

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CONSUMER BEHAVIOUR NQF Level 4

September 2007

CONSUMER BEHAVIOUR – LEVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Consumer Behaviour in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Consumer Behaviour* to prepare for and deliver Consumer Behaviour. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "structured environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "structured environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assurer; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers in planning learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It is used to determine student strengths and weaknesses and provide feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	Open middle: Students produce the same evidence but in different ways. Open end: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has achieved the criterion adequately. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving-skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN CONSUMER BEHAVIOUR

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Consumer Behaviour must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Consumer Behaviour, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly Competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

ASSESSMENT OF CONSUMER BEHAVIOUR LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CONSUMER BEHAVIOUR - LEVEL 4

Topic 1: Determinants of consumer behaviour and consumer decision making

SUBJECT OUTCOME	
1.1 Differentiate between the concepts consumer behaviour and consumer buying behaviour.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Basic consumer behaviour is explained with examples. - Consumer buying behaviour is explained with examples. - Organisational consumer buying behaviour is explained with examples.	- Explain basic consumer behaviour with examples as part of achieved knowledge in this field of study. - Explain consumer buying behaviour with examples as part of achieved knowledge in this field of study. - Explain organisational consumer behaviour with examples.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions: Revision of achieved knowledge (Level 2, topic 1). Use appropriate examples to foster this fundamental knowledge. - Revision test. - Start working on integrated assignment: Report on Consumer Behaviour Subject Outcomes 1-7. - Written/electronic report to form Consumer Behaviour: Part 1A of the integrated assignment.	

SUBJECT OUTCOME	
1.2 Describe the different determinants of consumer buying behaviour.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Individual and psychological determinants are explained. <i>Range: Motivation, perception, learning, personality, attitude.</i> - Social and group determinants are explained. <i>Range: Culture, subculture, social class, reference groups, family and household.</i> - Information related determinants are explained. <i>Range: Commercial source, social sources.</i> - Situational determinants are explained. <i>Range: When, where, why, and conditions under which consumers buy.</i>	- Explain individual and psychological determinants. <i>Range: Motivation, perception, learning, personality, attitude.</i> - Explain social and group determinants. <i>Range: Culture, subculture, social class, reference groups, family and household.</i> - Explain information related determinants. <i>Range: Marketing sources, social sources.</i> - Explain situational determinants. <i>Range: When, where, why, and conditions under which consumers buy.</i>
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions: Use appropriate examples and ranges to foster this fundamental knowledge. - Case study. - Written/electronic report to form Consumer Behaviour: Part 1B of the integrated assignment.	

SUBJECT OUTCOME	
1.3 Demonstrate an understanding of the nature and extent of consumer decision making.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The problem-solving approach to decision making is explained with an example. - The mental stages of buying are explained. <i>Range: Awareness, interest, desire, action (AIDA).</i> - The different types of purchasing decisions are explained. <i>Range: Extended, routine, limited, and impulsive.</i> - Steps in the consumer decision making process are explained. <i>Range: Problem recognition, information search, evaluation of alternatives, purchase decision post-purchase behaviour.</i>	- Explain with an example, the problem-solving approach to decision making. - Explain the mental stages of buying. <i>Range: Awareness, Interest, desire, action (AIDA).</i> - Explain the different types of purchasing decisions. <i>Range: Extended, routine, limited, and impulsive.</i> - Explain steps in the consumer decision making process. <i>Range: Problem recognition, information search, evaluation of alternatives, purchase decision, post-purchase behaviour.</i>

ASSESSMENT TASKS OR ACTIVITIES
- Facilitator-student discussions: Use appropriate examples and ranges to foster this fundamental knowledge. - Case study. - Written/electronic report to form Consumer Behaviour: Part 1C of the integrated assignment.

