

WJEC Level 1/Level 2 VCSE Retail and Customer Service

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available.

Qualification title	WJEC Level 1/Level 2 VCSE Retail and Customer Service
Qualification objective	To equip learners with sector-specific knowledge and practical skills that prepare them for further study or apprenticeships, while fostering personal development and engagement through applied learning.
WJEC Qualification Code	5109Q0
QiW Number	C00/5341/7
Age groups approved for	14-16, 16-19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
Our specifications may change over time. WJEC will inform centres of any amendments and the most up to date version of the specification will always be on the website.		

This specification meets the requirements of the following regulatory documents published by Qualifications Wales:

- [VCSE Qualification Approval Criteria](#) which set out requirements for VCSE qualifications approved for first teaching from September 2027 and beyond.
- [Standard Conditions of Recognition](#) which contains the rules that all awarding bodies and their qualifications must meet when offering qualifications to learners in Wales.

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Empowering learners, supporting teachers

As Wales' largest awarding body, we have over 75 years of experience in delivering trusted, high-quality qualifications that support learners, educators, and employers across Wales.

We provide a wide range of bilingual qualifications that are accessible, engaging, and designed to meet the needs of today's learners.

Our qualifications are backed by expert subject teams, high quality resources, and responsive, specialist support. Our work is guided and shaped through close collaboration with schools, colleges, regional consortia, sector experts, and Qualifications Wales.

As the only awarding body offering qualifications in every suite of the 14-16 National Qualifications offer, we are proud to play a key role in supporting the Welsh Government's ambition to make education in Wales a source of national pride, and we remain committed to helping every learner achieve their potential and progress with confidence.

Engaging, practical, and built for progression

Our Vocational Certificate of Secondary Education (VCSE) qualifications are designed to inspire and support learners aged 14–16, offering a two-year programme that is accessible, engaging, and rooted in real-world learning. With a strong emphasis on practical activities and hands-on experience, these qualifications help learners build confidence, develop essential skills, and achieve meaningful success.

VCSEs are unitised, allowing learners to complete some assessments in Year 10 and others in Year 11. This flexible approach supports steady progress, reduces assessment pressure, and enables learners to demonstrate achievement throughout the course. For our VCSEs, external assessments are designed to assess foundational knowledge and can be completed near the start of the course, giving learners more time to focus on developing higher-level skills. This structure adds rigour and credibility to the qualification while helping to reduce teacher workload.

The compensatory nature of our VCSEs recognises learners' strengths across different units. High achievement in one area can offset lower performance in another, promoting a more inclusive and supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, WJEC VCSEs provide a solid foundation for progression to further study at Levels 1 to 3. Whether learners continue in the subject or not, they will gain valuable knowledge, practical skills, and a sense of accomplishment that prepares them for life, learning, and work.

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Summary of Assessment

Unit 1: Introduction to the Retail and Customer Service Sector External assessment (sector test): 1 hour 20% of qualification	50 marks
Set and marked by WJEC. Available in two formats: paper or onscreen. Section A: multiple choice, objective test and short answer questions, 25 marks. Section B: multiple choice, objective test and short answer questions, based around applied situations, 25 marks.	
Unit 2: Developing Customer Service Skills External non-examination assessment: 6 hours 30 minutes 20% of qualification	60 marks
Set and marked by WJEC. The assessment will feature tasks based on a case study. The assessment will be available on the WJEC Portal during June of the first year of study. The assessment will be changed every year (two series).	
Unit 3: Retail Marketing and Promotion Non-examination assessment: 19 hours 60% of qualification	90 marks
Set by WJEC, marked by the Centre and externally moderated by WJEC. The assessment will feature five tasks based on an assignment brief. The assessment will be available on the WJEC Portal and will remain the same for the lifetime of the specification.	

The qualification comprises **three units**.

Unit 1 is an introductory unit and is intended to be taught first. Beyond this, the order in which the remaining units are presented does not imply any hierarchy or prescribed teaching order.

Unit 1 will be available in January 2028 and in every summer and January series thereafter.

Unit 2 will be available in summer 2028 and in every January and summer series thereafter.

Unit 3 will be available in summer 2029 and in every summer and January series thereafter.

The first award of the qualification will be summer 2029.

1. Introduction

1.1 Purpose and aims

WJEC Vocational Certificates of Secondary Education (VCSEs) are designed to meet the needs of learners aged 14 to 16, providing relevant and meaningful learning experiences that reflect their stage of development. The qualifications are firmly rooted in the context of Wales and the Welsh economy, ensuring that learners engage with content that is locally authentic and nationally significant.

They offer engaging and accessible content and assessment that supports the development of practical skills, knowledge, and understanding. By aligning with the Curriculum for Wales, these qualifications contribute to the realisation of its four purposes and principles of progression, helping learners become ambitious, capable, and ready to learn throughout life.

