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Prior Learning Assessment & Recognition (PLAR)
Student Resource Guide

Information Section

Information to help a student decide whether PLAR is an option for them for:

*Visual Merchandising and Store Planning: RET2205*
Introduction

The purpose of this resource guide is to help you follow the five steps of the Prior Learning Assessment and Recognition (PLAR) process for Visual Merchandising and Store Planning RET2205:

1. **Awareness** – Understand PLAR and how it can benefit you.
2. **Access** – Self-assess against course requirements and review PLAR assessment criteria.
3. **Advisory** – Meet with PLAR Administrator to discuss questions, PLAR application and fees.
4. **Assessment** – Submit portfolio for evaluation or complete other challenge process.
5. **Achievement** – Credit recognition granted if assessment is successful.

*Please Note:* This Resource Guide is only for Visual Merchandising and Store Planning RET2205.

Exemptions

If you have previously taken a course through a recognized post-secondary institution in this subject area, you may be eligible for a course exemption. This is different from the PLAR process. You must complete a request for an exemption through the Registrar’s Office. For more information visit the Registrar’s Office. [http://www3.algonquincollege.com/ro/apply-to-college-and-program-eligibility/advanced-standingexemptions/](http://www3.algonquincollege.com/ro/apply-to-college-and-program-eligibility/advanced-standingexemptions/)
Step 1: Awareness

Step 1: Awareness – Explore PLAR

PLAR (Prior Learning Assessment and Recognition) is designed for people who have acquired significant knowledge and skills in different learning settings and experiences outside of traditional accredited post-secondary institutions. You should be able to use this knowledge and these skills in a variety of new settings. If you have acquired such skills and knowledge, then you have the opportunity to prove your learning that relates to the applicable course learning requirements assessed and possibly recognized in the form of academic credit.

Other than in formal classroom situations, learning can be gained through areas such as:

✓ Employment experience
✓ Military training or service
✓ Travel or work in different regions or countries
✓ Volunteer work or community service
✓ Online learning, seminars, corporate training and workshops
✓ Professional development, skills training, non-degree programs
✓ Self-directed learning such as reading, research

Possible Benefits of PLAR

- Accelerate program of study completion.
- Save time by taking fewer classes.
- Gain confidence and self-esteem from having your previous accomplishments recognized.
- Strengthen the links between your formal studies and your work and life experience.
- May decrease time to graduation.
- May reduce the cost of education.
- Offers a reflective learning experience for future success.
Step 2: Access

Step 2: Access – Review Course Learning Requirements and Complete the Self-Assessment

Visual Merchandising and Store Planning RET2205

Course Description
Students develop an appreciation of the physical and psychological impact that visual merchandising and store presentation has on a consumer's shopping experience and buying behaviour. Students learn the planning and design process for opening or renovating a store, while recognizing the importance of being a socially responsible designer. Topics include store layout, image development, colour selection, signage, lease analysis, floor and wall coverings, technology trends, display props and store fixtures. The importance of visual merchandising used in tradeshow exhibits is also discussed. Students also create a visual merchandising and store planning presentation, showcasing the best examples of visual merchandising and store design in the local retail community.

Course Learning Requirements

1.) Describe visual merchandising, its role and increased importance in the business environment.
   - Clearly define the role of visual merchandising in business and the social environment as it relates to consumer buying behaviour
   - Discuss the benefits of visual merchandising
   - Explain the history and current status of visual merchandising
   - Apply the philosophy of visual merchandising to enhance the customer’s experience
   - Use the components of visual merchandising
   - Describe the various uses of visual merchandising
   - Develop and promote the image of a business

2.) Apply the knowledge of market target identification and selection to the creation of a visual presentation.
   - Utilize the concept of market segmentation for the purpose of visual merchandising
   - Discuss how the benefits and limitations of market segmentation impact the strategies used for visual displays
   - Use visual merchandising techniques in retail and trade show spaces with target market in mind

