





## ASSESSMENT INFORMATION

The front cover of this document lists the unit/s included in this assessment. There may be more units listed than the student needs to complete at this time. Both the student and the issuing trainer need to clarify which units apply in this assessment.

This assessment process may enable the student to achieve competency in the unit/s for which the assessment is being conducted, or it may identify gaps for which further training and assessment are required. Where an NYC decision is required, the student needs to liaise with the trainer to determine how competency can be achieved.

## ICONS USED IN THIS ASSESSMENT DOCUMENT

	Useful information is provided in this section. The student and assessor should be familiar with this information before proceeding with the assessment and during the assessment process.
	The information indicated is the course requirement from the relevant Training Package.
	The student and/or employer need to complete the details in this section or page.
	The Australian Retail College assessor will complete the details in this section or page.

## PREPARATION FOR ASSESSMENT



The issuing trainer/assessor is to complete the following criteria after preparing the student for the assessment process

### CRITERIA TO BE COMPLETED

- The student has agreed that he/she is ready to commence the assessment process
- The assessment process has been explained to the student
- The student understands which unit/s to complete, evidence to provide and how to complete this document
- The student's rights/ability to appeal have been fully explained
- The issuing trainer has asked the student if there are any special needs that should be considered

YES ✓

[ ]

[ ]

[ ]

[ ]

[ ]

Any special needs for consideration: *(Note details below. Contact the Assessment Coordinator if there is a need to offer reasonable adjustment)*

Issuing trainer name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Issuing trainer must sign and date this section on date of issue to student.*

### INSTRUCTIONS TO BE GIVEN TO THE STUDENT

*Issuing trainer to complete where appropriate*



Assessor ✓  
if applicable

The student is to return the completed assessment document & attached evidence to the following address, or other instructions as explained below. *(Trainer/assessor to complete as required)*

[ ]

The student is to complete the identified sections of this assessment and have it ready for the assessor's next visit on:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

[ ]

## EMPLOYABILITY SKILLS



Appropriate employability skills are embedded in this assessment. While demonstrating their technical skills, students must also demonstrate the appropriate employability skills in their assessment evidence. The following table is a list of the eight employability skills which are embedded in the Service Industries Training Package for Certificate III, with a brief summary of their facets. Further information about Employability Skills and how they relate to this qualification level are included in the student's Learner Record Book and the Manager's Guide as well as in the relevant Training Package that is available on the NTIS web site.

EMPLOYABILITY SKILLS	OUTLINE OF FACETS	EMPLOYABILITY SKILLS	OUTLINE OF FACETS
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ Use questioning &amp; active listening</li> <li>▪ Respond to customer needs</li> <li>▪ Ensure customers enjoy a positive experience</li> <li>▪ Persuade customers to purchase using features &amp; benefits</li> <li>▪ Read and interpret workplace documents</li> <li>▪ Complete written workplace forms</li> <li>▪ Share work related information with other team members</li> </ul>	<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>▪ Establish &amp; communicate clear goals and deliverables for self and team members</li> <li>▪ Coordinate resources to ensure work is carried out</li> <li>▪ Coordinate &amp; implement changes arising from improvement processes</li> </ul>
<b>Team work</b>	<ul style="list-style-type: none"> <li>▪ Work collaboratively with others</li> <li>▪ Work independently to complete tasks</li> <li>▪ Support the team</li> <li>▪ Lead small retail teams when required</li> <li>▪ Mentor and support other team members</li> </ul>	<b>Self-management</b>	<ul style="list-style-type: none"> <li>▪ Understand how job role fits into store context</li> <li>▪ Practice inclusive behaviour</li> <li>▪ Practice efficient time management</li> <li>▪ Prioritise efficiently &amp; complete tasks</li> <li>▪ Maintain knowledge of job role</li> <li>▪ Review own performance</li> <li>▪ Actively seek &amp; act upon advice and guidance</li> </ul>
<b>Problem solving</b>	<ul style="list-style-type: none"> <li>▪ Be sensitive to customer needs &amp; concerns</li> <li>▪ Anticipate problems</li> <li>▪ Act to avoid problems where possible</li> <li>▪ Solve problems</li> <li>▪ Clarify policies/infrastructure</li> <li>▪ Develop practical &amp; sustainable solutions</li> </ul>	<b>Learning</b>	<ul style="list-style-type: none"> <li>▪ Identify personal strengths &amp; weaknesses in context of job role</li> <li>▪ Recognise how to personally learn best at work</li> <li>▪ Seek opportunities to learn new ways of working</li> <li>▪ Share knowledge &amp; skills with others</li> </ul>
<b>Initiative and enterprise</b>	<ul style="list-style-type: none"> <li>▪ Look for opportunities to do things better</li> <li>▪ Suggest ideas to others in context of the job role</li> <li>▪ Translate ideas into action</li> </ul>	<b>Technology</b>	<ul style="list-style-type: none"> <li>▪ Use point of sale systems &amp; other retail technology in context of available equipment &amp; store practices</li> <li>▪ Recognise &amp; report faulty equipment</li> <li>▪ Follow store health &amp; safety procedures</li> </ul>

