Declaration of authenticity.*** This provides your statement that all the work in this Portfolio is ***your own work***.

5.10 Insert your completed workbook where indicated in this portfolio. Make sure that you have completed all activities.

5.11 Insert your assessed knowledge test where indicated in this portfolio.

5.12 Insert your completed practical learning guide where indicated in this portfolio. Make sure it is signed off by the facilitator or your line manager in every space where his/her signature is required.

5.13 Insert your workplace experience record where indicated in this portfolio. Make sure it is signed off by your line manager in every space where his/her signature is required.

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| 6 Curriculum |

The programme is based on QCTO Curriculum Code 332301000 Occupational Certificate: Retail buyer.

Qualification curricula falling under the QCTO consist of three modules:

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| Knowledge module | Practical skill modules | Work experience modules |

## Part qualification 2: Planner

The NQF level 5 programme is worth 53 credits, structured as follows:

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| **Knowledge subjects** | | | | |
| **Number** | **Title** | **NQF level** | **Credits** | **Notional hours** |
| 332301000-KM-01 | Concepts and principles for managing supplier relationships and the performance of merchandise | 6 | 10 | 100 |
| 332301000-KM-04 | Concepts and principles for allocating stock to stores | 6 | 3 | 30 |
| **Total knowledge** | | | **26** | **260** |

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| **Practical skill modules** | | | | |
| **Number** | **Title** | **NQF level** | **Credits** | **Notional hours** |
| 332301000-PM-01 | Manage supplier and stock performance | 5 | 10 | 100 |
| 332301000-PM-02 | Manage stock through the supply chain | 5 | 4 | 40 |
| 332301000-PM-06 | Allocate products | 5 | 6 | 60 |
| **Total practical skills** | | | **20** | **200** |

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| **Work experience modules** | | | | |
| **Number** | **Title** | **NQF level** | **Credits** | **Notional hours** |
| 332301000-WM-01 | Processes and procedures for the management of supplier and stock performance | 5 | 8 | 80 |
| 332301000-WM-05 | Processes and procedures for allocating stock to stores | 5 | 12 | 120 |
| **Total Work Experience** | | | **20** | **200** |

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| 7 Learner identity document |

Insert a **certified copy** of your identity document.

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| 8 Workbook |

Insert your completed workbook in your portfolio. Make sure all activities are completed.

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| 9 Knowledge assessments |

Insert your assessed knowledge tests in your portfolio.

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| **Qualification** | **Tests to be submitted** | |
| Part qualification 2: Planner | 332301000-KM-01 | Concepts and principles for managing supplier relationships and the performance of merchandise |
| 332301000-KM-04 | Concepts and principles for allocating stock to stores |

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| 10 Practical training |

Insert your complete practical training record. Make sure it is signed off by the facilitator or your line manager.

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| 11 Workplace experience |

Insert your completed workplace experience record. Make sure it is signed off by your line manager.

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| 12 Assessment feedback on integrated summative assessment |

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| Learner full names and surname |  |
| Learner ID number |  |
| Programme completed |  |
| Assessor full names and surname |  |
| Assessor ID number |  |

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| **Knowledge subjects** | | | |
| **Number** | **Title** | **C/NYC** | **Feedback to learner** |
| 332301000-KM-01 | Concepts and principles for managing supplier relationships and the performance of merchandise |  |  |
| 332301000-KM-04 | Concepts and principles for allocating stock to stores |  |  |

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| --- | --- | --- | --- |
| **Practical skill modules** | | | |
| **Number** | **Title** | **C/NYC** | **Feedback to learner** |
| 332301000-PM-01 | Manage supplier and stock performance |  |  |
| 332301000-PM-02 | Manage stock through the supply chain |  |  |
| 332301000-PM-06 | Allocate products |  |  |

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| **Work experience modules** | | | |
| **Number** | **Title** | **C/NYC** | **Feedback to learner** |
| 332301000-WM-01 | Processes and procedures for the management of supplier and stock performance |  |  |
| 332301000-WM-05 | Processes and procedures for allocating stock to stores |  |  |

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| Assessor’s overall finding (C/NYC) |  | | |
| Assessor comments | | | |
| Assessor’s signature |  | Date |  |
| Moderator full names and surname |  | | |
| Moderator ID number |  | | |
| Moderator comments | | | |
| Moderator’s signature |  | Date |  |
| Learner’s signature |  | Date |  |