3.) Analyze imaginative and artistic design and display elements in effective visual merchandising presentations for both retail stores and tradeshow booths.
   - Utilize the design principles of: balance, emphasis, harmony, elements of proportion, rhythm, contrast, direction, line, shape, unity and props
   - Clearly and concisely define colour
   - Implement the colour systems: hue, intensity, value to optimize visual response
   - Use the colour schemes: monochromatic, analogous, triadic, complementary and achromatic to create style and appeal
   - Create impact with colour in a display
   - Evaluate lighting fixtures based on commercial space design guidelines
   - Create a consumer spending environment with primary, secondary, and atmosphere lighting
   - Select a variety of different types of lighting using the knowledge of the effects within a retail space
4.) Discuss the strengths, weaknesses, opportunities and threats of trade shows using examples of the advantages and disadvantages for a business.

- Set objectives for a trade show
- Pick a show in relation to target market
- Assess space requirements for the trade show booth
- Plan a booth that creatively attracts and engages the consumer
- Build traffic to a booth through creative displays
- Demonstrate proper boothmanship that successfully communicates with attendees
- Connect with consumers through online trade show resources
- Write an effective exhibit copy to optimize sales

5.) Assist with the planning and design process for opening a store or renovating an existing store.

- Analyze and negotiate a store lease
- Plan space allocation for merchandise through store layout and design
- Propose sustainable choices for interior finishes and displays
- Combine new technology trends within a retail setting
- Select appropriate display props
- Evaluate store fixtures based on the type of merchandise and store layout
- Combine proper store security with store design

After reading the course description and learning requirements, you may be asking yourself, “What does this mean for ME? How do I know if I have the required learning to PLAR the course?” The self-assessment will help you determine if your own learning matches the course learning requirements to the extent necessary for you to consider PLAR for the course.

**Self-Assessment**

This self-evaluation is designed to assist you in determining whether you have prior learning that might be used to prove competence to achieve credit for this course. Review the following statements below, and assess your own learning. For each category, give yourself 1 mark for each of the five numbered categories for which you feel you have demonstrated at a ‘satisfactory’ level. Give yourself 2 points for each statement that you feel you have a ‘competent’ level and 3 points for each category where your knowledge or skills are highly proficient. When you have completed all 5 categories, calculate your score by adding your marks for each. Compare your total to the scoring scale below. The college understands that you may have achieved limited, satisfactory or mastery level for any of these main learning points (in bold), outside of the bulleted specific methods listed here. Your portfolio will need to effectively demonstrate how these main learning points have been accomplished.

**Mastery:** My knowledge is strong enough to enable me to teach it to someone else; **OR:** My skill level is competent enough to be transferable to any potential business or job situation, where I would consistently exceed satisfactory expectations.

