WJEC LEVEL 1/2 CERTIFICATE IN RETAIL BUSINESS

SPECIFICATION

For first teaching from September 2015

Contents

LEVEL 1/2 CERTIFICATE IN RETAIL BUSINESS

1   INTRODUCTION

1.1 Qualification titles and codes

This specification covers the following qualification:
601/3215/2 WJEC Level 1/2 Certificate in Retail Business

1.2 Statement of purpose

Retail businesses operate in different retail channels, from outlets in local shopping arcades to catalogues and online shopping. There are different types and sizes of retailers, from large multinational department stores to small specialist retailers.

WJEC Level 1/2 Certificate in Retail Business is designed to mainly support learners in schools and colleges who want to learn about the retail businesses and may be interested in pursuing a career in the retail sector. Successful completion of the qualification could lead to learners starting a career in a junior role, such as sales assistant, stock control assistant, administrative assistant, or an apprenticeship. Alternatively, if they have studied retail business and related subjects at a higher level, learners would be able to seek a more senior or specialist role including merchandiser, buyer, visual merchandiser or trainee manager. This qualification, together with other relevant qualifications at Level 2 such as GCSE English and Maths, could provide progression to GCE Business and other vocational qualifications at Level 3.

There are no formal entry requirements for this qualification. It is likely to be studied by 14-16 year olds in schools alongside GCSEs or in college by 16-19 year olds as part of a programme of study or learning programme.

Qualification structure:

WJEC Level 1/2 Certificate in Retail Business				
Unit Number	Unit Title		Assessment	GLH
1	Customer Experience	Mandatory	Internal	30
2	Retail Business	Mandatory	External	30
3	Retail Operations	Mandatory	Internal	60
4	Promotion for Retail Business	Mandatory	External	60
5	Stock control in Retail Business	Optional	Internal	60
6	Selling Retail Products	Optional	Internal	60

Learners must complete all mandatory units and **ONE** optional unit.

This structure has been designed to allow learners to develop the understanding and skills related to a range of functional areas in retail businesses. The units allow a focus on specific functional areas and the relationships between those functional areas that are essential in a successful retail business. The structure and content does not only relate to functional areas, but each unit has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in retail businesses. Each unit has an applied purpose which acts as a focus for the learning in the unit.

This approach is called applied learning and enables learners to learn in such a way that they develop:

- skills required for independent learning and development

- a range of generic and transferable skills

- the ability to solve problems

- the skills of project-based research, development and presentation

- the fundamental ability to work alongside other professionals in a professional environment

The qualification has been devised around the concept of a 'plan, do, review' approach to learning, where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work-related activities in retail business and retail operations and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in retail business-related industries and wider opportunities for progression into further education, employment or training.

In addition to the WJEC Level 1/2 Certificate in Retail Business, there is also the WJEC Level 1/2 Award in Retail Business. This is a smaller qualification, designed to be delivered in schools to 14-16 year olds alongside GCSEs. It has similar characteristics to the WJEC Level 1/2 Certificate in Retail Business, including some of the same units.

Qualification structure:

WJEC Level 1/2 Award in Retail Business				
Unit Number	Unit Title		Assessment	GLH
1	Customer Experience	Mandatory	Internal	30
2	Retail Business	Mandatory	External	30
3	Retail Operations	Mandatory	Internal	60

The purpose of the WJEC Level 1/2 Award, however, is not to support progression directly to employment, but to provide learners with a broad introduction to the retail sector and the types of career opportunities available.

2 QUALIFICATION STRUCTURE

WJEC Level 1/2 Certificate in Retail Business

WJEC Level 1/2 Certificate in Retail Business				
Unit Number	Unit Title		Assessment	GLH
1	Customer Experience	Mandatory	Internal	30
2	Retail Business	Mandatory	External	30
3	Retail Operations	Mandatory	Internal	60
4	Promotion for Retail Business	Mandatory	External	60
5	Stock Control in Retail Business	Optional	Internal	60
6	Selling Retail Products	Optional	Internal	60

Learners must complete all mandatory units and **ONE** optional unit.

3   ASSESSMENT

The WJEC Level 1/2 Certificate in Retail Business is assessed using a combination of internal and external assessment.

3.1   External assessment

Unit 2: Retail Business will be externally assessed. Details of the external assessment are as follows:

- 75 minute examination

- Total of 60 marks

- Three questions on each paper

- Short and extended answer questions, based on stimulus material and applied contexts

- Each question will have an applied problem solving scenario

- Each paper will assess all four learning outcomes. Assessment criteria will be sampled in each series

- Each paper will assess learners' ability to interpret data

- Available in June of each year; learners are allowed one re-sit opportunity; the highest grade will contribute towards the overall grade for the qualification

- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers

- Graded: Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction

The following performance descriptors will be used as part of the awarding process to determine the required mark for each grade. The Level 2 Merit will be determined mathematically as the interim mark between Level 2 Pass and Level 2 Distinction. Performance descriptors are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptors must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Level 1 Pass

Learners recall, select and communicate limited knowledge and understanding of retail business. They analyse and evaluate limited information and data to apply limited knowledge and understanding to retail business problems. They show limited use of mathematical techniques in interpreting information.

Level 2 Pass

Learners recall, select and communicate some knowledge and understanding of retail business. They analyse and evaluate some information and data to apply some relevant knowledge and understanding to solving some retail business problems. They show use of some mathematical techniques in interpreting information.

Level 2 Distinction

Learners recall, select and communicate detailed knowledge and thorough understanding of retail business. They analyse and evaluate information and data to apply relevant knowledge and understanding to solving a range of retail business problems. They show use of mathematical techniques in interpreting information.

Unit 4: Promotion for Retail Business is externally assessed. Details of the external assessment are as follows:

- An assignment will be produced each academic year and cannot be opened before 1st May each year
- It is a six-hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of it being opened by the centre
- Centres must ensure that, where learners complete the external assessment in more than one session, there are processes in place to ensure that their evidence cannot be accessed between sittings
- Each session must be logged - a time sheet will be provided by WJEC for this purpose
- The assessment will cover all learning outcomes for the unit and it will indicate which assessment criteria are targeted for the assessment
- The external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario. The scenario will relate to a retail business aiming to create a promotional event; learners will be required to plan the promotional activities for the event, including some of the promotional materials to be used. In each assessment learners will be required to:
  - Design a visual merchandising installation
  - Produce promotional materials
  - Consider actual and potential customers
  - Relate to a minimum of two marketing objectives
  - Consider a retail business with a shop and online presence
- WJEC will produce a mark scheme, which will be used as the basis for marking the external assessment
- The assessment will be graded: Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements

3.2 Internal assessment

The following units are internally assessed:

- **Unit 1: Customer Experience**
- **Unit 3: Retail Operations**
- **Unit 5: Stock Control in Retail Business**
- **Unit 6: Selling Retail Products**

For internal assessment, WJEC Level 1/2 Certificate in Retail Business has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document *GCSE, GCE, ELC, Functional skills, Principal Learning in the Diploma and Project Qualifications – instructions for conducting controlled assessment.* This document can be accessed through the JCQ website (www.jcq.org.uk).   Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment.
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled :
- Task setting
- Task taking
- Task marking

Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:
- Each unit is assessed through one assignment
- Each assignment must have a brief that sets out an applied purpose - an applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company, (further details are in the rationale in Section 1.2)
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements

- The assignment must indicate the acceptable forms of evidence which must conform to those forms set out in the model assignment
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose

Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

Resources

All learners will be provided with resources determined by the assessor to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a health and safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged. Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

Collaboration

The model assignment will indicate whether:

- Group work must take place
- Group work is forbidden
- Centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria
- Learners **must** provide an individual response as part of any task outcome
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc)
- Evidence must be clearly attributable to each individual member of the group
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the assessor and the learner
- Assessment of the individual must be based on the individual contribution to the evidence produced
- Learners' achievement must not be affected by the poor performance of other group members
- Learners' achievement must not benefit from the performance of other group members

Re-sitting

Learners may re-sit internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one re-sit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, one of the following options **must** be taken:

- The learner must create a new piece of work within the same group
- The learner must create a new piece of work within a new group
- The learner must create a new piece of work with non-assessed candidates
- The learner must create an individual piece of work

The same levels of control for group work, as outlined above, will apply to learners who choose to re-sit.