SUBJECT OUTCOMES	
1.4 Demonstrate an understanding of the nature and extent on Organisational consumer decision making.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Three major types of organisational buying situations are identified. <i>Range: New task, straight re-buy, modified re-buy.</i> - Buying objectives of organisational consumers are described. <i>Range: Profit, return on investment, market share.</i> - The buying centre, also referred to as Decision Making Unit (DMU) is explained. <i>Range: Users, buyers, deciders, influencers, gatekeepers.</i> - Constraints on purchases by organisational consumers are described.	- Identify three major types of organisational buying situations. <i>Range: New task, straight re-buy, modified re-buy.</i> - Describe the buying objectives of organisational consumers. <i>Range: Profit, return on investment, market share.</i> - Explain the buying centre, also referred to as Decision Making Unit (DMU). <i>Range: Users, buyers, deciders, influencers, gatekeepers.</i> - Describe constraints on purchase by organisational consumers.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions: Use appropriate examples and ranges to foster this fundamental knowledge. - Case study. - Written/electronic report to form Consumer Behaviour: Part 1D of the integrated assignment.	

SUBJECT OUTCOMES	
1.5 Explain the organisational buyers' decision process.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Steps in the organisational buyers' decision process are explained. <i>Range: Problem recognition, need description, product specification, supplier search, supplier selection, purchase routine specification, performance review.</i>	Explain the steps in the organisational buyers' decision process. <i>Range: Problem recognition, need description, product specification, supplier search, supplier selection, purchase routine specification, performance review.</i>
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Written/electronic report to form Consumer Behaviour: Part 1E of the integrated assignment.	

SUBJECT OUTCOMES	
1.6 Demonstrate an understanding of the adoption process.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The concept adoption process is explained. - Stages in the adoption process are identified and explained. <i>Range: Awareness, information or interest, evaluation, examination or testing or trial, adoption or acceptance, post adoption confirmation.</i> - Different groups of acceptance of new products are described. <i>Range: Innovators, early adopters, early majority, late majority, laggards.</i> - The concept consumerism is explained.	- Explain the concept adoption process. - Identify and explain the stages in the adoption process. <i>Range: Awareness, information or interest, evaluation, examination or testing or trial, adoption or acceptance, post adoption confirmation.</i> - Describe groups of acceptance of new products. <i>Range: Innovators, early adopters, early majority, late majority, laggards.</i> - Explain the concept consumerism.

ASSESSMENT TASKS OR ACTIVITIES
- Facilitator-student discussions. - Written/electronic report to form Consumer Behaviour: Part 1F of the integrated assignment. - Class/oral assessment: Part 1.

Topic 2: The influence of branding, packaging and labelling

SUBJECT OUTCOMES	
2.1 Explain the branding of products or services and examine the influence of branding on consumers' decision making.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Branding terms are defined to demonstrate an understanding. - Branding decisions are explained using examples. - Examples of branding are given. - Importance of branding is explained to highlight consumer buying pattern. - Influence of branding on consumer decision making is identified and explained so that buying patterns are taken into consideration.	- Demonstrate an understanding of branding terms. - Explain branding decisions using examples. - Give examples of branding. - Explain the importance of branding to highlight consumer buying pattern. - Identify and explain the influence of branding on consumer decision making so that buying patterns are taken into consideration.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Research in designated small groups. - Group feedback session. - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 2A of the integrated assignment.	

SUBJECT OUTCOMES	
2.2 Explain the packaging of products or services and examine the influence of packaging on consumers' decision making.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Packaging terms are defined to demonstrate understanding. - Packaging decisions are explained to show why certain packages are used. - A choice of a package for a target market is made and reasons are given. - Different packaging types are identified using examples. - The importance of packaging in enhancing sales is explained. - The influence of packaging on consumer decision making is explained so that sales are enhanced.	- Define packaging to demonstrate understanding. - Explain packaging decisions to show why certain packages are used. - Choose a package for a target market and give reasons for the choice. - Identify different packaging types using examples. - Explain the importance of packaging in enhancing sales. - Explain the influence of packaging on consumer decision making so that sales are enhanced.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Research in designated small groups. - Group feedback session. - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 2B of the integrated assignment.	

SUBJECT OUTCOMES	
2.3 Explain the labelling of products or services and examine the influence of labelling on consumers' decision making.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Labelling terms are defined • The importance of labelling is explained • The influence of labelling on consumer decisions making is explained	• Define labelling terms to demonstrate understanding. • Explain the importance of labelling to demonstrate understanding. • Explain the influence of labelling on consumer decision making so that sales are enhanced.
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussions. • Research in designated groups. • Group feedback session. • Written/electronic report with appropriate examples to form Consumer Behaviour: Part 2C of the integrated assignment • Class/oral assessment: Part 2.	