**Competent:** I can work independently to apply my knowledge or skills.

**Satisfactory:** I need some assistance in applying my knowledge or skills.

**None:** I do not have any knowledge or skill level in this area.
<table>
<thead>
<tr>
<th>I can or I have…</th>
<th>NONE</th>
<th>SATISFACTORY</th>
<th>COMPETENT</th>
<th>MASTERY</th>
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<tbody>
<tr>
<td>1.) Describe visual merchandising, its role and increased importance in the business environment.</td>
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<tr>
<td>• Clearly define the role of visual merchandising in business and the social environment as it relates to consumer buying behaviour.</td>
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<td>• Discuss the benefits of visual merchandising to a business selling a product.</td>
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<td>• Explain the history and current status of visual merchandising.</td>
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<td>• Apply the philosophy of visual merchandising to enhance the customer’s experience.</td>
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<td>• Use the components of visual merchandising to engage the shopper in a retail space.</td>
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<td>• Describe the various uses of visual merchandising to increase sales for a retailer</td>
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<td>• Develop and promote the image of a business through visual merchandising that reflects a brand of a business.</td>
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<tr>
<td>2.) Apply the knowledge of market target identification and selection to the creation of a visual presentation.</td>
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<tr>
<td>• Utilize the concept of market segmentation for the purpose of visual merchandising in order to attract the right audience.</td>
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<tr>
<td>• Discuss how the benefits and limitations of market segmentation impact the strategies used for visual displays</td>
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<tr>
<td>• Use visual merchandising techniques in retail and trade show spaces with target market in mind to capitalize on silent selling.</td>
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<td>3.) Analyze imaginative and artistic design and display elements in effective visual merchandising presentations for both retail stores and tradeshow booths.</td>
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<td>• Utilize the design principles of: balance, emphasis, harmony, elements of proportion, rhythm, contrast, direction, line, shape, unity and props.</td>
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<td>• Implement the colour systems: hue, intensity, value to optimize visual response to a display.</td>
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<td>• Create impact with colour in a display.</td>
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<td>Score</td>
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<td>1.) Evaluate lighting fixtures based on commercial space design guidelines.</td>
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<td>2.) Create a consumer spending environment with primary, secondary, and atmosphere lighting.</td>
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<td>3.) Select a variety of different types of lighting using the knowledge of the effects within a retail space.</td>
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<td><strong>4.) Discuss the strengths, weaknesses, opportunities and threats of trade shows using examples of the advantages and disadvantages for a business.</strong></td>
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<td>• Set objectives for a trade show.</td>
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<td>• Pick a show in relation to the selected target market of a business.</td>
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<td>• Assess space requirements for the trade show booth.</td>
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<td>• Plan a booth that creatively attracts and engages the consumer to buy.</td>
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<td>• Connect with consumers through online trade show resources to acquire sales.</td>
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<tr>
<td>• Write an effective exhibit copy for a trade show to optimize sales.</td>
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<tr>
<td><strong>5.) Assist with the planning and design process for opening a store or renovating an existing store.</strong></td>
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<tr>
<td>• Analyze and negotiate a store lease for a retail space.</td>
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<td>• Plan space allocation for merchandise through store layout and design.</td>
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<td>• Propose sustainable choices for interior finishes and displays.</td>
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<tr>
<td>• Combine new technology trends within a retail setting at the planning phase of a store.</td>
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<tr>
<td>• Combine proper store security with store planning and design.</td>
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</tbody>
</table>

**Totals in each column**

Total: _____ / 15

Compare your results with the scoring scale below to determine your likelihood of obtaining credit for this course through PLAR.
<table>
<thead>
<tr>
<th>Scoring</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-15</td>
<td>You are a good candidate to proceed with the PLAR process. Continue to Step 3 in this guide.</td>
</tr>
<tr>
<td>8</td>
<td>You may need additional prior learning to be successful in completing the PLAR process. Please meet with the PLAR administrator.</td>
</tr>
<tr>
<td>0-7</td>
<td>You are unlikely to be successful in completing the PLAR process. It is recommended that you enroll in the course.</td>
</tr>
</tbody>
</table>

**Step 3: Advisory**

*Step 3: Advisory - Meet with the PLAR Administrator*

If, after you have completed the self-evaluation in Step 2, your score was 8 or higher, the next step is to go to the PLAR office to meet with the PLAR Administrator. The PLAR Administrator will discuss your self-evaluation results with you and provide details on completing the application, fees and the assessment process.

You may then decide to proceed with the PLAR process or register for the course.
Step 4: Assessment

Methods of Assessment:

Option 1: Portfolio with narrative

A portfolio (hard copy or pdf) that illustrates (provides samples of) your professional experience in the Visual Merchandising and Store Planning industry that demonstrate the course learning requirements.

Your portfolio must include:

1. Title Page
2. Introductory Summary
3. Résumé
4. Your Completed Self-Assessment
5. Index to Documentation
6. Narrative on Course Learning Requirements Match
7. Documents to support the Course Learning Requirements:
   I. Specific examples such as images of displays that you completed within a retail space
   II. Samples of store planning you have done, both for layout and the arrangement of fixtures and how sustainability was incorporated
   III. A written analysis of display examples (cited images) which includes your descriptions of how the following visual merchandising elements have effectively been used in a retail display:
      a) Colour
      b) Lighting
      c) Elements and principles of design
      d) Signage
      e) Company image
      f) Motion
*further detail on proving learning through a portfolio is available in the full PLAR Process Resource Package for this course.