Task marking

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence of, for example, giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions
- They are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment
- Evidence presented for assessment is authentic
- Assessment decisions are accurately recorded
- Evidence is appropriately annotated
- Observation records contain sufficient detail for objective corroboration of decisions
- Judgements are only made against the performance band statements

3.3 Synoptic assessment

Synoptic assessment is:

'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'

'Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for awarding organisations' DfE p7

All units in the WJEC Level 1/2 Certificate in Retail Business have been designed to require learners to develop their learning by working towards work-related purposeful tasks. Learners will select and apply their learning in completion of these tasks. Each unit has also been designed to provide learners with an understanding of how the learning is relevant to the sector. Completion of the WJEC Level 1/2 Certificate in Retail Business would necessarily require learners to complete assessments where they select relevant learning to be applied to a key task that is relevant to the retail sector. For example:

Unit 1: Customer Experience

Learners apply their learning by considering all aspects of the customer experience, whether in stores or online, so considering two different types of retail channel. This is relevant to all sizes of organisation regardless of the sub-sector. The key task is to review the quality of the customer experience provided by a retailer. The content is relevant to those employees in a customer service or sales role as well as to those in marketing, human resources and management.

Unit 2: Retail Business

Through this unit, learners gain knowledge of different types of retailer operating in different sub-sectors and channels. The key task is to propose business solutions to issues in retail. This requires learners to understand how a range of retail businesses operate and respond to key issues. The content is relevant not only to retail employees such as store managers, merchandisers and buyers, but also to town centre and shopping centre managers. This extends the learners' appreciation of the whole vocational area beyond the retailers.

Unit 3: Retail Operations

Through this unit, learners gain an understanding of how retail businesses operate, regardless of the retail channel through which they operate. The key task is to propose solutions to operational problems and requires learners to draw on examples of how different aspects of retail operations are carried out from across the vocational sector. The content is relevant to human resources, visual merchandising, stock control and sales functional areas of a retail business.

In addition, this unit allows learners to reinforce their learning from all units in different contexts in order to propose solutions to problems related to retail operations.

Unit 4: Promotion for Retail Business

Through this unit, learners acquire knowledge of marketing and promotion as applied to both online retailers and stores, considering the relationship between the two channels. The key task requires learners to plan the marketing activities of a retail business, applying the theoretical principles they have learned to the requirements of specific retailers. Whilst this content is primarily relevant to marketing departments, and in particular visual merchandisers, it also has relevance to sales and customer service staff.

Unit 5: Stock Control in Retail Business

Through this unit, learners gain an understanding of the principles of stock control and the wider influence of the supply chain on retail business operations. The key task requires learners to draw on their understanding of principles and procedures to record and report on stock levels and issues. The content is relevant to stock control employees, but also the finance, supply chain, marketing and sales functional areas. Learners are expected to show their understanding of these relationships when undertaking the key tasks.

Unit 6: Selling Retail Products

The sale of products is critical to the success of any retail business, regardless of retail channel or sub-sector. Through this unit, learners gain knowledge of the principles of selling and the skills required to effectively sell retail products. They will draw on their learning to interact with customers, identify their requirements and match products to their needs. The content is relevant to sales staff, but also to the human resources, finance and marketing functional areas.

3.4 Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a lead assessor. The role of the lead assessor is to:

- Document all activities
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- Ensure all assessment activities are in accordance with the task taking controls for the unit
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied
- Provide feedback to assessors
- Provide support to assessors on interpretation of performance band requirements

4   GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

Awarding a summative unit grade

Internally assessed units

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Level 2 Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, as set out in the Level 2 Distinction performance bands.

Externally assessed units

All learning outcomes will be assessed at every assessment opportunity. Assessment criteria will be sampled within each assessment.

For **Unit 2: Retail Business**, the AC will be covered within the mark allocation as follows:

Assessment Grid

Learning Outcomes	Assessment Criteria	Marks	%
LO1 Understand retail business	**AC1.1** Describe forms of retail businesses	15-25	25 - 41%
	AC1.2 Assess forms of ownership for retail businesses		
	AC1.3 Suggest objectives of retail businesses		
LO2 Understand the business environment in which retail businesses operate	**AC2.1** Explain how the UK business environment affect retail businesses	20-30	33 – 50%
	AC2.2 Explain the effect of location characteristics on retail businesses		
	AC2.3 Suggest methods used by retail businesses to achieve objectives		
LO3 Be able to recommend solutions to retail business issues	**AC3.1** Analyse situations	10-20	16 -32%
	AC3.2 Interpret data		
	AC3.3 Review options for solutions to issues		
TOTAL		**60**	**100%**

For **Unit 5: Promotion for Retail Business**, the AC to be assessed will be specified in each assignment.

Grading the qualification

Each WJEC Level 1/2 qualification in Retail Business will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Each unit grade achieved by learners will be translated to a unit mark for the purpose of awarding the qualification. Learners who achieve the minimum unit marks will be awarded a grade for the qualification.

Points available are shown in the following table:

Unit	Points per unit			
	Level 1	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
Unit 1	1	2	3	4
Unit 2	1	2	3	4
Unit 3	2	4	6	8
Unit 4	2	4	6	8
Unit 5	2	4	6	8
Unit 6	2	4	6	8

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below.

Qualification	Overall grading points	
WJEC Level 1 Certificate in Retail Business	Pass	8-13
WJEC Level 2 Certificate in Retail Business	Pass	14-19
	Merit	20-26
	Distinction	27-29
	Distinction*	30-32

5 UNITS

Unit 1   **Customer Experience**

WJEC unit entry code   9781

Guided learning hours   30

Aim and purpose

The applied purpose of the unit is to review the quality of the customer experience in a retail organisation**.**

Unit introduction

Why is customer service so important? What do customers want when they shop? Why do customers buy in one store rather than another? Why do customers return and show loyalty to a certain store or chain? Why do customers stop using an organisation? These are all important questions to retailers. By finding answers to these we can learn what customers see as a good or bad experience and help retailers to assess and improve their performance.

In an increasingly competitive environment, knowing customers' views on their experience enables retailers to focus on delivering a quality customer experience to meet the demanding and diverse needs of their customers. Customer service departments are responsible for developing customer service policies and standards; providing training to staff; collecting and interpreting customer feedback. In-store customer service representatives and after sales service representatives ensures that customer service is maintained before, during and after a purchase. Personal shoppers are sometimes employed in certain retail organisations to provide a personalised and focussed service. Mystery shoppers are used to monitor and assess customer service.

In this unit you will learn about the principles of customer service and how retailers use these to set the standards that are at the heart of the customer experience. You will develop research skills so that you can investigate the quality of the customer experience across different retailers, analysing and presenting your findings. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees**.**

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 know customer service standards of retail businesses	**AC1.1** describe **principles of customer service**	**Principles of customer service** • Greeting the customer • Interacting with the customer • Building a rapport • Identifying customer needs • Providing services and facilities for customers • Encouraging feedback from customers • Responding to feedback from customers • Meeting legal requirements
	AC1.2 describe **situations** when customers interact with retail businesses	**Situations** • Sales • Queries • Advice • Provision of product information • After sales • Complaints • Compliments • Across different retail channels
	AC1.3 describe how customer service delivery differs across **retail channels**	**Retail channels** • Stores/shops • Online
LO2 understand how retail businesses meet the expectations of customers	**AC2.1** describe **needs** of different **types of retail customers**	**Needs** • Information • Health and safety • Security • Accessibility • Communication • Availability • Advice