In addition, VCSE qualifications support learners in developing an awareness of employment opportunities and pathways to post-16 study, including vocational courses that lead to occupational competence. This ensures that learners are well-prepared for their next steps, whether in education, training, or the world of work.

WJEC VCSEs:

- provide a broad basis for progression to post-16 study, including vocational study at Level 1 to 3 as appropriate
- allow learners to develop a range of knowledge, understanding and skills, with an emphasis on practical skills
- provide opportunities for learners to be assessed in relevant, engaging and meaningful ways, using technology where appropriate
- provide opportunities, where appropriate, for learners to develop:
 - the cross-curricular skills of literacy, numeracy and digital competence as set out in the Curriculum for Wales
 - the integral skills set out in the Curriculum for Wales
 - an understanding of sustainability in the world of work
- provides opportunities, where appropriate, for learners to engage with relevant aspects of the cross-cutting themes of:
 - local, national and international contexts
 - diversity
 - human rights
 - relationships and sexuality education (RSE)
 - are aligned with Levels 1 and 2 of the Credit and Qualification Framework for Wales (CQFW).

These aims align with the aims set out in Qualifications Wales' VCSE Approval Criteria.

The VCSE in Retail and Customer Service aims to:

- promote understanding of the retail and customer service sector
- develop skills that can be applied in small and medium-sized enterprises (SMEs), high street shops, and hospitality businesses across Wales
- equip learners with employability skills, supporting workforce development and contributing to the sustainability and growth of the Welsh economy
- explore customer service in the context of Welsh communities, including understanding cultural diversity and bilingual communication
- develop practical skills relevant to retail and customer service including research, marketing, communicating and evaluating
- prepare learners for progression into further study, apprenticeships, or employment in the retail and customer services sector.

1.2 Curriculum for Wales

This VCSE in Retail and Customer Service qualification is underpinned by the Curriculum for Wales framework and has been designed to ensure that learners can continue to make progress towards the four purposes whilst studying for this qualification. Central to this design are the [principles of progression](https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/), along with the [statements of what matters](https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/) in the Area of Learning and Experience for Humanities.

In developing this qualification, we have considered where there are opportunities to embed the cross-curricular themes and where there are opportunities for integral skills and cross-curricular skills to be developed. Appendix A provides a simple mapping, and information to support teachers will be provided in the Guidance for Teaching.

We have also considered where the qualification can generate opportunities for integrating the learning experiences noted after each unit; the Guidance for Teaching will include further information on integrating these learning experiences into delivery.

The VCSE in Retail and Customer Service qualification supports the Curriculum for Wales by:

- supporting the Humanities statements of what matters¹ by giving learners the opportunity to:
 - gain a deeper understanding of the concepts underpinning retail and customer service, and their application in local, national and global contexts
 - investigate how retail has evolved over time, exploring changing consumer behaviour and future trends and using enquiry skills to analyse customer needs, market research, and competitor activity
 - appreciate that human societies are complex and diverse by exploring how retail meets the needs of diverse communities and customer groups, by examining inclusivity, equality, and bilingual communication within customer service and understanding how cultural expectations, lifestyles, and demographics influence retail practices
 - explore sustainable and responsible retail practices and examine how consumer choices influence environmental outcomes
 - develop informed, self-aware citizens through developing awareness of consumer rights and responsibilities, and fair treatment of customers
 - consider place and space through examining the role of retail in rural and urban economies, understanding how retail locations influence communities and local identity and explore how digital retail is changing the use of physical spaces.
- supporting the Humanities principles of progression² by encouraging learners to:
 - develop problem-solving and decision-making through customer interactions and retail scenarios
 - foster innovation by designing promotional materials or marketing campaigns
 - build skills in teamwork, communication, and initiative – key attributes for success in business and beyond
 - explore ethical issues, such as sustainability, fair trade, and consumer rights
 - develop an understanding of diversity and inclusion in customer service and the workplace
 - develop resilience, adaptability, and emotional intelligence in workplace settings
 - reflect on personal strengths and areas for growth in employability.

¹ <https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/>

² <https://hwb.gov.wales/curriculum-for-wales/humanities/principles-of-progression/>

1.3 Prior learning and progression

Although there is no specific requirement for prior learning, this qualification is designed primarily for learners between the ages of 14 and 16 and builds on the conceptual understanding learners have developed through their learning from ages 3 – 14. Learners may have completed a Work Related Foundation Qualification (WRFQ) in the subject prior to starting this course, which can further support their readiness and progression.

The qualification allows learners to develop a strong foundation of knowledge, skills and understanding which supports progression to post-16 study and prepares learners for life, learning and work. It provides a suitable basis for progression to further study at levels 1 to 3, such as retail, customer service or business qualifications and to apprenticeships such as store management, marketing assistant, or buying or merchandising assistant. In addition, the qualification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

1.4 Guided Learning Hours (GLH) and Total Qualification Time (TQT)

VCSE Retail and Customer Service has been designed to be delivered within 120–140 guided learning hours. The qualification has been primarily designed as a 2-year programme for learners in years 10 and 11. Centres have flexibility in how they structure and deliver their courses within the total GLH for the qualification. The amount of content within each unit and its weighting within the qualification provides an indication of the anticipated percentage of GLH that may be required for each unit.