## PLAN – an outline of the assessment content and process



<b>Purpose</b>	The purpose of this assessment is to assess the competencies require in the unit/s encompassed in this assessment as part/all of a nationally recognised qualification.
<b>Context</b>	The assessment requirements have been contextualized to suit a range of retail workplaces. Students are encouraged to use specific work-place relevant answers and supporting evidence wherever possible.
<b>Unit elements of competency</b>	Refer to the unit pages in this assessment document, Learning Record Book unit pages or the trainer/assessor for the competencies required in this assessment.
<b>Reasonable adjustment</b>	Assessment methods and/or tools may be adjusted to suit students with special needs. Adjustments must be approved by the Assessment Coordinator prior to the assessment occurring, to ensure that they do not compromise the integrity of the evidence to be provided.
<b>Future options</b>	On successful completion of this assessment, students should refer to their Training Plans and/or speak to their trainers to discuss future options and study progression.




## ASSESSMENT REQUIREMENTS – requirements that apply to all assessments




<b>Evidence types</b>	Direct	This means that the evidence of <i>skill demonstrations</i> and/or <i>work-place documents</i> that demonstrate skills abilities.
	Indirect	This means third party/manager verification of competency <i>in the workplace over a period of time</i> which shows repeatable performance.
	Supplementary	This includes verbal/written <i>answers</i> to questions as well as <i>work-records</i> that demonstrate the student’s underpinning knowledge about the subject matter.
<b>Rules of evidence</b>	Valid	Evidence must satisfy the <i>specific</i> competency requirements.
	Current	Evidence must be recent enough to show the student’s <i>current</i> abilities.
	Sufficient	Evidence must be provided to show competency of <i>all</i> unit requirements.
	Authentic	Evidence must demonstrate the student’s <i>own personal</i> competency.
<b>Dimensions of competency</b>	Task skills	Appropriate <i>steps in a task</i> need to be demonstrated such as all steps in a skills process.
	Task management	Appropriate <i>task management</i> must be demonstrated such as arranging equipment and/or resources associated with a task.
	Contingency management	Appropriate <i>contingency skills</i> must be shown such as dealing with equipment failures.
	Job/role environment	Evidence must be provided of the student’s ability to <i>simultaneously manage other required workplace tasks</i> such as attending to customers while operating equipment.




## TO COMPLETE THE ASSESSMENT



<b>Unit pages</b>	<p>Each unit page is divided into two columns.</p> <ul style="list-style-type: none"><li>• The left hand column outlines the competencies that the student must achieve. This information is provided as a guide and it is taken from the relevant Training Package.</li><li>• The right hand column contains Knowledge Questions that the student must answer.</li><li>• Every question must be correctly answered to indicate that the student is competent in the required underpinning knowledge.</li><li>• Answer only in short sentences or dot-points. In some circumstances, the assessor may scribe for the student.</li></ul>
<b>Manager/Third Party verification page</b>	<p>A signed and dated verification must be provided from an appropriate third party – such as the student’s current manager. This verification will be reviewed by the assessor. Referees will be contacted to confirm the verification if they are not immediately available in the student’s workplace.</p>
<b>Skills evidence</b>	<p>Students need to provide and note evidence of their skills and current abilities.</p> <p>The assessor will examine the documents and note the details. Skills criteria/requirements are listed at the end of each unit, and evidence normally includes examples of completed work or work-place forms/documents/reports.</p> <p>At the assessment, the assessor may also ask the student to demonstrate particular skills which will also be recorded.</p>
<b>Student Feedback Sheet</b>	<p>Students are encouraged to complete the feedback sheet to assist Australian Retail College to continuously improve.</p>