**What is needed to be granted Credit (in this Option)?**

Your portfolio must provide evidence that will demonstrate you have met each of the Learning Requirements at a minimum level of ‘satisfactory’, AND with a minimum score of 9 (or 60%).

Rubrics/Scoring Charts are available in the PLAR Process Resource Package for Option 1.

**Option 2: Exam**

In this option, to achieve credit recognition through the PLAR process, you need to complete an individual 90 minute visual merchandising and store planning examination worth 100 points. Notes or books will NOT be allowed. A colour wheel is permitted and encouraged. Cell phones or any other electronic devices are not permitted. There are 8 sections that are comprised of fill in the blank, true or false and short answer questions. The exam will address the Course Learning Requirements listed above.

The exam is an opportunity to give evidence of the skills you have gained through work and other postsecondary experiences. Guidelines must be read carefully to complete each component. All work is to be completed on the examination paper and submitted to the assessor when finished or when the 90 minute time period is up.

*further detail on proving learning through an exam is available in the PLAR Resource Package for this course.

**What is needed to be granted Credit (in this Option)?**

Students must receive a minimum overall score of 60% or higher on this examination to be successful. Rubrics/Scoring Charts are available in the PLAR Process Resource Package for Option 2.)
Step 5: Achievement

Step 5: Achievement - Credit Recognition
Once the portfolio or the optional challenge is assessed, you will be notified of the results by the PLAR Office. The assessor will have completed a form detailing his/her assessment. That information is available to you. The grade CR will appear on your transcript if the assessment criteria have been met.

For More Information:
Please contact the PLAR Office
Phone: (613) 727-4723 x 7027
plar@algonquincollege.com

PLAR information:
http://www3.algonquincollege.com/plar/
Prior Learning Assessment & Recognition (PLAR) Student Resource Guide

**PLAR Process Resources**

Support for the student once the decision has been made to proceed with PLAR

**Visual Merchandising and Store Planning**

RET2205
Contact the PLAR Administrator prior to assembling your portfolio to ensure you are clear about the process and the requirements.

The following guidelines are provided to assist you in the assembly of a portfolio for Prior Learning Assessment and Recognition. Read the guidelines carefully and include each component as described in these guidelines.

What is a portfolio?

The portfolio is an organized compilation of evidence which describes your relevant experience, and identifies and analyses your past learning achievements as they relate to the course learning requirements. It provides validation of your learning through a collection of documents or other items that provide evidence of your learning as it specifically relates to the course learning requirements.

The Portfolio must adequately:

- Identify/describe your relevant learning accomplishments (knowledge, skills, competencies, abilities) related to the course learning requirements.
- Show a match between learning accomplishments and the requirements of the course.
- Prove these learning accomplishments with sufficient, applicable and current supportive documents.

What are the Essential Components of an Educational Portfolio?

1. Title Page
2. Introductory Summary
3. Résumé
4. Your Completed Self-Assessment
5. Index to Documentation
6. Narrative on Course Learning Requirements Match
7. Documents to Support the Course Learning Requirements
   i. Required documents list
   ii. Additional documents such as letters from employers or certifications
1. **Title Page**

- The portfolio title page should include the following components:
  - The name of the course for which you are submitting your portfolio
  - Your name and address, phone number, and email address
  - Your student number, if applicable
  - The date of submission of the portfolio
  - A (signed and dated) declaration of accuracy and verification
    
    "I declare that all of the information in this portfolio is accurate and true.
    I hereby present this portfolio of evidence of learning, and commit
    that all documents have been developed by me (in whole or in part, as indicated) during my prior learning."

2. **Introductory Summary**

- Write a maximum of two pages.
- Use business format.
- Introduce yourself and the purpose for the portfolio (i.e. to obtain credit in Visual Merchandising and Store Planning RET2205). Convince the assessor that you have mastered the skills taught within the specified course. Demonstrate your ability to distinguish between experience and learning by stating your learning that matches course requirements. If you worked in a confidential environment you may wish to mention that and indicate how documents are included in the portfolio have been adapted (such as names removed).