Topic 3: Channels and logistics

SUBJECT OUTCOME	
3.1 Demonstrate an understanding of the nature and extend of distribution.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• The Distribution concepts are defined to demonstrate understanding. <i>Range: Distribution, distribution channels, logistics and middlemen.</i> • Distribution strategies are explained. <i>Range: Intensive, selective, exclusive.</i> • An understanding of the types and functions of distribution channels are demonstrated. • The role of middlemen is demonstrated within the distribution channels. • Knowledge of cost factors is applied in the selection of a channel for distribution purposes. <i>Range: Number of potential customers, concentration, buying habits, operation costs, transport, warehousing and stockholding.</i> • Physical distribution within the distribution channel is understood and demonstrated.	• Define the distribution concepts to demonstrate understanding. <i>Range: Distribution, distribution channels, logistics and middlemen.</i> • Explain distribution strategies. <i>Range: Intensive, selective, exclusive.</i> • Demonstrate an understanding of the types and functions of distribution. • Demonstrate the role of middlemen within the distribution channels. • Apply knowledge of cost factors in the selection of a channel for distribution purposes. <i>Range: Number of potential customers, concentration, buying habits, operation costs, transport, warehousing and stockholding.</i> • Demonstrate an understanding of physical distribution within the distribution channel.
ASSESSMENT TASKS OR ACTIVITIES	
• Facilitator-student discussions. • Investigation in small groups. • Group feedback session. • Written/electronic report with appropriate examples to form Consumer Behaviour: Part 3A of the integrated assignment.	

SUBJECT OUTCOME	
3.2 Demonstrate an understanding of wholesalers and retailers.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Wholesalers and retailers are defined. - The distinctive functions of wholesalers and retailers in the distribution channel are described and motivated. - Recent trends and innovations in the distribution, wholesale and retail industry are examined and described. - An explanation of the impact of wholesaling and retailing on the economy is given.	- Define wholesalers and retailers. - Describe and motivate the distinctive functions of wholesalers and retailers in the distribution channel. - Examine and describe recent trends and innovations in the distributions, wholesale and retail industry. - Explain the impact of wholesaling and retailing on the economy.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Investigation in small groups - Group feedback session - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 3B of the integrated assignment - Class/oral assessment: Part 3.	

Topic 4: Identify customers of the business

SUBJECT OUTCOME	
4.1 Identify prospective customers and establish their needs.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Sales contacts and networks are developed in terms of providing information for the identification of prospective customers. - Customers are identified in terms of established methods. - A consultation method to identify customers is established. - Opportunities or assessment and qualification processes are established.	- Develop sales contacts and networks. - Identify customers in terms of established methods. - Establish a consultation method to identify customers. - Establish opportunities or assessment and qualification processes.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 4 Step 1A of the integrated assignment.	

SUBJECT OUTCOME	
4.2 Establish and build the customer base.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Prospecting methods are identified to establish and build customer base. - Information needs are established in accordance with present and prospective customer base. - Processes are established for recording and assessing customer information. - The customer database is established and maintained to integrate customer and sales information. - Customer profiles are assessed to identify factors in relation to the market place in which they operate.	- Identify prospecting methods to establish and build customer base. - Establish information needs in accordance with present and prospective customer base. - Establish processes for recording and assessing customer information. - Establish and maintain the customer database to integrate customer and sales information. - Assess customer profiles to identify factors in relation to the market place in which they operate.

ASSESSMENT TASKS OR ACTIVITIES
- Facilitator-student discussions. - Practical exercise (examples gathered). - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 4 Step 1B of the integrated assignment.

Topic 5: Liaise with a range of customers

SUBJECT OUTCOME	
5.1 Initiate contact with a range of customers.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Current status of satisfaction is identified, assessed and maintained. - Customers are informed of the business activities. - A report back is given on the situation.	- Identify, assess and maintain current status of satisfaction. - Inform customers of the business activities. - Report back on the situation.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Role play with appropriate examples. - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 5 Step 2A of the integrated assignment.	