	Weighting	GLH
Unit 1	20%	24
Unit 2	20%	24
Unit 3	60%	72
Totals	100%	120 hours

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the GLH and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 140-160 hours. This includes:

- 120-140 hours of guided learning and/or supervised assessment
- up to 20 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

1.5 Use of language

As our understanding of diversity, equity, and inclusion evolves, so must our language. Terminology will be updated as needed to ensure it reflects individual identities and fosters respect and accuracy. Language used will be as specific as possible. Staying informed and adaptable is crucial, as inclusive language promotes dignity and equity. Recognising that language will continue to evolve, we will remain open to further amendments, to ensure it accurately represents and supports all individuals. We will inform centres of any amendments and the most up to date version of the specification will always be on the website.

1.6 Equality and fair access

This qualification is designed to be accessible to all learners, regardless of gender, ethnicity, religion, culture, or any other protected characteristic as defined by the Equality Act 2010. These characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Inclusive design principles have been applied throughout the qualification, including the use of varied assessment formats, clear and unbiased language, and diverse examples that reflect the breadth and diversity of the Retail and Customer Service sector. Every effort has been made to avoid, where possible, features that could unjustifiably create barriers to access or achievement.

Access arrangements and reasonable adjustments are available for eligible learners to ensure they can participate fully in assessments and demonstrate their knowledge and skills. These adjustments do not alter the intended demand of the assessment but support fair access. Guidance on access arrangements and reasonable adjustments is provided in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk.

This qualification adheres to the principles outlined in the JCQ guidance. As a result of inclusive design and provision for reasonable adjustments, very few learners should encounter a complete barrier to any part of the assessment process.

2. Units

2.1 Unit format

GLH	Indicates the estimated number of hours a learner will spend under direct supervision or instruction to complete the unit. This includes classroom teaching, practical activities, and supervised study.
Contribution to qualification grade	Indicates the contribution this unit makes to the overall grade of the qualification.
Overview of unit	Provides a concise summary of the unit's purpose, scope, and relevance. It outlines the key themes, skills, and knowledge areas covered, and how the unit supports progression in the vocational area.
Topics	Lists the topics learners will study as part of the unit.
Summary of assessment	Summarises the assessment methods for the unit.
Resources required for assessment	Details the materials, equipment, and facilities needed to carry out the assessment effectively. This ensures consistency and fairness in delivery across centres.
Links to other WJEC units and qualifications	Identifies connections with other units or qualifications offered by WJEC, including progression routes and/or opportunities for integrated delivery.
Content	Outlines the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.
Opportunities for integrating learning experiences relating to the world of work	Highlights learning experiences which may be generated by delivery of the unit. More information is provided in the Guidance for Teaching. Experiences will not be directly assessed.

2.2 How to read the amplification

The amplification provided in the right-hand column uses the following four stems to indicate the expected depth of learning.

'Learners should be aware of' is used when learners only need a general awareness of the specified content, without detailed understanding. Teachers should refer to Guidance for Teaching documents for more detailed guidance on the depth of coverage.

'Learners should know' is used when learners are required to demonstrate basic knowledge and understanding of content.

'Learners should understand' signifies that learners must show a deeper level of knowledge and understanding, including the ability to apply knowledge to familiar or unfamiliar contexts, and to analyse and evaluate information for a given purpose.

'Learners should be able to' is used when learners are expected to use their knowledge and understanding in practical situations or demonstrate application of practical skills and techniques.

2.3 Content

Content is provided for each topic, outlining the knowledge, understanding, and skills that learners need to be taught.

All content must be delivered unless otherwise indicated:

- the use of 'including' indicates that the specified content is mandatory and may be assessed. Centres may also choose to incorporate additional content or examples beyond those listed
- the use of 'for example' or 'such as' indicates that the specified content is provided for guidance only, and alternative examples may be used.