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
		Types of retail customers • Existing • New • Individuals • Groups • Different age groups • Different cultures/ethnicity • Those with additional needs
	AC2.2 explain how retail businesses meet **expectations** of different types of customers	**Expectations** • Meeting needs • Quality of service • Costs of service • Customer relationships • Brand image
LO3 be able to investigate the quality of customer experience in retail businesses	**AC3.1** design **research tools**	**Research tools** • Mystery shopper checklists • Questionnaires • For interviews • Secondary research log
	AC3.2 process information	**Process** • Record information • Review information for validity • Analyse information • Interpret information
	AC3.3 present information	**Present** • Structure information • Use of diagrams, e.g. pie charts, tables, graphs • Use written communication
	AC3.4 draw **conclusions** from research	**Conclusions** • Evidence based
		Performance bands

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Know customer service standards of retail businesses	**AC1.1** Describe principles of customer service	Outlines principles of customer service.	Describes principles of customer service in a retail business.		
	AC1.2 Describe situations when customers interact with retail businesses	Outlines a limited range of situations when customers interact with retail businesses.	Describes a limited range of situations when customers interact with retail businesses. Some situations may be described with limited detail.	Describes a wide range of situations when customers interact with retail businesses. Some situations may be described with limited detail.	
	AC1.3 Describe how customer service delivery differs across retail channels	Outlines customer service delivery in different retail channels.	Describes customer service delivery in different retail channels.	Describes customer service delivery in different retail channels, highlighting some differences.	Clearly describes differences in customer service delivery across different retail channels.
LO2 Understand how retail businesses meet the expectations of customers	**AC2.1** Describe needs of different types of retail customers	Outlines needs of a limited range of customers.	Describes needs of a limited range of customers. Needs may be described with limited exemplification.	Describes, with exemplification, needs of a wide range of customers.	
	AC2.2 Explain how retail businesses meet the expectations of different types of customers	Simple explanation of how a retail business meets expectations of a limited range of customer types.	Explains how retail businesses meet the expectations of a limited range of customer types. Evidence is mainly descriptive, with limited reasoning.	Clear well-reasoned explanation of how retail businesses meet the expectations of a limited range of customer types.	Clear well reasoned explanation of how retail businesses meet expectations of a wide range of customer types.

LO3 Be able to investigate the quality of customer experience in retail businesses	**AC3.1** Design research tools	Basic research tools produced. There may be frequent language errors.	Research tools designed with appropriate language.	Research tools are structured and designed for ease of use with appropriate language.	
	AC3.2 Process information	Records information from secondary sources and basic analysis of information.	Records appropriate information from secondary sources and analyses information.	Records appropriate information from secondary sources, analysing information from primary and secondary sources, commenting on validity.	Records appropriate information from secondary sources, analysing and interpreting information from primary and secondary sources and evaluating validity of information.
	AC3.3 Present information	Presentation with limited structure and content.	Structured presentation with use of images. Some content and language is appropriate.	Structured presentation with appropriate use of content, images and language.	
	AC3.4 Draw conclusions from research	Limited range of straightforward conclusions drawn from research.	Limited range of conclusions with some reference to research findings.	A limited range of substantiated conclusions with some clear references to research findings.	A range of substantiated conclusions are drawn with clear references to research findings.

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment, along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit; details of specific controls will be given within the model assessment
- Directions on where direct supervision is required are provided in the model assignment
- Guidance on collaboration, and where it is permitted, will be given with the model assignment

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time.

Task marking

The centre must mark learners' assessment evidence against the performance bands for each assessment criterion. The performance bands describe the standard at which the assessment criteria have been achieved by the learner.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes from retailers, such as how to be a mystery shopper
- Visits to retailers such as a large shopping centre
- Practical activity based around a work-based scenario such as a customer questionnaire designed to investigate the customer experience of retailers in a local area from the perspective of young people

The following are examples of approaches to delivery which could be used to enhance the learners' ability to investigate the quality of customer service in a retailer.

Example 1

A local independent retailer provides learners with a master class on customer service standards. Learners participate in role-play activities devised by the retailer. They peer assess each performance against standards set by the retailer. Learners produce a blog of their views of the retailer based upon their observations and then summarise their comments in a presentation to the retailer.

Example 2

A shopping centre manager sets learners a research project investigating the quality of the customer experience in retail organisations within the centre. Learners work in groups, each focussing on a retailer. They carry out secondary research, identifying customer service standards and any feedback provided on a retailer. They also review the websites of their allocated retailer. Learners analyse the results of their findings and present to the shopping centre manager.

Example 3

An online retailer gives a presentation to learners on the design of a website using remote communication technology. Learners are provided with a number of retail customer related scenarios and investigate the website to obtain information. Learners then provide feedback to the retailer on their experience as customers of engaging with their online store.

Making contacts

Examples of organisations that may be approached to provide help include:

- Retail businesses
- Trading Standards
- Market research organisations
- Social enterprises
- Citizen Advice Bureau
- Town centre manager

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.skillsmartretail.com

www.brc.org.uk

www.maryportas.com

www.mrs.org.uk

www.tradingstandards.gov.uk

www.drapersonline.com

www.talkingretail.com

www.welcometoexcellence.co.uk

Journals

The Grocer

Retail Week

Unit 2   Retail Business

WJEC unit entry code   9782

Guided learning hours   30

Aim and purpose

The purpose of this unit is to enable learners to propose business solutions for a range of issues in the retail sector.

Unit introduction

How does my local newsagent survive when a major supermarket chain opens a new store just across the road from them? Why do supermarkets sell bananas for less than the cost price? Do loyalty cards work?

Retail businesses operate in a changing, global environment where enterprise and innovation are key to successfully competing in changing local, national and international markets. In recent years, a host of retail names have disappeared from our high streets, leaving empty units and depressed urban areas. Not all is doom and gloom however – many retailers have developed successful competitive and technologically advanced strategies. Merchandisers, buyers, store managers, town centre and shopping centre managers are some examples of those working in the retail sector that need to be aware of what is happening both within and outside of the retail sector and are making decisions on how retail businesses will respond.

Through this unit you will learn about the issues faced by retailers in today's highly competitive market. You will gain knowledge of the retail sector and how its retailers organise their businesses to respond to change. You will be able to use the knowledge and understanding you gain in order to recommend how different types of retailers can respond to issues.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 understand retail business	**AC1.1** describe forms of **retail businesses**	**Forms of retail businesses** • Stores/shops • Online retailing • Multi-channels • Hybrid • Concessions • Temporary shops • Markets • Franchises
	AC1.2 assess **forms of ownership** for retail businesses	**Forms of ownership** • Sole traders • Partnerships • Limited companies • Co-operatives • Not for profit
	AC1.3 suggest **objectives** of retail businesses	**Objectives** • Financial, e.g. increase profit/turnover • Social, e.g. ethical trading • Business, e.g. growth • Retail specific, e.g. establish 'click and collect'

LO2 understand the business environment in which retail businesses operate	**AC2.1** explain how the **UK business environment** affect retail businesses	**UK business environment**
		• Economic factors
		    ○ disposable income
		    ○ tax rates
		    ○ employment levels
		• Environmental factors
		    ○ sustainability
		• Social factors
		    ○ demographic changes

	AC2.2 explain the effect of **location characteristics** on retail businesses in different **locations**	**Locations** • Urban • Rural • Local • Transport hubs • Shopping centres • Out-of-town retail parks **Location characteristics** • Rents/rates • Parking • Access • Infrastructure • Competition • Local demographics
	AC2.3 suggest methods used by retail businesses to achieve objectives	**Methods** • Marketing initiatives, e.g. local loyalty schemes • Diversification • Staff training • Using stakeholder support, e.g. lobbying • New retail channels • Improvements to stores/shops

LO3 be able to recommend solutions to retail business issues	**AC3.1** analyse situations	- Filter information - Synthesise information - Identify salient points
	AC3.2 interpret data	**Interpret** - Manipulate data using mathematical techniques - Evaluate data - relevance - source **Data** - Size of sector - Ownership - Footfall - Sales - Relationships between footfall and sales - New forms of retailing
	AC3.3 review options for solutions to issues	**Review** - Summarise different options - Give advantages/disadvantages of different options - Use supporting information

Assessment

This unit is externally assessed. The external assessment will be available in the June of each year. The specification for the external assessment is as follows:

Duration: 1 hour 15 minutes

Number of marks: 60

Weightings of learning outcomes:

	LO1	LO2	LO3
%	25%-41%	33%-50%	16%-32%
Marks	15-25	20-30	10-20

Grading: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

Format: Short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Guest speakers, e.g. town centre managers and independent store owners, to give input on how retail businesses have responded to change
- Visits to local retailers in different locations to investigate the local issues and retailers' responses
- Practical activities around a work-based scenario set by employers

The following are examples of approaches to delivery which could be used to enhance the learners' ability to recommend solutions to retail business problems:

Example 1

The local fitness club has a good range of facilities: gym, fitness classes, badminton court, weights room and a small coffee shop. Recently, members have been enquiring where they can purchase fitness equipment and sportswear. The club manager sets learners a project to investigate the opportunities for a start-up retail business. Learners work in groups and prepare a written report on their findings. They peer assess each other's reports and agree a final version to be submitted to the manager.