3. **Résumé**

- The résumé is a general summary of your education and employment background.
- It should be written to emphasize your strengths and abilities and to highlight your accomplishments as they relate to the CLRs (Course Learning Requirements) of the course you are challenging through PLAR.
- The following areas of information should be included:
  - education
  - work experience
  - activities and interests
  - career aims or goals
  - references (include name, position, organization how they know your related learning, and how to contact them)
4. **Completed Self-Assessment**

Your self-assessment provides the assessor with an indication of where you feel you are competent and can provide the necessary evidence of your learning. It may also be helpful to refer to if clarification is needed by the assessor.

5. **Index**

This section is a key element in the portfolio. It organizes your evidence to prove your learning meets the Course Learning Requirements (CLRs). Credit is awarded for the learning that has resulted from workplace experience or other forms of learning.

The following is an example of the template you should use to describe how your learning matches the course learning requirements and embedded knowledge and skills which are listed in the course outline. Use an A to Z method of organizing your documents.

<table>
<thead>
<tr>
<th>I. Course Learning Requirement Number</th>
<th>II. Course Learning Requirement (CLR)</th>
<th>III. Where the learning was acquired</th>
<th>IV. What documents will verify learning (name them)</th>
<th>Index Tabs where documents are found A - Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

NOTE: One document may satisfy several CLRs (Course Learning Requirements).

Information included in this index should be reflected in the Introductory Letter, Resume and Course Requirements Match Narrative.

Be sure to include specific samples of displays and store layout planning that you completed within a retail space. Your portfolio must also show your knowledge of key aspects of display through written analysis of retail display examples that must be accompanied by cited images.
6. **Narrative on Course Learning Requirements Match**

This document provides the opportunity for you to articulate and equate your experiential learning to the college-level academic knowledge and skill requirements within the course. It is a complementary piece to the Index table described in the previous section. It will explain why you feel you have met (i.e. have the required learning) each of the required learning outcomes of the course. Your narrative should include for each Course Learning Requirement (Columns I and II in the chart above):

- The experiences which have helped you learn what is required (Column III in the chart above). Remember to consider employment, volunteer work, independent study, community activities, informal workshops etc.

- Your learning from these experiences as it relates to each listed Course Learning Requirement. Describe what you know and can do, and how you have *applied* this learning in various situations.

7. **Documents to Support the Learning**

The purpose of the documentation section of your portfolio is to provide the actual evidence pieces of the learning you have as you have identified in the Index. Just as students in a classroom must provide evidence of their learning in the form of book reports, oral presentations, research papers or examination results, so you will be expected to demonstrate that you really possess the knowledge or skills you claim to have. The documents should be filed under A-Z index tabs. References we can call are mandatory where possible.

**Documentation to be included:**

Documents to Satisfy/Validate Meeting the CLRs (Course Learning Requirements):

The types of documentation to be included are a-h as listed below (you may include additional information that you feel supports your learning):

- Images of displays that you completed within a retail space
- Images of window dressing that you have completed for a retailer
- Images of signage for which you played a role (explain how)
- Images of results of store planning and layout that you were responsible for or assisted with
- Samples of props and fixture arrangements for which you played a role (explain how)
- Samples of your contribution to sustainability with the displaying merchandise
- Your written analysis of the six required retail display examples (ensure that you credit your source) that demonstrate the effective use of colour, lighting, elements and principles of display, signage, company image and motion.
- Letters of commendation, letters of reference, employee evaluations, awards and achievements, etc.
- Any other strong pieces of evidence that demonstrate your competency and mastery of the course learning requirements.

When providing evidence in your portfolio, consider that documentation resources usually fall into two categories: direct and indirect.
**Direct Documentation** refers to products you have created yourself. In most cases, direct documentation serves as the strongest evidence that you really do know what you say you know or have the skills you say you have. If the document was not created by you alone, you must clarify your role in its development and completion.