Unit 1 Introduction to the Retail and Customer Service Sector

GLH	24
Contribution to qualification grade	20%
Overview of unit	The unit examines key operational aspects of retail, including procurement and sourcing, inventory control and stock management, distribution and logistics, and quality assurance. It also considers the role of technology and innovation in shaping modern retail, as well as responsible and sustainable retail practices. Particular emphasis is placed on inclusivity and bilingual communication, reflecting the cultural and economic context of Wales, and on the contribution of retail to both rural and urban economies. It supports pathways into further study, apprenticeships, and employment by fostering: • understanding of retail and customer service structures, products, and services • awareness of Welsh cultural, linguistic, and economic contributions to the sector • adaptability to changing customer needs and the evolving retail environment. Learners completing this unit will be prepared for further study or entry-level roles in retail and customer service, with a strong foundation in industry knowledge, practical awareness, and transferable skills, such as adaptability, teamwork, communication, and problem-solving.
Topics	This unit will focus on: • retail models • retail locations • the changing landscape of retail • procurement and sourcing • inventory control and stock management • distribution and logistics • quality assurance • jobs in retail and customer service • skills and tasks required to deliver good customer service • inclusivity and bilingual communication • the role of retail in rural and urban economies • technology and innovation in retail • responsible retail practices • sustainability in retail.
Summary of assessment	External assessment (sector test): 1 hour Set and marked by WJEC Available in two formats: paper or onscreen 20% of qualification 50 marks

Resources required for assessment	There are no specific requirements for assessment. Centres entering learners for on-screen assessment should refer to the WJEC website for information on any system requirements https://www.wjec.co.uk/home/administration/e-assessment/
Links to other WJEC units and qualifications	The following Skills for Work units could complement the delivery of this unit: • Customer service • Exploring career pathways • Jobs of the future • Sustainable economic development • Understanding the changing labour market • Working in Wales. The following Skills for Life units could complement the delivery of this unit: • Equality, diversity and inclusion • Sustainability in action.

Content

1.1 Retail formats and settings	
In this topic learners will gain knowledge, understanding and skills in the following areas: 1.1.1 Retail models 1.1.2 Retail locations 1.1.3 The changing landscape of retail	
Section	Amplification
1.1.1 Retail models	Learners should know the: • purpose of retail businesses, including to: • sell goods and services to customers • offer convenience and choice • provide a positive shopping experience • to make a profit • features and examples of retail models, including: • bricks and mortar • online • multi-channel retailer • omni-channel retailer • franchise. Learners should understand: • that retailers may use a single retail model or a hybrid approach that combines more than one model • online retailers may deliver goods direct to the customer or offer the opportunity to collect their order from a store (click and collect) or via a pick-up point • how the nature of retail operations affects the customer experience, including multichannel and omnichannel approaches • the advantages and disadvantages of the different retail models to the: • customer • retail business.
1.1.2 Retail locations	Learners should know: • the different locations where retail businesses operate, including: • high streets and city centres • shopping centres • retail parks and out-of-town locations • convenience locations • online • specialist locations for example markets or pop-up outlets at events • the factors that affect where a retail business is located, including: • footfall • accessibility • visibility • proximity to competitors • proximity to complementary businesses

	• cost of location • target market and demographics. Learners should understand the advantages and disadvantages of each retail location for retail businesses and customers.
1.1.3 The changing landscape of retail	Learners should understand: • the factors influencing changes in consumer behaviour that affect the retail sector, including: • economic factors, including: • changes in income • employment levels • inflation, tax and Value Added Tax (VAT) • operating costs for bricks and mortar retailers, such as rent costs, business rates, energy costs, labour costs • social factors, including: • consumer preferences • ethical buying • shopping for leisure and hedonic enjoyment • sustainability • technological developments, including: • e-commerce and m-commerce • self-service • electronic and contactless payment systems • click and collect • delivery apps • customer data analytics • social media and digital marketing • market factors that affect the retail landscape, including: • competition from international retailers • growth of online global marketplaces • the potential impact of the above factors on the retail businesses and customers.

1.2 Retail business operations and supply chain management

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 1.2.1 Procurement and sourcing
- 1.2.2 Inventory control and stock management
- 1.2.3 Distribution and logistics
- 1.2.4 Quality assurance

Section	Amplification
1.2.1 Procurement and sourcing	Learners should understand: - the supply chain process, such as: - procurement and sourcing suppliers - sourcing raw materials/stock - logistics – delivery/storage/manufacturing - inventory control - delivery of finished products to the customer or the retail outlet - the importance of an effective supply chain - the potential risks of supply chain disruption - the impact on business operations. Learners should understand: - the importance of procuring appropriate products to meet customer needs with consideration to quality, price and product features - the importance of purchasing, securing best value and maintaining a good supplier relationship - the importance of effective procurement, purchasing and holding of inventory - the different ways of controlling inventory, including computerised stock control - the impact of holding the correct levels of inventory on the retail business and its customers.
1.2.2 Inventory control and stock management	Learners should understand: - different ways of managing inventory including just-in-case (JIC) and just-in-time (JIT) - the advantages and disadvantages of managing inventory for the retail business - the growth and impact of technology to support the supply chain process, including: - instant data for inventory management and forecasting demand - automated and integrated systems linking supply and retail - real-time tracking of deliveries (from suppliers and to customers) - robotics used to speed up assembly or picking.