<p><b>Co-ordinate Merchandise Presentation Display</b></p> 	<p><b>QUESTIONS</b></p> 	 <p>Assessor ✓ Decision</p>
<p><b>Performance criteria:</b></p> <p><b>Demonstrate:</b> Identify items to be promoted Coordinate promotional events s directed by management</p> <p>Construct displays to achieve visual impact Inform other staff of store display standards, requirements and in-store promotions Promote correct products/services and information</p> <p>Complete displays to suit time schedule, customer traffic and service provision Safely and securely develop displays and promotional materials</p>	<p>1. Name two ways to identify and ensure that advertised stock is not sold/displayed <b>before</b> the start of a promotion.</p> <hr/> <hr/> <p>2. How could staff minimise the disruption to customers, if a display has to be created or changed during a busy trading time?</p> <hr/> <hr/> <p>3. Explain two important safety issues to be considered when developing displays/promotions.</p> <hr/> <hr/> <p>4. Name two major tasks to be completed so that promotional stock is set up properly.</p> <hr/> <hr/> <hr/>	<p>[ ]</p> <p>[ ]</p> <p>[ ]</p> <p>[ ]</p>

 <b>Co-ordinate Merchandise Presentation and Display</b>	<b>QUESTIONS</b> 	 Assessor ✓ Decision
<p><b>Performance criteria:</b></p> <p><b>Demonstrate:</b>  Evaluating displays against sales and store presentation standards etc.</p> <p>Providing appropriate feedback to management</p>	<p>5. Explain two different ways to evaluate a display/promotion to estimate its success at improving sales.</p> <p>1. _____</p> <p>2. _____</p> <p>6. Name two ways to give management feedback about the success of a promotion.</p> <p>1. _____</p> <p>2. _____</p> <p>7. Name one technique that your store uses when creating a stock display, so that it has the most visual impact on customers.</p> <p>_____</p> <p>_____</p>	<p>[ ]</p> <p>[ ]</p> <p>[ ]</p>

<b>ELEMENT</b>  Implement Merchandise Pricing	<b>QUESTIONS</b> 	 Assessor ✓ Decision
<p><b>Performance criteria:</b></p> <p><b>Demonstrate:</b>  Implementing store policies and procedures in regard to pricing/ticketing</p> <p>Identifying and amending tickets/price tags etc as per store policy</p> <p>Informing staff members of price changes etc</p>	<p>8. Name two legal requirements that a store must comply with, in relation to its price tickets/promotional materials.</p> <p>1. _____</p> <p>2. _____</p> <p>9. Explain two ways to ensure that staff members know/can locate information about stock prices for store merchandise?</p> <p>1. _____</p> <p>2. _____</p> <p>10. Explain a store procedure for changing the prices on stock when it has been incorrectly marked at a lower price.</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>[ ]</p> <p>[ ]</p> <p>[ ]</p>

## ASSESSMENT



### **Instructions:**

The student is required to complete the following skill-related documents/activities prior to the assessment visit with the assessor.

The blank forms etc. on the following pages may be used if the student's workplace does not have relevant forms/documents to complete these activities.

Where workplace forms are being used instead of the following blank forms, the completed forms should be stapled to this document.

### **Skill-related documents**

Complete/attach the following skills documents:

- Attach a copy of a store audit of your store/department merchandising standards for advertised stock/promotional areas OR complete the example form in this document
- Attach a copy of your recommendations based on the completed store audit of merchandise standards OR complete the example form on the following pages.

### **Skill demonstrations**

Be prepared to demonstrate the following skills to the assessor:

- Demonstrate your merchandising techniques and monitoring strategies to the assessor
- Demonstrate your pricing/ticketing techniques and monitoring strategies to the assessor

**SKILL RELATED DOCUMENT**



**Promotional Merchandising Audit**

<b>Criteria</b>	<b>Meets standards Yes/No (or Not Applicable where needed)</b>	<b>Comments/Suggestions if No</b>
Stock display set-up considers traffic flow and customer needs		
Stock display maintenance is appropriate so display is clean, tidy and up-to-date		
Stock display maintenance complies with safety requirements		
Stock is well displayed to appeal to customers		
Stock is displayed to comply with safety requirements		
Displayed stock contains all necessary quantities and/or variations		
Promotional pricing is correct, easily seen and inviting		
Promotional signs/banners etc are correct, easily seen and inviting		
Pricing and ticketing complies with safety requirements		

Material Continues

—End of Sample—