Examples of direct documentation include:

- Letters, emails, memos, reports, plans or other products you have compiled and written or designed, in whole or in part
- Any work item developed by you
- Video or audiovisual tapes of speeches, talks, training or other presentations you have given
- Products you have created alone or with others (or photos and accompanying descriptors of same)

**Indirect documentation** is usually information about you and your accomplishments. It can take the form of:

- Letters written on your behalf by employers, co-workers business partners, business consultants, teachers, church, community or government leaders, or professional association members
- Commendations you may have received (awards, medals, official recommendations)
- Official personnel evaluations by your supervisor
- Transcripts showing test results of college courses passed or documenting completion of training program
- Program notes from performances you have given or exhibits in which you have shown your work
- Outlines of workshops or other training you have attended (strongest if there are learning outcomes listed, and/or if you add a narrative about how you have later applied the learning)
- Trade industry or newspaper articles about you
- Supervisor sign-off and validation comments regarding your knowledge and skills

Weak sources of documentation, which should be avoided, include:

- Letters from family members
- Newspaper clippings about events in which you say you participated but which do not mention you; or job evaluations that are not specific about what you actually did or what skills you exhibited; an evaluation that merely states you were a good employee, or even a superb employee, is poor documentation for your skills and learning.
**Self-Assessment** consists of narratives about learning or checklists completed by the learner. Some portfolio assessments ask the learner to include their completed self-assessment form in the portfolio so they can see how the individual has scored their own learning, or to assist further discussions about potential evidence documents or initiate questions in an interview. Requirements in the introductory letter and resume can be a type of self-assessment as well.

The 3 types of evidence – direct, indirect and self-assessment should all complement one another to bring the strongest validation of the individual’s learning as it meets the learning requirements of the course.
How do I put the Portfolio together?

The basic principle that should guide you in putting together your portfolio is this: make it easy for the reader/assessor to understand.

Selective: Only those facts, documents, and data which are directly connected with your credit request should be included in the portfolio. Avoid redundancy. Note: One document may satisfy several CLRs (Course Learning Requirements).

Organized: Documents should be organized according to the Portfolio Index.

Neat, grammatically correct and clearly written: Ideally it should be done through word processing for appearance and ease of revision. Don’t submit a handwritten document.

Some programs and courses will allow an electronic portfolio to be submitted. If you wish to submit electronically, check with your PLAR Administrator.

If you have questions about your portfolio as you develop it, check with the PLAR Administrator or your Program Coordinator.

Submitting the Portfolio

The portfolio should be submitted to the PLAR Office. The portfolio will be examined to determine if all the components outlined in this guide are in place. In addition, the documentation section will be reviewed to determine if there is a clear link to the course learning requirements. If the documentation does not appear to include sufficient or applicable evidence documents, you may need to supplement the documents provided.

Please note: The application form must be completed and payment made to the PLAR Office before the portfolio is forwarded to the assessor.
Criteria for Assessment of the Portfolio

The portfolio is a binder of information which describes your relevant experience, identifies and analyses your learning achievements as they relate to the course learning requirements, and provides validation through a collection of documents that provide evidence of your learning.

Each aspect of the portfolio will be assessed to evaluate if your self-assessment is accurate and if you truly have the skills to meet the CLR’s for this course.

**Mastery:** Your knowledge is strong enough to enable me to teach it to someone else; **OR** your skill level is competent enough to be transferable to any potential business or job situation, where you would consistently exceed satisfactory expectations.