1.2.3 Distribution and logistics	Learners should understand the different ways that goods are distributed to customers including: • traditional face-to-face sales • in-store collection/click and collect • delivery to the customer's home • delivery collection point/locker. Learners should be aware that distribution and logistics also involves managing the return of unwanted or faulty goods. Learners should understand the advantages and disadvantages of an efficient distribution and logistics system for the retail business and customer.
1.2.4 Quality assurance	Learners should understand: • what is meant by quality • the importance of quality to a retail business and its customers • the difference between quality assurance and quality control.

1.3 Job roles in retail and customer service in Wales

In this topic learners will gain knowledge, understanding and skills in the following areas:

- 1.3.1 Jobs in retail and customer service
- 1.3.2 Skills and tasks required to deliver good customer service
- 1.3.3 Inclusivity and bilingual communication
- 1.3.4 The role of retail in rural and urban economies

Section	Amplification
1.3.1 Jobs in retail and customer service	Learners should be aware of retail and customer service roles and their purpose, including: • fulfilment centre/warehouse roles • head office roles • logistical roles • online retail roles. Learners should know the responsibilities of: • customer facing roles, including: • advisor • assistant manager • sales assistant • store manager • team leader • backroom/non-customer-facing roles, including: • call centre agent • inventory controller • live chat agent • stockroom assistant • visual merchandiser.
1.3.2 Skills and tasks required to deliver good customer service	Learners should understand: • the skills needed to deliver good customer service, including: • attention to detail • avoiding discrimination or assumptions • being knowledgeable about the product and process • empathy • good communication • understanding of inclusive and accessible practices • being polite • problem solving • prompt service • customer service tasks including: • first impressions/welcoming customers • answering customer questions • handling payment of goods bought • handling complaints and returns using the LAST (Listen, Apologise, Solve, Thank) model • after-sales support.

1.3.3 Inclusivity and bilingual communication	Learners should be aware of: • the importance of retail and customer service to the Welsh economy • legislation supporting Welsh and English language use including the Welsh Language Standards • different customer needs such as language, disability, access. Learners should understand: • how bilingual communication can support customer service, inclusivity and accessibility • how retailers can provide bilingual customer service, including: • greetings and spoken interactions • bilingual signage • bilingual information on websites and digital platforms • staff training to support bilingual service.
1.3.4 The role of retail in rural and urban economies	Learners should know the definition of: • rural • urban. Learners should understand: • how retailers support rural economies, including: • access to everyday goods and services • employment opportunities • community hubs • providing delivery services to remote areas • supporting local suppliers and producers • helping reduce travel by offering essential services locally • how retailers support urban economies, including: • attracting tourism and footfall through events or promotions • employment opportunities • improving transport-linked convenience (for example, stores near stations) • investing in sustainability and green spaces • regeneration • vibrant high streets/city centres. Learners should know the multiplier effect and how the success of a retailer can lead to the prosperity of other parts of the economy.

1.4 Responsible, innovative and sustainable retail practices

In this topic learners will gain knowledge, understanding and skills in the following areas:

1.4.1 Technology and innovation in retail

1.4.2 Responsible retail practices

1.4.3 Sustainability in retail

Section	Amplification
1.4.1 Technology and innovation in retail	Learners should know how technology and its features are used in retail, including: • artificial intelligence (AI) and chatbots • contactless payment systems • data analytics and customer insights • inventory management, smart shelves and Radio Frequency Identification (RFID) • loyalty schemes • mobile apps • security including close circuit television (CCTV) • self-checkout • sentiment analysis tools • social media • virtual and augmented reality. Learners should understand the advantages and disadvantages of the above technological innovation: • to the retail business • to the customer.
1.4.2 Responsible retail practices	Learners should know the purpose of the main legislation protecting consumers' rights, including: • Consumer Contracts Regulations 2013 • Consumer Rights Act 2015 • Digital Markets, Competition and Consumers Act 2024. Learners should understand the following responsible retail practices: • providing products that are of satisfactory quality • ensuring products match their description • offering the right to return, repair, or replace faulty goods • honouring warranties and guarantees • transparent pricing • accurate information about services • handling complaints fairly and efficiently • socially responsible retail practices, including: • community and charity engagement • ethical and transparent supply chain • responsible choice of products sold. Learners should understand the benefits of acting responsibly and the consequences of failing to do so as well as the challenges of keeping up to date with legislation.