SUBJECT OUTCOME	
5.2 Maintain contact with a range of customers.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Communication processes with customers are applied and established. - Customers are visited or telephoned at predetermined intervals. - A reason to contact the customer is established. - Partnerships are built with a range of customers.	- Apply and establish communication processes with customers. - Visit or phone customers at predetermined intervals. - Establish a reason to contact the customers. - Build partnerships with a range of customers.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Role play with appropriate examples. - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 5 Step 2B of the integrated assignment.	

SUBJECT OUTCOME	
5.3 Administer contact with a range of customers.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Logbooks and/or call reports are completed as per company requirements. - Analysis and/or report are presented. - Customers are graded A/B/C.	- Complete logbooks and/or reports as per company requirements. - Present analysis/report. - Grade customer according to A/B/C.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: - Simulated logbook. - Analysis. - Customer grading. - Written/electronic report with appropriate examples to form Consumer Behaviour: Part 5 Step 2C of the integrated assignment.	

Topic 6: Take orders from customers

SUBJECT OUTCOME	
6.1 Accept and record customers order verbally.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Elements of the sales process are described and demonstrated in the workplace in accordance with organisational and customer requirements. - Body language and mannerisms are attentive and display a willingness to help. - Assessments of the competitive environment determine the implications for selling techniques to be used. - Customer needs are identified and goods and/or services are offered in line with these needs - Add-on opportunities are identified and communicated to the customer and included in the order if approved. - Order is clarified and the recorded details of the order are complete, accurate and agreed with the customer. - Options for recording sales transactions are described to match specific customer needs and requirements. - Factors required to complete the sales transaction are described and demonstrated.	- Describe and demonstrate the elements of the sales process in the workplace in accordance with organisational and customer requirements. - Display attentive body language and a willingness to help. - Assess the competitive environment in order to determine the implications for selling techniques to be used. - Identify customer needs and offer goods and/or services in line with these needs. - Identify add-on opportunities and communicate these to the customer and include in the order if approved. - Clarify the order and ensure that details of the order are complete, accurate and agreed with the customer. - Describe options for recording sales transactions to match specific customer needs and requirements. - Describe and demonstrate factors required to complete the sales transactions.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected Subject Outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 6 Step 3A of the integrated assignment.	

SUBJECT OUTCOME	
6.2 Accept and record customer's written order.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Elements of the sales process are described and demonstrated in the workplace in accordance with organisational and customer requirements. - Assessments of the competitive environment determine the implications for selling techniques to be used. - Order is confirmed and the recorded details of the order are complete, accurate and agreed with the customer. - Options for recording sales transactions are described to match specific customer needs and requirements. - Acceptance and recording of the customer's order complies with organisational, customer and legal requirements. - Factors required to complete the sales transaction are described and demonstrated.	- Describe and demonstrate the elements of the sales process in the workplace in accordance with organisational and customer requirements. - Assess the competitive environment to determine the implications for selling techniques to be used. - Confirm the order and ensure that the recorded details of the order are complete, accurate and agreed with the customer. - Describe options for recording sales in order to match specific customer needs and requirements. - Ensure that acceptance and recording of the customer's order complies with organisational, customer and legal requirements. - Describe and demonstrate factors required to complete the sales transaction.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 6 Step 3B of the integrated assignment.	

SUBJECT OUTCOME	
6.3 Complete and administer order procedures and documentation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Order documentation is completed in detail and according to organisational and customer's requirements. - Order administration procedures are maintained in relation to recording, analysing and reporting processes in accordance with organisational requirements. - Order documentation information is fully and accurately recorded in the required format and kept available for reference purposes. - Order documentation is completed within the agreed time frames. - Body language and mannerisms while completing order documentation are attentive and display a willingness to help.	- Ensure that the order documentation is completed in detail and according to organisational and customer's requirements. - Ensure that the order administration procedures are maintained in relation to recording, analysing and reporting processes in accordance with organisational requirements. - Ensure that the order documentation information is fully and accurately recorded in the required format and kept available for reference purposes. - Ensure that the order documentation is completed within the agreed time frames. - Ensure that body language and mannerisms are attentive and display a willingness to help while completing order documentation.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 6 Step 3C of the integrated assignment.	