**Competent:** You can work independently to apply your knowledge or skills.

**Satisfactory:** You need some assistance in applying your knowledge or skills.

**None:** You do not have any knowledge or skill level in this area.

<table>
<thead>
<tr>
<th>1.) Describe visual merchandising, its role and increased importance in the business environment.</th>
<th>NONE 0</th>
<th>SATISFACTORY 1</th>
<th>COMPETENT 2</th>
<th>MASTERY 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly define the role of visual merchandising in business and the social environment as it relates to consumer buying behavior.</td>
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<tr>
<td>• Discuss the benefits of visual merchandising to a business selling a product.</td>
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<td>• Explain the history and current status of visual merchandising.</td>
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<tr>
<td>• Apply the philosophy of visual merchandising to enhance the customer’s experience.</td>
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<tr>
<td>• Use the components of visual merchandising to engage the shopper in a retail space.</td>
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<tr>
<td>• Describe the various uses of visual merchandising to grow sales for a retailer.</td>
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<tr>
<td>• Develop and promote the image of a business through visual merchandising that reflects a brand of a business.</td>
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<tr>
<th>2.) Apply the knowledge of market target identification and selection to the creation of a visual presentation.</th>
<th>NONE 0</th>
<th>SATISFACTORY 1</th>
<th>COMPETENT 2</th>
<th>MASTERY 3</th>
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<tbody>
<tr>
<td>• Utilize the concept of market segmentation for the purpose of visual merchandising in order to attract the right audience.</td>
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<tr>
<td>• Discuss how the benefits and limitations of market segmentation impact the strategies used for visual displays.</td>
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<tr>
<td>• Use visual merchandising</td>
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</table>
techniques in retail and trade show spaces with target market in mind to capitalize on silent selling.

3.) Analyze imaginative and artistic design and display elements in effective visual merchandising presentations for both retail stores and tradeshow booths.

- Utilize the design principles of: balance, emphasis, harmony, elements of proportion, rhythm, contrast, direction, line, shape, unity and props.
- Clearly and concisely define colour.
- Implement the colour systems: hue, intensity, value to optimize visual response to a display.
- Use the colour schemes: monochromatic, analogous, triadic, complementary and achromatic to create style and appeal.
- Create impact with colour in a display.
- Evaluate lighting fixtures based on commercial space design guidelines.
- Create a consumer spending environment with primary, secondary, and atmosphere lighting.
- Select a variety of different types of lighting using the knowledge of the effects within a retail space.

4.) Discuss the strengths, weaknesses, opportunities and threats of trade shows using examples of the advantages and disadvantages for a business.

- Set objectives for a trade show.
- Pick a show in relation to the selected target market of a business.
- Assess space requirements for the trade show booth.
- Plan a booth that creatively attracts and engages the consumer to buy.
- Build traffic to a booth through creative displays.
- Demonstrate proper boothmanship that successfully communicates with attendees of a trade show.
- Connect with consumers through online trade show resources to acquire sales.
- Write an effective exhibit copy for a trade show to optimize sales.
5.) Assist with the planning and design process for opening a store or renovating an existing store.

- Analyze and negotiate a store lease for a retail space.
- Plan space allocation for merchandise through store layout and design.
- Propose sustainable choices for interior finishes and displays.
- Combine new technology trends within a retail setting at the planning phase of a store.
- Select appropriate display props for the retail space.
- Evaluate store fixtures based on the type of merchandise and store layout.
- Combine proper store security with store planning and design.

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<tr>
<th>Totals in each column</th>
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<tr>
<td>Total: ____ / 15</td>
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**Level of Performance Requirement for Credit:**

You must achieve a minimum of 9 points to be considered for PLAR credit. You must prove that your learning is at least ‘satisfactory’ in all 5 learning areas. If you are not marked a minimum of ‘satisfactory’ in all 5 learning areas, but have still received a total of 9 points, it is left to the assessor’s discretion and the strength of your portfolio on whether you will be considered for PLAR success.
ASSESSMENT METHOD OPTION 2 – WRITTEN EXAM

Written Exam

An exam is an opportunity to give evidence of the skills you have gained through work and other postsecondary experiences when documentation is not available. Students may select to write an exam instead of submitting a portfolio. Read the guidelines carefully to complete each component.

There is an individual 90 minute examination, worth 100 points. No notes or books are allowed. Students will require a colour wheel, pencil and eraser for the exam. Cell phones or any other electronic devices are not permitted.

There are 8 sections that comprise of matching, fill in the blanks, true or false and short answer questions. The questions will address the Course Learning Requirements listed above. All answers are to be completed on the examination paper.

Level of Performance Required:

Students must receive a minimum overall score of 60% or higher on this examination to be successful.