1.4.3 Sustainability in retail	Learners should know: • the Environment (Wales) Act 2016 target for the nation to reach net zero by 2050 and how it affects retailers • that customers are more aware of sustainability and how it increasingly influences purchasing decisions and provides retailers with a source of competitive advantage. Learners should understand: • different sustainability initiatives within retail including: • carbon footprint reduction • use of renewable energy in operations • sustainable transport and delivery • waste reduction, re-use and recycling • eco-labelling and green marketing • collaboration with suppliers for low-carbon goals, including selecting local suppliers and reducing food miles • retail opportunities for sustainable products and operations • the term greenwashing • how a retailer might greenwash, such as exaggerated claims and use of colour in advertising • the consequences of greenwashing, including: • fines • reputation damage • lack of competitiveness.
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Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- explore the various career opportunities within the retail and customer service sector by talking to people in the industry
- explore the various career opportunities within the retail and customer service sector by using industry generated resources, such as [| working Wales, jobs in retail and customer service | future jobs Wales](#) and [careers in 360 - Wales](#)
- learn about different career pathways, training routes, and qualifications directly from retail and customer service employers and training providers by inviting guest speakers into the centre or conducting visits
- gain inspiration and motivation from hearing personal career journeys and success stories
- interact with guest speakers from the retail and customer service sector to gain first-hand insight into real-world practices and expectations
- gain insight into how the sectors and different organisations work together by inviting guest speakers in the industry into the centre
- visits to explore the local high street and compare with archival sources, such as maps or photographs, to demonstrate the changing landscape of the high street
- mystery shopper experience to evaluate customer service or bilingual communications.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 2 Developing Customer Service Skills

GLH	24
Contribution to qualification grade	20%
Overview of unit	Customer service is central to the success of retail and related industries. This unit develops learners' understanding of what high-quality, customer-focused service looks like and the skills required to deliver it effectively in a range of contexts. Learners will explore the purpose and importance of customer service, customer expectations and needs, and the professional behaviours that support positive customer experiences. The unit examines key aspects of customer service in practice, including communication across face-to-face, remote and digital forms. Learners will analyse customer service interactions, including complaint handling, and consider how effective service is delivered in different contexts. They will use data and findings to review customer service performance, identifying strengths and areas for improvement. Learners will apply their understanding by producing reports, suggesting improvements, and creating guidance to improve customer service. They will consider how staff can be supported to deliver consistent and professional service, ensuring customer needs are met and positive outcomes are achieved. The use of digital tools, changing customer behaviours, and the importance of handling customer information responsibly are also explored to reflect modern service environments. This unit supports progression into further study, apprenticeships, and employment by fostering: • understanding of the purpose and impact of effective customer service • confidence in and understanding of the different forms of customer service, including face-to-face, remote and digital • understanding of the importance of monitoring customer service, supporting staff and training for effective customer service. On completion of this unit, learners will be well prepared for entry-level roles in customer service and retail, with a strong foundation in customer-focused practice, professional behaviour, and transferable skills such as communication, problem-solving, and self-reflection.

Topics	The unit will focus on: • what is customer service? • positive customer experience and its impacts • poor customer experience and its impacts • complaint handling • reviewing specific forms of customer service in practice: face-to-face, remote and digital • monitoring customer service • analysing the quality of customer service • guiding staff to provide excellent customer service.
Summary of assessment	External assessment (non-examination assessment): 6 hours and 30 minutes The assessment includes a case study and tasks. Set and marked by WJEC 20% of qualification 60 marks
Resources required for assessment	There are no specific requirements for assessment. Learners must have access to IT and appropriate software. The use of AI is not permitted.
Links to other WJEC units and qualifications	The following Skills for Work units could complement the delivery of this unit: • Customer service • Working in Wales. The following Skills for Life units could complement the delivery of this unit: • Everyday law • Understanding self and others.

Content

2.1 Understanding customer service principles	
In this topic learners will gain knowledge, understanding and skills in the following areas: 2.1.1 What is customer service? 2.1.2 Positive customer service and its impact 2.1.3 Poor customer service and its impact 2.1.4 Complaint handling	
Section	Amplification
2.1.1 What is customer service?	Learners should understand what customer service is, including: - the forms of customer service, including: - face-to-face, for example in-store customer service, handling returns - remote, for example telephone call, emails, letters - digital, for example live chat, social media - the importance of customer service for a business, such as: - meeting customer needs and expectations - creating a positive customer experience - encouraging repeat business and loyalty - supporting the reputation of the business - helping customers choose suitable products and services - resolving customer queries and complaints effectively - customer expectations of customer service, such as: - consistent customer service across different situations and channels - an easy and efficient customer journey - clear and accurate communication - respectful and professional treatment - reliable and dependable service - fair and honest treatment - accessibility and inclusion considerations - bilingual communication (Welsh/English) - delivered in line with legal requirements (for example, Equality Act 2010, Consumer Rights Act 2015 and Data Protection Act 2018).
2.1.2 Positive customer service and its impact	Learners should understand the impact of positive customer service: - on customers, such as: - customers feel valued and respected - increased customer satisfaction - customers are more likely to return - customers are more likely to recommend the business - positive feedback and reviews