Example 2

The local parish council sets learners a project. It has received complaints from residents regarding a local parade of shops. There are a number of vacant units and an increase in graffiti and criminal damage. Initial discussions with individual shop owners suggest the shops that do exist are struggling to survive. Learners are asked to present ideas for how the parade of shops could improve footfall to representatives of the parish council.

Example 3

A town centre manager visits the centre to outline measures that have been taken within the town centre to respond to changes in the external environment. The manager then presents learners with a number of problem solving scenarios. The learners propose solutions based on the information the manager has provided.

Making contacts

Examples of organisations that may be approached to provide help include:

- Local authorities – economic development, town planning
- Shopping/retail centres
- Business development organisations
- Business analysts
- Marketing organisations

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites - general

www.bis.gov.uk/policies/business-sectors/retail

www.igd.com

www.brc.org.uk

www.maryportas.com

www.skillsmartretail.com

Websites - retail trends and initiatives

www.deloitte.com/assets/Dcom-UnitedKingdom/Local%20Assets/Documents/Industries/Consumer%20Business/UK_CB_UK-Retailing-turning-point.pdf

www.retaileconomics.co.uk/top-10-retailers

www.retailtrust.org.uk/news-detail/vinspired-retail-trust-team-up-to-launch-retail-ready-people/140/1/8/244

Websites - retail businesses

Below are websites representing different types of retail businesses. The list does not include individual retail businesses.

www.charityretail.org.uk

www.shoppingvillages.com

www.nabma.com

www.capital-shopping-centres.co.uk

www.bira.co.uk

www.plunkett.co.uk

www.british-towns.net/uk_retailers.asp

www.waitrose.com/inspiration/waitroseeducation.aspx

www.footfall.experian.co.uk

www.customercounting.com

Websites - educational

www.Tutor2u.net

www.bized.co.uk/current/mind/2008_9/091008.htm

Publications

www.maryportas.com/wp-content/uploads/The_Portas_Review.pdf

www.retail-week.com

www.thegrocer.co.uk

Museums

www.museumofbrands.com

Unit 3   Retail Operations

WJEC unit entry code   9783

Guided learning hours   60

Aim and purpose

The purpose of this unit is for learners to apply their knowledge and understanding of retail operations to propose responses to change.

Unit introduction

Does the summer really affect retailers? Would I have to work overtime if my boss decides to open late? Why are fitting rooms at the back of a shop? Why does 'womenswear' appear first on a website? Can a shop sell anything it wants? Who opens the shop when the manager is off? Successful retailers have to consider all these questions and more when organising the operation of their business.

Store and department managers will have responsibilities for organising their retail operations. They have to adapt those operations for different seasons and special events and for changes in the law. Regardless of the size of the retail business, its retail channel and its location, a retail business is organised to deal with the routine and non-routine.

In this unit you will learn about the everyday activities of a retailer and how different retailers organise these activities. You will also learn how retailers prepare for changes by re-organising their operations. You will use what you learn to propose to retailers how they could organise their operations to respond to change.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 know how retail operations are organised	**AC1.1** describe activities of **retail functional areas**	**Retail** • Stores/shops • Online **Functional areas** • Sales • Warehousing • Customer service • Marketing • Administration • Finance • Human Resource • ICT and systems operations
	AC1.2 describe **rights** of retail employees	**Rights** • Working hours • Health and safety • Contract • Equality

	AC1.3 summarise **responsibilities** of retail employees	**Responsibilities**
		• Legal
		   o Health and safety
		   o Equality
		   o Contractual
		• Company policies

	AC1.4 describe effects of **legislation** on retail operations	**Legislation relating to** • Health and safety • Consumer protection • Security • Equality and diversity • Age restriction laws • Restricted products

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO2 understand interaction between customers and retail activities	**AC2.1** assess **methods** used by retail businesses to encourage sales	**Methods** • Signage • Customer flows • Product mix • Product location • Loyalty cards • Promotions • Services provided, e.g. personal shopper • Link sales
	AC2.2 explain how **technology** is used to interact with customers	**Technology** • Mobile applications • Internet • Management information systems • Digital media • Electronics
LO3 understand how retail businesses prepare for changes in the retail environment	**AC3.1** explain the **effects** of **seasonality** on retail operations	**Seasonality** • Summer/spring/autumn/winter • Calendar events • Special events, e.g. Olympics, local festivals **Effects** • Staffing • Opening hours • Promotions • Product range • Health and safety • Customer types • Services provided • Customer expectations
	AC3.2 explain measures retail businesses use to prepare for unplanned situations in daily retail operations	**Situations related to** • Security • Health and safety • Staffing • Stock

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO4 be able to propose changes to retail store operations	**AC4.1** identify issues to resolve	
	AC4.2 suggest actions in response to issues	
	AC4.3 justify suggestions for change	**Justify** • Identify benefits of suggestions • Consider different perspectives • Draw on successful examples to support conclusions

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Know how retail operations are organised	**AC1.1** Describe activities of retail functional areas	Outlines activities of most retail functional areas.	Describes activities of retail functional areas. There may be limited application to a specific retail business.	Accurately describes activities appropriate for a retail business's functional areas.	
	AC1.2 Describe rights of retail employees	Outlines rights of retail employees.	Describes rights of retail employees.		
	AC1.3 Summarise responsibilities of retail employees	Outlines responsibilities of retail employees.	Summarises responsibilities of retail employees.		
	AC1.4 Describe effects of legislation on retail operations	Outlines effects of legislation on retail operations.	Describes effects of legislation on general retail operations.	Describes effects of legislation on retail operations. There may be limited application to a specific retail business.	Describes clearly and accurately the effects of legislation on a retail business's operations.
LO2 Understand interaction between customers and retail activities	**AC2.1** Assess methods used by retail businesses to encourage sales	Outlines methods used by retail businesses. There is an attempt to make judgements on suitability.	Assesses methods used by retail businesses to encourage sales. There is limited reasoning to support conclusions.	Gives reasoned assessment of methods used by a retail business to encourage sales.	
	AC2.2 Explain how technology is used to interact with customers	Explains how technology is used to interact with customers. Evidence is mainly descriptive.	Explains how technology is used to interact with customers. Evidence is mainly descriptive with limited application.	Gives reasoned explanation of how a retail business uses technology to interact with customers.	Gives a clear and well reasoned explanation of how a retail business uses technology to interact with customers.
LO3 Understand how retail businesses prepare for changes in the retail environment	**AC3.1** Explain the effects of seasonality on retail operations	Explains the effects of seasonality on retail operations. Evidence is mainly descriptive.	Explains the effects of seasonality on retail operations. Evidence is mainly descriptive with limited application.	Gives a reasoned explanation of the effects of seasonality on a retail business's operations.	Gives a clear and well reasoned explanation of the effects of seasonality on a retail business's operations.
	AC3.2 Explain measures retail businesses use to prepare for unplanned situations in daily retail operations	Explains how retail businesses prepare for unplanned situations in daily store operations. Evidence is mainly descriptive.	Explains how retail businesses prepare for unplanned situations in daily store operations. Evidence is mainly descriptive with limited application.	Gives a reasoned explanation of how a retail business prepares for unplanned situations in daily operations.	
		Performance bands			

Learning outcome	Assessment criteria	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO4 Be able to propose changes to retail operations	**AC4.1 I** Identify issues to resolve	Identifies issues to resolve.	Identifies relevant issues for a retail business to resolve.		
	AC4.2 Suggest actions in response to issues	Makes suggestions to a limited range of retail operations. Suggestions are mainly general and lack detail.	Suggests changes to retail operations. Some suggestions are not realistic and lack detail.	Suggests realistic actions for changes to a retail business's operations. Suggestions may lack detail.	Suggests realistic and detailed actions for changes to a retail business's operations.
	AC4.3 Justify suggestions for change	Refers to benefits of suggestions and makes reference to examples used by other retail businesses.	Gives limited justification of suggestions with some use of examples in support of conclusions.	Gives reasoned justification of suggestions relevant to some issues faced by a retail business, using relevant examples in support of conclusions.	Gives well reasoned justification of suggestions relevant to issues faced by a retail business, using relevant examples in support of conclusions.