SUBJECT OUTCOME	
6.4 Confirm and distribute orders.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Orders are confirmed and communicated to the relevant parties and within the agreed time frames. - Approval of orders is obtained from authorised personnel according to established procedures. - Documentation and processes relating to confirming of orders is complete, concise and in the required format and location. - Relevant communication equipment used to convey and distribute orders to comply with organisational requirements. - Order delivery is aligned with customer delivery schedule and delivery time booked. - Variances in the order are identified and corrective action is taken as required.	- Confirm orders and communicate the relevant parties within the agreed time frames. - Approve orders obtained from authorised personnel according to established procedures. - Ensure that documentation and processes relating to confirming of orders is complete, concise and in the required format and location. - Ensure that relevant communication equipment is used to convey and distribute orders to comply with organisational requirements. - Ensure that order delivery is aligned with customer delivery schedule and delivery time booked. - Identify variances in the order and take corrective action as required.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/ real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 6 Step 3D of the integrated assignment.	

Topic 7: Handle a range of customer complaints

SUBJECT OUTCOME	
7.1 Identify the customer's problem.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The nature of the complaint is identified and assessed - The origin of the complaint is identified. - Responsibility for action to solve the problem is taken. - The problem is documented, according to company regulations and requirements.	- Identify and assess the nature and the origin of the complaint. - Take responsibility for action to solve the problem. - Document the problem according to company regulations and requirements.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 7 Step 4A of the integrated assignment.	

SUBJECT OUTCOME	
7.2 Commit to resolve the customer complaints.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Commitment to resolve the complaint is demonstrated. - The customer is totally satisfied with the complaint process to date. - The company provides support for both the individual and the customer.	- Demonstrate a commitment to resolve the complaint. - Ensure total customer satisfaction with the complaint process up to date. - Ensure company support to both the individual and the customer.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 7 Step 4B of the integrated assignment.	

SUBJECT OUTCOME	
7.3 Arrange correct planning and solution to the customer's problems.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- The correct solution is applied to solve the customer's problems. - Contact is maintained with all relevant stakeholders. - Correct solution is applied to the customer's complaint within the agreed timeframe.	- Apply the correct solution to solve the customer's problems. - Maintain contact with all relevant stakeholders. - Apply the correct solution to the customer's complaint within the agreed timeframe.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 7 Step 4C of the integrated assignment.	

SUBJECT OUTCOME	
7.4 Communicate with all stakeholders.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- Relevant internal parties are notified of the complaint and its rooting. - Immediate superior is notified of the customer's complaint for further action. - The customer is communicated with regarding the outcome and progress of the solution.	- Notify internal relevant parties of the complaint and its rooting. - Notify immediate superior of the customer's complaint for further action. - Communicate the outcome and progress of the solution to the customer.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation /real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 7 Step 4D of the integrated assignment.	

SUBJECT OUTCOME	
7.5 Provide practical business solutions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
- A partnership is arranged between suppliers and the organisation, which enhances the solution of the customer's problem - Relationships are built by solving the customer's complaint and by building sales	- Arrange partnership between suppliers and the organisation, which enhances the solution of the customer's problem. - Build relationships by resolving the customer's complaint and by building sales.
ASSESSMENT TASKS OR ACTIVITIES	
- Facilitator-student discussions. - Practical exercise: Guest speaker/role play/workshop/observation/real work experience recommended for chosen/selected subject outcomes. - Checklist/observation list. - Written/electronic report (with appropriate examples) to form Consumer Behaviour: Part 7 Step 4E of the integrated assignment.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CONSUMER BEHAVIOUR - LEVEL 4

4.1 Integrated Summative Assessment Task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the students' cumulative learning achieved throughout the full year. The task requires ***integrated application of competence*** and is executed and recorded in compliance with assessment conditions.

In Consumer Behaviour Level 4 students will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment /exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	55% - 75%	20% - 35%	5% - 15%