	• on the business, such as: • positive brand perception • improved customer satisfaction • strong customer relationships • development of customer loyalty and repeat business • enhanced business reputation • positive word of mouth recommendation • increased customer spend. Learners should understand the impact of positive customer service specific to the form of customer service, including: • face-to-face, for example, customers making additional or impulse purchases in-store • remote, for example, enquiries resolved at first point of contact • digital, for example, shares or celebrity/influencer endorsements on social media.
2.1.3 Poor customer service and its impact	Learners should understand the impact of poor customer service: • on customers, such as: • customer dissatisfaction or frustration • wasted time having to make a complaint • additional stress • loss of trust • reluctance to return • on the business, such as: • loss of customers and business • competitors gaining market share • reduced revenue and profitability • increased customer complaints • poor reputation • reduced repeat business and customer loyalty • high staff turnover • long-term business decline or closure. Learners should understand the impact of poor customer service specific to the form of customer service, including: • face-to-face, for example, customers leaving the store without making a purchase, negative word-of-mouth shared within the local community • remote, for example, repeated contact due to unresolved enquiries, escalation to formal complaints • digital, for example, negative online reviews or ratings, public complaints on social media.
2.1.4 Complaint handling	Learners should understand:

	• the features of effective complaint handling to provide effective outcomes for the customer, including: • acknowledging the complaint promptly • demonstrating empathy and using an appropriate tone • apologising appropriately • listening to the customer and identifying the issue • gathering relevant information • checking the customer's desired resolution • offering an appropriate solution (for example, refund, replacement or alternative) • providing clear next steps or timescales • resolving the issue • following up where required. • effective outcomes for customers, including: • the issue is resolved fully and accurately • the customer receives an outcome that meets their needs • the customer understands what will happen next • the customer feels listened to and valued • communication is clear, timely and professional • the customer has confidence in the outcome and the organisation.
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2.2 Customer service in practice

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.2.1 Reviewing specific forms of customer service in practice: face-to-face

2.2.2 Reviewing specific forms of customer service in practice: remote

2.2.3 Reviewing specific forms of customer service in practice: digital

Section	Amplification
2.2.1 Reviewing specific forms of customer service in practice: face-to-face	Learners should understand the positive and poor features of face-to-face customer service in practice, linked to verbal and non-verbal cues, such as: • greeting and acknowledging customers on arrival/failing to acknowledge or make eye contact with customers • responding to customers promptly/ignoring or delaying responses • identifying and responding to customer needs through interaction/failing to identify or respond to customer needs • providing advice or information about products or services/providing unclear, incorrect or no information • supporting customers during transactions at the point of sale/showing lack of support or inefficiency during transactions • welcoming and assisting customers in a service environment/appearing unwelcoming or unhelpful • handling returns, exchanges or complaints professionally at the point of service/handling issues poorly or unprofessionally. Learners should understand complaint handling features specific to face-to-face customer service, such as: • maintaining appropriate eye contact • using positive body language • using tone of voice to convey empathy • recognising and responding to customer emotions • maintaining a calm and professional presence. Learners should be able to respond to examples of face-to-face complaint handling to produce a more effective outcome for the customer.
2.2.2 Reviewing specific forms of customer service in practice: remote	Learners should understand the features of delivering remote customer service in practice, linked to the method of communication (for example, letters, emails, calls), such as: • using an appropriate greeting (for example, professional tone suited to the method of communication)/using an inappropriate or unprofessional greeting not suitable for the method of communication • following data protection procedures when handling customer information/failing to follow data protection procedures

	• acknowledging customer enquiries promptly/failing to acknowledge enquiries in a timely manner • gathering relevant information from the customer through remote communication/failing to gather sufficient or accurate information • checking IT systems to confirm details/failing to check or using incorrect information • providing clear and accurate information or advice/providing unclear, inaccurate or incomplete information • managing customer expectations through clear next steps and timescales/failing to provide clear next steps or timescales • keeping the customer informed of progress/failing to provide updates or communicate progress • completing transactions or requests remotely/failing to complete or incorrectly processing requests. Learners should understand complaint handling features specific to remote customer service, such as: • probing and gathering relevant customer information • managing and de-escalating challenging situations during telephone calls, while maintaining professionalism • checking systems to confirm order, booking or account information • providing clear next steps and timescales • keeping the customer informed of progress • following up to confirm the issue has been resolved. Learners should be able to respond to examples of remote complaint handling to produce a more effective outcome for the customer.
2.2.3 Reviewing specific forms of customer service in practice: digital	Learners should understand the positive and poor features of delivering digital customer service in practice, linked to digital communications (for example, social media comments, text and online chat), such as: • using appropriate greetings and responding to enquiries in line with the platform/using inappropriate greetings or responses for the platform • adapting communication style to suit the platform/failing to adapt communication style (for example, overly formal or unclear messaging) • maintaining a consistent tone and style in line with the organisation's brand/using inconsistent or inappropriate tone • using clear and structured written responses to support understanding/providing unclear, poorly structured or confusing responses • providing timely updates on orders, collections or deliveries/providing delayed or no updates • managing customer expectations through accurate information and timescales/providing inaccurate or unclear information about timescales