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment, along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit, details of specific controls will be given within the model assessment
- Directions on where direct supervision is required are provided in the model assignment
- Guidance on collaboration, and where it is permitted, will be given with the model assignment

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time.

Task marking

The centre must mark learners' assessment evidence against the performance bands for each assessment criterion. The performance bands describe the standard at which the assessment criteria have been achieved by the learner.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Virtual visits to a retailer's business to observe its operations over a day
- Guest speakers, such as Trading Standards officers, to provide input on legal issues faced by retail businesses
- A practical activity based around a work-based scenario such as reorganising operations for a local retailer planning a sale

The following are examples of approaches to delivery which could be used to enhance the learners' ability to propose responses to change.

Example 1

A local independent bookshop has set the learners a project. It is making changes to its product range to include high cost comic books and is introducing an online sales option to its website. Learners are asked to report on how this will affect the operation. Learners prepare a mock-up of the website and store and present their ideas to the owner.

Example 2

Learners are provided with a master class on website design, including marketing and security aspects that can be included. Learners design a website for a local retail business, presenting their ideas to the website design expert.

Example 3

A retail apprentice visits the centre to work with learners. The apprentice gives details of incidents experienced when working in a retail business. Learners propose ways in which retail operations could be reorganised to respond to incidents.

Making contacts

Examples of organisations that may be approached to provide help include:

- Managers from local stores (different sizes and types)
- Citizens Advice Bureau
- Police
- Trading Standards
- Health and safety inspectors
- Local authority environmental waste department
- Web designers
- Police anti-fraud specialists

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.retailtechnologyreview.com

www.teachers.tv

www.Tutor2u.net

www.instoreshow.co.uk

www.retail-week.com

www.thegrocer.co.uk

www.electronic-payments.co.uk

www.oft.gov.uk

www.trumedia.co.uk

www.worksmart.org.uk

www.british-shops.co.uk

Unit 4   Promotion for Retail Business

WJEC unit entry code   9784

Guided learning hours   60

Aim and purpose

The applied purpose of the unit is to plan promotional activities to meet marketing objectives.

Unit introduction

How do retailers promote products that stand out from their retail competitors? What makes a fantastic in-store visual merchandising installation? Why do retailers use space at the top of the escalator to display goods? Why are websites always changing? How early do retailers start planning for in-store events? Does 'tweeting' make a difference to sales?

Retail businesses operate in a changing, global environment where innovation is key to success. Retailers use promotional materials as well as visual merchandising installations to try and draw customers to products. For retail promotional activities to be a success, they rely on the support of buyers sourcing the right products, stock controllers forecasting supply and demand, and sales staff who really know their products. Retailers use their brand across retail channels to try and stand out from their competitors and add value to their products.

In this unit, you will explore the principles of marketing and visual merchandising and learn how retailers apply these principles to produce effective promotional activities. This unit will develop your creativity and communication skills, which you will learn to apply to the design of visual merchandising installations and promotional materials such as blogs and 'tweets'. The knowledge, understanding and skills gained will enable you to plan promotional activities to meet retail business's marketing objectives.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 know the principles of visual merchandising in retail	**AC1.1** describe how visual merchandising **principles** have been applied to an installation	**Principles** • Creating themes/stories • Design • Symmetry and balance • Repetition • Colour • Coordination • Blocking by style/type • Use of space to display goods • Lighting
	AC1.2 describe how visual merchandising installations meet health and safety **requirements**	**Requirements** • CoSHH • Health and Safety at Work • PPE • Food hygiene • RIDDOR • Fire regulations
	AC1.3 describe how visual merchandising principles are adapted to online promotion	
LO2 understand the principles of marketing	**AC2.1** explain how **target marketing is used** for promotional activities	**Target marketing** • Design of materials • Selection of channel • Type of activity • Language • Tone • Timing

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
	AC2.2 explain how **promotional activities** contribute to achieving marketing objectives	**Promotional activities** • Use of social media • Use of digital media • Use of print media • In-store activities
	AC2.3 explain how the **marketing mix** works together to achieve marketing objectives	**Marketing mix** • Product • Price • Place • Promotion
	AC2.4 explain how branding is used across **retail channels**	**Retail channels** • Retail shops • Online
LO3 be able to plan promotional activities	**AC3.1 plan** promotional activities to meet marketing objectives	**Plan** • Sequencing activities • Resources required • Timing • Monitoring strategies • Evaluation
	AC3.2 design promotional materials	**Design** • Structure • Layout • Branding • Use of images • Colour • Space • Consideration of target market

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
	AC3.3 communicate promotional information to **customers**	**Communicate** • Using persuasive language • Grammar • Spelling • Punctuation • Tone **Customers** • Actual • Potential • Different market segments

Assessment

This unit is externally assessed. This will be through an assignment produced by WJEC, completed by learners under highly controlled conditions and marked by WJEC.

The specification for the external assessment is as follows:

- An assignment will be produced each academic year and cannot be opened before 1st May each year
- It is a six-hour timed, supervised assessment
- Learners are not allowed to collaborate during times when they are working on assessment tasks
- The externally set assignment will set out the resources that must be provided for all learners
- Learners must complete the assessment within three weeks of it being opened by the centre
- Centres must ensure that, where learners complete the external assessment in more than one sitting, there are processes in place to ensure that their evidence cannot be accessed between sittings
- Each session must be logged. A time sheet will be provided by WJEC for this purpose
- The assessment will cover all learning outcomes for the unit. It will indicate which assessment criteria are targeted for the assessment
- The external assessment will involve the learner in bringing together and making connections between the knowledge, understanding and skills learned throughout the unit and applying these by responding to information provided in a scenario which will relate to a retail business aiming to create a promotional event. Learners will be required to plan the promotional activities for the event, including some of the promotional materials to be used. In each assessment learners will be required to:
  - Design a visual merchandising installation
  - Design promotional materials
  - Consider actual and potential customers
  - Relate to a minimum of two marketing objectives
- WJEC will produce a mark scheme, which will be used as the basis for marking the external assessment
- The assessment will be graded: Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction
- Supervision and timing of externally assessed units must be fully documented in accordance with WJEC requirements

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes from retailers, such as how to design visual merchandising installations
- Visits to retailers, such as a large shopping centre or retail park, to review visual merchandising installations
- A practical activity around a work-based scenario such as designing digital marketing material to promote products

The following are examples of approaches to delivery which could be used to enhance the learners' ability to plan promotional activity to meet marketing objectives.

Example 1

A retailer provides learners with a master class on how to design visual merchandising installations. Learners participate in discussion with the retailer to explore ideas for visual merchandising installation events/themes. Learners are set organisation objectives by the retailer and are asked to design a visual merchandising installation.

Example 2

Learners work with a local retailer or a local council to research market segmentation in a local area. Learners could design promotional materials linked to those market segments and set up a local community blog on behalf of all local retailers.

Example 3

Learners are provided with details of a retailer's in-store visual merchandising installation. Learners review the retailer's online promotional activities. They then provide feedback to the retailer on how well the visual merchandising installation has been adapted online.

