

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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**-Module Number-** 0063108 **-Session-1986-87**  
**-Superclass-** BA

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**-Title-** BUYING

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**-DESCRIPTION-**

Type and Purpose A Specialist Module for those students who wish to acquire a knowledge of the buying function.

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Preferred Entry Level 03100 Introduction to Distribution

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Learning Outcomes The student should:

1. know the importance of the buying function;
2. know the duties and responsibilities of a buyer;
3. distinguish between local and central buying methods;
4. know the basic considerations involved in the preparation of a buying plan.

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Content/Context Corresponding to Learning Outcomes 1-4:

1. buying as part of the overall merchandising policy. Financial investment involved; organisational aims and image considerations; importance of right stock selection; inter-relationship of buying and selling functions.
2. Merchandise knowledge; sales analysis and trends; sources and selection of suppliers; assessing customer demand. Factors affecting the buying decision including the negotiating process, basic stocks, own brands, promotional items.

3. Characteristics of central and local buying methods; operation of both systems; advantages and disadvantages of both approaches.
4. Buying plan: model stocks, ranges and assortments, depth and breadth; distinction between financial and unit stock control; fixing reorder levels for basic stocks.

Learning and  
Teaching  
Approaches

Relating to Learning Outcomes 1-4:

While much of the learning in this module will require some formal exposition by the teacher there are adequate opportunities to use participative learning approaches.

In addition to the publications and videos produced by the Distributive Industry Training Board there are case studies and discussion topics which have been produced by commercial organisations. A visit/talk by a distributive buyer is recommended and similar talks/visits from buyers/purchasing officers in other types of organisations could also be helpful.

Visits to stores, etc could be arranged so that students can study the application of different factors in the buying process.

Students should maintain a folio of work for assessment purposes.

Assessment  
Procedures

This module will be internally assessed.

Relating to Learning Outcomes 1-4:

Learning Outcome 1 will be assessed by 5 objective test questions.

Learning Outcome 2 will be assessed by 10 objective test questions.

Learning Outcome 3 will be assessed by 5 objective test questions.

Learning Outcome 4 will be assessed by examination of the student's assignment folio. Students should submit an assignment which is based on the factors considered in the preparation of a buying plan.

Assessment should be carried out continuously and opportunities should be provided to rectify an unsatisfactory performance. The basis of an acceptable level of performance will be satisfactory achievement of each of the Learning Outcomes.

Performance Criteria for this module are clearly stated in its guidelines.

NATIONAL CERTIFICATE63108 - BUYING - ASSESSMENT GUIDELINESGENERAL GUIDELINES

Teachers will wish to use material other than that provided and it may be slightly different standard. In these circumstances, the criteria of acceptable performance will have to be adjusted on the basis of the teacher's professional judgement.

Learning  
Outcome

1. THE STUDENT SHOULD KNOW THE IMPORTANCE OF THE BUYING FUNCTION

Assessment

This learning outcome will be assessed by 5 objective test questions.

Guidelines

- (a) Multiple choice questions will be used.
- (b) Each question should consist of a clearly-formulated stem and four options. The options should consist of a best answer and three plausible distractors.
- (c) In this test the questions should be related to the minimum content in the following proportions:

|    |                          |   |
|----|--------------------------|---|
| A. | Buying/policy            | 1 |
| B. | Financial investment     | 1 |
| C. | Organisational aims      | 1 |
| D. | Stock selection          | 1 |
| E. | Buying/selling functions | 1 |

Performance Criteria

Satisfactory performance is a maximum of 1 error in a test of the standard exemplified by the question provided.

2. THE STUDENT SHOULD KNOW THE DUTIES AND RESPONSIBILITIES OF A BUYER.

Assessment

This learning outcome will be assessed by 10 objective test questions.

- (a) Multiple choice questions will be used.

(b) Each question should consist of a clearly-formulated stem and four options. The options should consist of a best answer and three plausible distractors.

(c) In this test the questions should be related to the minimum content in the following proportions:

|    |                                    |   |   |
|----|------------------------------------|---|---|
| A. | Merchandise knowledge              |   | 1 |
| B. | Sales analysis                     | 2 |   |
| C. | Sources/selection of supplier      | 2 |   |
| D. | Assessing demand                   | 2 |   |
| E. | Factors affecting buying decisions | 3 |   |

#### Performance Criteria

Satisfactory performance is a maximum of 3 errors in a test of the standard exemplified by the question provided.

3. THE STUDENT SHOULD DISTINGUISH BETWEEN LOCAL AND CENTRAL BUYING METHODS.

#### Assessment

This learning outcome will be assessed by 5 objective test questions.

#### Guidelines

(a) Multiple choice questions will be used.

(b) Each question should consist of a clearly-formulated stem and four options. The options should consist of a best answer and three plausible distractors.

(c) In this test the questions should be related to the minimum content in the following proportions:

|    |                              |   |
|----|------------------------------|---|
| A. | Characteristics              | 2 |
| B. | Operation                    | 1 |
| C. | Advantages and disadvantages | 2 |

#### Performance Criteria

Satisfactory performance is a maximum of 1 error in a test of the standard exemplified by the question provided.

4. THE STUDENT SHOULD KNOW THE BASIC CONSIDERATIONS INVOLVED IN THE PREPARATION OF A BUYING PLAN.

Assessment

This learning outcome will be assessed by examination of the student's assignment folio.

The student should submit 1 assignment.

NATIONAL CERTIFICATE63108 BuyingExemplarsLearning Outcome 1

The buyer will always select merchandise which is

- (a) stocked by competitors
- (b) available on special terms
- (c) appropriate to the store's image
- (d) available for immediate delivery

The correct answer is (c).