Making contacts

Examples of organisations that may be approached to provide help include:

- Retail businesses
- Digital marketing organisations
- Graphic design companies
- Web designers
- Community groups
- Marketing companies

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.maryportas.com

www.retail-week.com

www.designcouncil.org.uk

www.businesscasestudies.co.uk

Unit 5   Stock Control in Retail Business

WJEC unit entry code   9785

Guided learning hours   60

Aim and purpose
The applied purpose of the unit is to report on retail stock levels.

Unit introduction
How do retailers know how much stock to order? How do you store fireworks? How do you record goods that have passed their expiry date? Do you need a licence to store knives? Where do retailers store their goods? Why do some retailers keep all their stock on the shop floor? How does a pet shop store its snakes? Stock control brings together different functional areas of retailers and their supply chain. For example, the marketing department needs to be informed about stock levels and availability so that they can successfully organise promotional activities; the finance department of a logistics company needs to know about stock levels to manage its cash flow. Retail businesses require clear procedures for the flow of stock and accurate data on its availability to ensure they meet key business objectives and customer requirements. In this unit, you will explore the main features of stock control systems and the factors that affect it. You will learn about the procedures for recording stock control and develop the skills so you are able to report on stock levels in retail businesses.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 know the main features of stock control systems	**AC1.1** describe how retailers store **stock**	**Stock** • Perishable goods • Non-perishable goods • Frozen goods • Licenced goods • Bonded goods • High value stock • Fragile goods • Large items of stock • Living stock • Quick turnover stock
	AC1.2 describe how **stock** is moved through the **retail supply chain**	**Retail supply chain** • Source • Retailer • Customer
	AC1.3 describe how retailers' storage of stock meets **legal requirements**	**Legal requirements** • Licensing • Health and safety • Age-restricted goods • Recycling • Wastage • Labelling
	AC1.4 describe **stock control** procedures	**Stock control** • Discrepancies • Stock received • Stock returned • Shrinkage • Stock movements • Stock levels
	AC1.5 describe how the security of stock is maintained throughout the retail supply chain	

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO2 understand the factors affecting stock control	**AC2.1** analyse **factors** affecting the storage of retail stock	**Factors** • Type of stock • Space • Stock turnover • Security • Supply chain • Retail channels
	AC2.2 explain the relationship between stock control and the **functional areas** of a retail business	**Functional areas** • Finance • Marketing • Merchandising • Human resources • Store operations • Sourcing and buying
LO3 be able to report on retail stock levels	**AC3.1 record stock levels**	**Record** • Using spreadsheets • Using forms **Stock levels** • In date • Out of date • Stock received • Stock returned • Shrinkage
	AC3.2 analyse stock related data	**Analyse** • Identify trends • Identify patterns • Calculations • Forecasting
	AC3.3 present stock level data using ICT software	**Present** • Graphs • Tables • Pie charts

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
		• Diagrams

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Know the main features of stock control systems	**AC1.1** Describe how retailers store stock	Outlines in general terms how retail businesses store stock. There may be some errors and omissions.	Describes how retail businesses store different types of stock. There may be some minor errors and omissions.	Describes in detail how retail businesses store different types of stock. There may be some minor errors and omissions.	
	AC1.2 Describe how stock is moved through the retail supply chain	Outlines how different types of stock are moved through the retail supply chain. There may be some errors and omissions.	Describes how different types of stock are moved through the retail supply chain. There may be some minor errors and omissions.		
	AC1.3 Describe how retailers storage of stock meets legal requirements	Outlines, with limited application, how the storage of stock meets legal requirements. There may be some errors and omissions.	Describes how storage of stock meets legal requirements, which is mainly related to the scenario. There may be some minor errors and omissions.		
	AC1.4 Describe stock control procedures	Outlines, with limited application to the scenario, stock control procedures. There may be some significant errors and omissions.	Describes stock control procedures which mainly relate to the scenario. There may be some errors and omissions.	Describes some stock control procedures in detail, which mainly relate to the scenario. There may be some minor errors and omissions.	Clearly describes in detail stock control procedures appropriate to the scenario. There may be some minor errors and omissions.
	AC1.5 Describe how the security of stock is maintained throughout the retail supply chain	Outlines how the security of stock is maintained, with limited application to the scenario. There may be some errors and omissions.	Describes how the security of stock is maintained, with some application to the scenario. There may be some errors and omissions.	Describes how the security of stock is maintained which is appropriate to the scenario. There may some minor errors and omissions.	

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO2 Understand the factors affecting stock control	**AC2.1** Analyse factors affecting the storage of retail stock	Analyses the factors affecting the storage of retail stock, with straightforward conclusions. Evidence is mainly descriptive, with limited application to the scenario.	Analyses the factors affecting the storage of retail stock, with some reasoning in the conclusions, which is mainly related to the scenario.	Analyses the factors affecting the storage of retail stock, with mainly reasoned conclusions appropriate to the scenario.	Clearly analyses the factors affecting the storage of retail stock, with detailed reasoning appropriate to the scenario.
	AC2.2 Explain the relationship between stock control and functional areas of a retail business	Explains the relationship between stock control and functional areas of a retail business. Evidence is mainly descriptive, with limited application to the scenario.	Explains the relationship between stock control and functional areas of a retail business. Some evidence may be descriptive but is mainly reasoned, with some application to the scenario.	Gives reasoned explanation of the relationship between stock control and functional areas of the retail business in the scenario.	
LO3 Be able to report on retail stock levels	**AC3.1** Record stock levels	Records stock levels. There are some significant errors and omissions.	Records stock levels. There are some errors and omissions.	Records stock levels. There are minor errors and omissions.	
	AC3.2 Analyse stock related data	Analyses stock-related data with straightforward conclusions. There are some key points identified. The conclusions may have some errors and omissions.	Analyses stock related data with some reasoning in the conclusions and some key points highlighted. The conclusions may have some errors and omissions.	Analyses stock-related data with reasoned conclusions, which highlights key points and some relationships in the data. There are some minor errors and omissions in the conclusions.	Analyses of stock-related data with substantiated conclusions and identifies relationships between the data. Minor errors and omissions in the conclusions.
	AC3.3 Present stock level data using ICT software	Presents stock level data using ICT software, with some errors and omissions.	Clearly presents stock level data using ICT software, with some errors.		

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessments must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment, along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- Directions on where direct supervision is required are provided in the model assignment
- Guidance on collaboration, and where it is permitted, will be given with the model assignment

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time.

Task marking

The centre must mark learners' assessment evidence against the performance bands for each assessment criterion. The performance bands describe the standard which the assessment criteria has been achieved by the learner.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise that the knowledge and understanding they develop is vocationally relevant. There are a number of ways in which this can be achieved:

- Arrange for local retailers to show learners their electronic stock control system and the documentation they use
- Visits to a distribution centre to observe the storage and movement of stock
- A practical stock taking activity based around a work-based scenario

The following are examples of approaches to delivery which could be used to enhance the learners' ability to report on retail stock levels

Example 1

Learners could visit a retail business to observe their electronic stock control system and documentation used. They could note the type of information recorded and how stock is analysed and presented. Learners could observe sales for a period of time during their visit and record the type and the volume of stock sold. Learners could also categorise the stock, e.g. perishable, valuable. They might then assess stock levels and suggest what stock needs reordering. Learners could complete the activity using the retail business's stock control documentation.

Example 2

Learners could visit a distribution centre. They could have a tour to observe how different stock is stored and be given details on how the storage of stock meets legal requirements. Learners could be given a talk on the movement of stock from source to the distribution centre and details of what happens to the stock once it leaves the distribution centre. Learners could be shown the documentation completed when stock arrives and leaves the distribution centre.

Example 3

A local greengrocer could set learners an in-tray exercise based on their experiences with stock control. Following a discussion with the assessor, the greengrocer could produce an inventory of stock available at the start of the week, details of sales made throughout the week and a list of damaged/out of date stock. Learners could record the final stock levels at the end of the seven-day period. They could present the data using ICT, e.g. a graph or pie chart.

Making contacts

Examples of organisations that may be approached to provide help include:

- Shopping/retail centres
- Local businesses, including market holders
- Online stores
- Warehouses
- Logistic companies
- Distribution centres
- Charities
- Business analysts
- Trading standards

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.retail-week.com

https://www.dlsweb.rmit.edu.au/toolbox/retail/toolbox/index.htm?unit_cs/concepts/csc0107.htm

www.bizmore.com

Unit 6   Selling Retail Products

WJEC unit entry code   9786

Guided learning hours   60

Aim and purpose

The applied purpose of the unit is to sell retail products in retail environments.

Unit introduction

What makes a good salesperson? How do you know if a customer is interested in buying a product? How can sales staff influence a customer's choice of the products they buy? Does a sales person really need to know about the functions of a mobile phone in order to sell one? Is one make of motorbike really different from another? Does the make of a car influence customers buying decisions? Do models of speakers differ in sound quality? Is cost or brand more important to customers when buying a pair of sunglasses?

The main aim of a retailer is to sell their products. Without the sales of their products, retail businesses would be unable to make a profit. Retailers expect their staff to have good product knowledge. For example, retail buyers must know about their products in order to make the right buying decisions. Sales staff are expected to engage with customers and provide advice on products they sell. Marketing staff also need to know about the products and the factors that influence customer buying when designing their promotional activities.

In this unit you will develop your knowledge of the principles of selling and it explores customer buying behaviour. You will develop selling skills through selling in real and/or simulated environments. Through practice of the sales process and knowledge of products, you will develop skills to influence buying decisions in different retail situations with different types of customers.

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
LO1 know the principles of selling	**AC1.1** describe **product knowledge** required by staff	**Product knowledge** • Product source • Expected life cycle • Guarantee • What the product is made of • How to look after the product • Size • Product range • Ancillary products • How it works • Availability
	AC1.2 describe the **stages** of the sales process	**Stages** • Identifying sales opportunities • Building customer relationships • Questioning/exploring needs and wants • Presenting features and benefits • Overcoming objections • Upselling • Closing the sale (including techniques used)
LO2 understand customer buying behaviour	**AC2.1** assess **factors** influencing customer buying	**Factors** • Cost • Product specification • Availability of stock • Availability of finance • Staff behaviour • Store ambience • After sales • Competition • Brand image

Learning outcomes	Assessment criteria	Content
The learner will:	*The learner can:*	
	AC2.2 describe customer buying **signals** at different stages in the sales process	**Signals** • Verbal • Non-verbal
	AC2.3 explain how products meet customer **requirements**	**Requirements** • Essential • Desirable
LO3 be able to sell retail products	**AC3.1** describe product features to customers	
	AC3.2 explain **benefits** of product features to customers	**Benefits** • Emotional • Logical
	AC3.3 maintain positive customer relationships	**Maintain** • Use positive language • Use positive non-verbal communication • Actively listen • Build rapport • Adapt behaviour to customers' signals • Adapt communication to customers' behavior

LO4 be able to review selling skills	**AC4.1** explain how the sales process is adapted in **different situations**	**Different situations** • Different types of customers • Different types of products
	AC4.2 explain how previous experience influences performance in sales situations	**Learners are expected to have experienced three different sales situations prior to summative assessment.**
	AC4.3 evaluate performance of others in sales situations	**Evaluate** • Strengths • Weaknesses • Constructive feedback
	AC4.4 evaluate own performance in sales situations	**Evaluate** • Strengths • Weaknesses • Areas for improvements • Self-review • Using feedback from others

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO1 Know the principles of selling	**AC1.1** Describe product knowledge required by staff	Outlines product knowledge required by staff. There may be some significant errors and omissions in relation to products specified in the scenario.	Describes product knowledge required by staff. There may be some errors and omissions in relation to products specified in the scenario.	Describes product knowledge required by staff in some detail. There may be inconsistencies in the level of detail and some minor errors and omissions in relation to products in the scenario.	Describes in detail product knowledge required by staff in relation to products in the scenario. There may be some minor errors and omissions.
	AC1.2 Describe the stages of the sales process	Outlines in general terms the stages of the sale process. There may be some errors and omissions.	Describes the stages of the sales process with some appropriate exemplification.	Describes, with appropriate exemplification, the stages of the sales process.	
LO2 Understand customer buying behaviour	**AC2.1** Assess factors influencing customer buying	Outlines factors influencing customer buying. There is an attempt to make judgements on suitability and this may have limited relevance to the scenario.	Assesses mainly relevant factors influencing customer buying. There is limited reasoning to support conclusions.	Assesses mainly relevant factors influencing customer buying. There are reasoned judgements.	Gives a clear and well reasoned assessment of relevant factors influencing customer buying.
	AC2.2 Describe customer buying signals at different stages in the sales process	Outlines, with limited exemplification, customer buying signals at different stages in the sales process. There may be some errors and omissions.	Describes, with some exemplification, customer buying signals at different stages in the sales process. There may be some minor errors and omissions.		

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
	AC2.3 Explain how products meet customer requirements	Explains how products meet customer requirements. Evidence is mainly descriptive and focuses on the product rather than the customer requirements. There may be some errors and omissions.	Explains how products meet customer requirements. Some evidence may be descriptive but is mainly reasoned, considering the customer requirements. There may be some errors and omissions.	Gives a Reasoned explanation of how products meet customer requirements. There may be minor errors and omissions.	
LO3 Be able to sell retail products	**AC3.1** Describe product features to customers	Outlines product features to customers. There may be some errors in content and omissions in the selection of appropriate features.	Describes product features to customers. There may be some errors in content and omissions in the selection of appropriate features.		
	AC3.2 Explain benefits of product features to customers	Explains benefits of product features to customers. Evidence is mainly descriptive and may focus on the benefits of the product in general terms. There may be some errors and omissions.	Explains benefits of product features to customers. Some evidence may be descriptive but is mainly reasoned. There may be some errors and omissions.	Gives a reasoned explanation of benefits of product features to customers. There may be minor errors and omissions.	Gives a clear and well-reasoned explanation of benefits of product features to customers appropriate to the scenario. There may be minor omissions.
	AC3.3 Maintain positive customer relationships	Attempts to maintain positive relationships with customers.	Uses a range of techniques to maintain customer relationships. Techniques may be more successful in some situations than others.	Uses a range of techniques to maintain customer relationships. Techniques are effective in most situations.	

		Performance bands			
Learning outcome	**Assessment criteria**	**Level 1 Pass**	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
LO4 Be able to review selling skills	**AC4.1** Explain how the sales process is adapted in different situations	Explains how the sales process is adapted in at least three situations. Evidence is mainly descriptive. There may be errors and omissions.	Explains how the sales process is adapted in at least three different situations. Some evidence may be descriptive but is mainly reasoned. There may be some errors and omissions.	Gives a reasoned explanation of how the sales process is adapted in at least three situations. There may be some minor errors and omissions.	
	AC4.2 Explain how previous experience influences performance in sales situations	Explains how previous experience influences performance in sales situations. Evidence is mainly descriptive At least three situations are addressed. There may be errors and omissions.	Explains how previous experience in sales situations influences performance. Some evidence may be descriptive but is mainly reasoned. At least three situations are addressed. There may be some errors and omissions.	Gives a reasoned explanation of how previous experience in sales situations influences performance. At least three situations are addressed. There may be some minor errors and omissions.	Gives a clear and well-reasoned explanation of how previous experience in sales situations influences performance. At least three situations are addressed. There may be minor omissions.
	AC4.3 Evaluate performance of others in sales situations	Describes performance of at least one other person in at least three sales situations. There is an attempt to make judgements, but conclusions are straightforward and may have inaccuracies. Feedback may have limited constructive elements.	Evaluates performance of at least one other person in at least three sales situations. Key strengths and weaknesses are highlighted, with some reasoned judgements made. There may be some inaccuracies in conclusions. Feedback is mainly constructive.		

Learning outcome	Assessment criteria	Performance bands			
		Level 1 Pass	**Level 2 Pass**	**Level 2 Merit**	**Level 2 Distinction**
	AC4.4 Evaluate own performance in sales situations	Describes own performance in at least three sales situations. Attempts to make judgments, but conclusions are straightforward, mainly subjective and may have inaccuracies.	Evaluates own performance in at least three sales situations. There are some reasoned judgements, based on some independent feedback and supported by some theoretical content.	Evaluates own performance in at least three sales situations. There are judgements that are mainly reasoned and based on independent feedback and theoretical content.	