Learning Outcome 2

A buyer will tend to purchase small quantities of an item at frequent intervals where:

- (a) it is a basic stock item
- (b) it is a high-fashion item
- (c) the price of the item will increase
- (d) the item is nationally promoted

The correct answer is (b).

Learning Outcome 3

Local buyers will generally be used by retailers of high-priced exclusive goods because local buyers:

- (a) negotiate bulk purchases
- (b) negotiate substantial discounts
- (c) provide uniformity of merchandise in branches
- (d) provide close contact with customers

The correct answer is (d)

Learning Outcome 4

- (a) Merchandise line : Jeans  
Customer group : Males, 16-25

## (b) Merchandise specification -

|                                |             |    |                   |                   |    |        |    |
|--------------------------------|-------------|----|-------------------|-------------------|----|--------|----|
| Lee Skintight Stone and Washed | Blue        | W  | 26                | 27                | 28 | 29     | 30 |
|                                | Khaki Stone | IL | 28                | 29                | 31 | 32     | 32 |
|                                |             |    | £13.99            |                   |    | £16.99 |    |
| Levi Washed Stone              | Blue        | W  | 26                | 27                | 28 | 29     | 30 |
|                                | Khaki Stone | IL | 28 <sup>1/2</sup> | 28 <sup>1/2</sup> | 31 | 32     | 32 |
|                                |             |    | £13.50            |                   |    | £16.90 |    |
| Levi Bleached                  | Blue        | W  | 26                | 27                | 28 | 29     | 30 |
|                                | Khaki       | IL | 28 <sup>1/2</sup> | 28 <sup>1/2</sup> | 31 | 32     | 32 |
|                                |             |    | £13.99            |                   |    | £17.50 |    |
| Wrangler Originals             | Blue        | W  | 26                | 27 <sup>1/2</sup> | 28 | 29     | 30 |
|                                | Khaki       | IL | 28 <sup>1/2</sup> | 28 <sup>1/2</sup> | 31 | 32     | 33 |
|                                |             |    | £13.99            |                   |    | £16.99 |    |
| Wrangler Stretched             | Blue        | W  | 26                | 27                | 28 | 29     | 30 |
|                                | Khaki       | IL | 28 <sup>1/2</sup> | 28 <sup>1/2</sup> | 31 | 32     | 33 |
|                                |             |    | £15.99            |                   |    | £18.99 |    |
| Second Skin Steers             | Blue        | W  | 26                | 27                | 28 | 19     | 30 |
|                                | Khaki       | IL | 28                | 28                | 30 | 31     | 32 |
| etc.                           | etc         |    | etc.              |                   |    |        |    |



(c) Stock in depth:

Reflecting standard "in depth" diagram:

|           |            | SIZES |   |   |   |   |
|-----------|------------|-------|---|---|---|---|
| Product A | Colour (1) | 1     | 2 | 3 | 4 | 5 |
|           | Colour (2) | 1     | 2 | 3 | 4 | 5 |
|           | Colour (3) | 1     | 2 | 3 | 4 | 5 |
| Product B | Colour (1) | 1     | 2 | 3 | 4 | 5 |
|           | Colour (2) | 1     | 2 | 3 | 4 | 5 |
|           | Colour (3) | 1     | 2 | 3 | 4 | 5 |

Reason: e.g. Significant size market consisting of fashion conscious customers requiring variation and also passing growth phase.

OR

If the target customers were male, 20+ - , then a stock in width assortment could be maintained:

|           |            | SIZES |     |
|-----------|------------|-------|-----|
| Product A | Colour (1) | 2     | 3 4 |
| Product B | Colour (1) | 2     | 3 4 |
| Product C | Colour (2) | 2     | 3 4 |
| Product D | Colour (1) | 2     | 3 4 |
| Product E | Colour (2) | 2     | 3 4 |

etc.

Reason: Customers covering wide age range reflected by range of tastes.

## (d) Model Stock Plan

Lee Skintight

|              | Size |    |    |    |    |
|--------------|------|----|----|----|----|
|              | 26   | 27 | 28 | 29 | 30 |
| Blue         | 3    | 4  | 5  | 6  | 7  |
| Colour Khaki | 2    | 3  | 3  | 5  | 5  |
| Stone        | 2    | 3  | 3  | 4  | 5  |

Reason: Analysis of previous year's sales in terms of sizes and colours.

## (e) Stock to be ordered for June:

Opening Stock at 1 May = £1100

- Sales May 11% of 9000 = 990

Closing Stock May =  $\frac{\quad}{110}$

Stock required June = 550-110 = £440

NATIONAL CERTIFICATE63108 - BUYING

## CHECKLIST

Student's Name .....

Presenting Centre .....

On achieving the required level of performance for each item, Column 'A' should be ticked and the date inserted. On completion of each learning outcome, Column 'B' should be ticked.

| LEARNING OUTCOME | ITEM                     | A | B | DATE | TEACHER'S INITIALS |
|------------------|--------------------------|---|---|------|--------------------|
| 1                | Objective Test Questions |   |   |      |                    |
|                  | Completion of LO1        |   |   |      |                    |
| 2                | Objective Test Questions |   |   |      |                    |
|                  | Completion of LO2        |   |   |      |                    |
| 3                | Objective Test Questions |   |   |      |                    |
|                  | Completion of LO3        |   |   |      |                    |
| 4                | Assignment               |   |   |      |                    |
|                  | Completion of LO4        |   |   |      |                    |

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