Assessment

Requirements for centres

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

Task setting

To assist centres in the assessment of this unit, WJEC has provided a model assignment, along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

Task taking

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- the time taken will be specified within the model assignment
- resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment
- directions on where direct supervision is required are provided in the model assignment
- guidance on collaboration, and where it is permitted, will be given with the model assignment

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time.

Task marking

The centre must mark learner's assessment evidence against the performance bands for each assessment criterion. The performance bands describe the standard at which the assessment criterion has been achieved by the learner.

Guidance for delivery

Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Master classes from retailers, such as how to sell products
- Visits to retailers to observe customer behaviour and observe retail selling
- A visit to a retail business to learn about product specifications

The following are examples of approaches to delivery which could be used to enhance the learners' ability to sell retail products.

Example 1

A local independent retailer provides learners with a master class on selling products. Learners participate in role-play activities devised by the retailer. They peer assess each performance against standards set by the retailer. Learners give constructive feedback to peers and discuss how their feedback aligns with that of the retailer. The retailer gives feedback and makes recommendations on how they could further improve their selling skills.

Example 2

Local market stall owners could allow learners to observe their selling skills and watch how they adapt their behaviour with different customers. Learners could observe the buying signals of the customer and note any objections they give. Learners could feedback to the market stall owners the factors that affected the sales during their visit.

Example 3

A retailer gives a presentation on what staff must know about their products. Learners are provided with the different products, e.g. different mobile phones. Using the information provided on each product in-store, learners could produce a crib sheet of the information researched on each product. The retailer could then provide customer scenarios. Learners could then recommend the best product, highlighting the features and benefits using their product knowledge. The retailer could give feedback on whether the learners have considered sufficient product information and whether the information is relevant to the customer scenario given.

Making contacts

Examples of organisations that may be approached to provide help include:

- Retail businesses
- Town centre managers
- Market stall holders
- Retail suppliers

Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

Resources

Websites

www.maryportas.com

www.retail-week.com

http://www.retaildoc.com/retail-sales-training

http://www.retailchampion.co.uk/selling-tips

Books

Smart Retail 3rd Edition	Richard Hammond	ISBN 978-0273744542
The Retail Handbook	Antony Welfare	ISBN 978-1907722363
People Don't Buy What You Sell They Buy What You Stand For	Martin Butler	ISBN 978-1852524975

6 ENTRY PROCEDURES

WJEC Level 1/2 Certificate in Retail Business will be available for certification from June 2015.

Thereafter, each qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically, it is necessary to enter the relevant code for aggregation to take place.

7 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below.

Total number of candidates	Work to be submitted (Numbers relate to alphabetical order)
1 – 10	All
11 - 19	1st and every second (1, 3, 5, 7, etc) **plus** the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16, etc) **plus** the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34, etc) **plus** the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

* The score is based upon the points the learners obtain for each of the units being submitted for moderation.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity
- A controlled assessment activities sheet, completed and signed by the assessor, to confirm that the controls for the unit, including authenticity of evidence, have been applied
- Completed mark record sheets outlining which performance bands are met by the evidence
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support the assessor's judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication – is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

Timetable

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC, by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

Feedback

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC's secure website. The report will address the criteria referred to above.

A Principal Moderator's Report will be provided for each series.

8 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 1/2 Certificate in Retail Business will take place in August of each year.

A Qualification Certificate, issued at a later date, will confirm the

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*)
- Unit titles contributing to the qualification

9 ACCESS AND SPECIAL CONSIDERATION

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare learners for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

(a)   The choice of units and qualifications available, and
(b)   The potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *'Access Arrangements and Reasonable Adjustments'.* This document is available on the JCQ website (www.jcq.org.uk).

10 POST-RESULTS SERVICES

If a centre wishes to query the outcome of the moderation and/or examination process, this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

11 CLASSIFICATION CODES

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is BC.

Centres should be advised that where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a school in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from (www.education.gov.uk) and/or DAQW (www.daqw.org.uk).

12 THE WIDER CURRICULUM

Opportunities for use of technology

Learners are expected to make effective use of ICT in ways that are appropriate to the Level 1/2 Certificate in Retail Business. Opportunities will arise during normal classroom activities as follows:

- using spreadsheets for analysis of stock control
- using the Internet as sources of secondary evidence of online promotion
- using multi-media software to present information

Spiritual, moral, ethical, social and cultural issues

Developing Retail Business outcomes that have applications to individuals, societies and businesses requires learners to consider the points of view of others, including employers, employees, communities and customers, in both written and spoken forms, presented in a variety of ways.

In classroom discussion and writing, learners will be required to reflect on a range of spiritual, moral, ethical, social, and cultural issues when discussing applications of Retail Business. This can include how these issues affect retailers' promotional activities and buyer behaviour. Ethical issues related to sourcing of products could be discussed in relation to stock control and retail selling.

Citizenship

The applications and implications of Retail Business in society, which are inherent in this specification, encourage the development of a responsible attitude to citizenship. An understanding that individuals have a collective responsibility is fostered in relation to various ethical issues included in the specification.

The specification gives learners opportunities to develop the skills of critical and analytical reading and listening. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider, critically and constructively, the views of others. This ability to make informed and considered judgements is a vital skill in the development of individual citizenship. This specification also underpins the development of a range of skills which are of vital importance to individuals in the wider world.

Environmental issues

This specification affords learners the opportunity to read about, write about, and discuss environmental issues associated with Retail Business processes and materials. Whether considering packaging, waste disposal or sustainability, there are opportunities to develop an awareness of environmental issues and controversies.

Health and safety consideration

At all times both assessors and learners should be aware of health and safety issues arising from work, both within and outside the centre. Risk assessments are required for all practical work, whether it takes place in a Retail Business 'mockshop' or IT room. The specification requires learners to develop the relevant skills and awareness of health and safety issues, particularly as applied to retail operations.

The European dimension

The approach used in constructing the specification lends itself to the establishment of links with other areas of study, particularly those involving economic understanding. It may also be used to illustrate the European dimension and requires consideration of the issues posed by different perspectives.

APPENDICES

Appendix 1 – Unit Structure

Unit title

The unit title summarises in a concise manner the content of the unit.

Guided learning hours (GLH)

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lectures, supervised practical periods and supervised study time.

Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

Unit introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

Assessment criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

Unit content

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes unit content is given as an example (e.g.). This is only used to exemplify the content, and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

Performance bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

Assessment

WJEC Level 1/2 Certificate in Retail Business units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

Guidance for delivery

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

Resources

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

Appendix 2 – Mapping of skills

Personal, Learning and Thinking Skills (PLTS)

PLTS	*Unit 1*	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*
Independent enquirers	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓
Team workers	✓	✓	✓	✓	✓	✓
Self managers	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓

KEY SKILLS AND ESSENTIAL SKILLS (WALES)

Application of Number

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*
Understand numerical data	✓	✓	✓		✓	
Carry out calculations	✓	✓	✓		✓	
Interpret results and present findings	✓	✓	✓		✓	

Communication

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*
Speaking and listening	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓

ICT

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*
Use ICT systems	✓	✓	✓	✓	✓	✓
Find, select and exchange information, using ICT	✓	✓	✓	✓	✓	✓
Develop and present information, using ICT	✓	✓	✓	✓	✓	✓

Improving own Learning and Performance

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*
Set targets using information from appropriate people and plan how these will be met	✓	✓	✓	✓	✓	✓
Take responsibility for your learning, using your plan to help meet targets and improve your performance	✓	✓	✓	✓	✓	✓
Review progress and establish evidence of your achievements	✓	✓	✓	✓	✓	✓

Problem Solving

	Unit 1	*Unit 2*	*Unit 3*	*Unit 4*	*Unit 5*	*Unit 6*
Explore a problem and identify ways of tackling it	✓	✓	✓	✓	✓	✓
Plan and implement at least one way of solving the problem	✓	✓	✓	✓	✓	✓
Check if the problem has been solved and review your approach to problem solving	✓	✓	✓	✓	✓	✓