	• ensuring digital systems support service delivery and consistency across channels/failing to use systems effectively. Learners should understand digital complaint handling responses, such as: • de-escalating in a public space • moving the interaction to a more appropriate/private channel • protecting the brand while resolving the issue • responding constructively to negative feedback to rebuild customer confidence • maintaining a consistent brand tone when handling complaints on digital platforms. Learners should be able to respond to examples of digital complaint handling to produce a more effective outcome for the customer.
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2.3 Monitoring, reviewing and improving customer service

In this topic learners will gain knowledge, understanding and skills in the following areas:

2.3.1 Monitoring customer service

2.3.2 Analysing the quality of customer service

2.3.3 Guiding staff to provide excellent customer service

Section	Amplification
2.3.1 Monitoring customer service	Learners should understand the importance of monitoring customer service, such as: • ensuring consistent standards of customer service • identifying strengths and areas for improvement • improving customer satisfaction and experience • responding to customer feedback and expectations • supporting staff development and performance • maintaining business reputation and competitiveness. Learners should be able to use evidence of different methods of monitoring customer service data, including: • online reviews and ratings • mystery shopper reports • social media monitoring • customer complaints and compliments • observation of staff performance • call monitoring and recordings • digital analytics • live chat transcripts • customer satisfaction data • response and resolution time data.
2.3.2 Analysing the quality of customer service	Learners should be able to produce a report using data and relevant information about customer service to analyse the quality of customer service, including: • analysis of findings and data • strengths and areas for improvement • appropriate recommendations to address the areas for improvement.
2.3.3 Guiding staff to provide excellent customer service	Learners should be able to produce guidance based on data, information and recommendations to support improvement in identified customer service areas, including: • the importance of positive customer service for the business • steps for delivering effective customer service • how to handle customer complaints effectively • the importance of monitoring customer service • good practice when interacting with customers • actions staff could take and expected outcomes.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interact with guest speakers from the retail and customer service sector to gain first-hand insight into real-world practices and expectations
- ask questions and discuss current trends, challenges, and innovations in the sector with industry professionals
- observe live demonstrations from industry experts, deepening understanding of specialist techniques or equipment
- develop networking skills by engaging with customer service staff
- visit customer service environments to understand customer service first hand
- gain inspiration and motivation from hearing personal career journeys and success stories
- roleplay handling customer enquiries, deciding which personal information can be shared and which must be protected.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

Unit 3 Retail Marketing and Promotion

GLH	72
Contribution to qualification grade	60%
Overview of unit	Marketing plays a central role in the success of retail businesses by attracting customers, building relationships, and encouraging loyalty. This unit introduces learners to the principles and practices of retail marketing, developing an understanding of how marketing strategies are used to promote products and services in competitive retail environments. Learners will explore how clear communication, branding, and customer engagement contribute to trust and long-term business success. The unit examines the retail marketing mix (7 Ps), and how these elements work together to support effective marketing decisions. Learners will evaluate the effectiveness of marketing mixes and apply their understanding to the development of a retail business concept and brand personality. This unit supports progression into further study, apprenticeships, and employment by fostering: • understanding of retail marketing principles and the marketing mix • confidence in developing and communicating a brand and promotional message • adaptability to digital marketing tools and changing consumer trends. On completion of this unit, learners will be well prepared to apply retail marketing skills in further study or entry-level roles, with a strong foundation in marketing knowledge, creativity, communication, and presentation skills relevant to modern retail and digital commerce.
Topics	This unit will focus on: • the marketing mix for retail: • product • place • price • promotion • physical evidence • people • process • developing a retail business concept • developing a brand personality • planning and designing promotional materials • planning a pitch • skills to deliver a pitch.

Summary of assessment	Non-examination assessment: 19 hours Marked by centre and moderated by WJEC 60% of qualification 90 marks
Resources required for assessment	Learners must have access to: • suitable hardware and software to produce the non-examination assessment evidence • the internet to produce research materials and specified section of the assessment where the internet is permitted.
Links to other WJEC units and qualifications	The following Skills for Work units could complement the delivery of this unit: • Career creativity • Enterprise venture • Exploring career pathways • Jobs of the future • Using IT in the workplace • Working in Wales.

Content

3.1 The marketing mix	
In this topic learners will gain knowledge, understanding and skills in the following areas: 3.1.1 The marketing mix for retail 3.1.2 Product 3.1.3 Place 3.1.4 Price 3.1.5 Promotion 3.1.6 Physical evidence 3.1.7 People 3.1.8 Processes	
Section	Amplification
3.1.1 The marketing mix for retail	Learners should be able to: - analyse each of the 7 Ps of the marketing mix for an existing retail business - analyse the strengths and weaknesses of the business marketing mix - use a range of suitable research data/information to support analysis, such as: - primary research, such as: - observations - mystery shopper activities - questionnaires - interviews - focus groups - secondary research, such as: - websites, reports and articles - online reviews - competitor and pricing analysis - company materials (for example brochures, menus, leaflets) - evidence from visits (in person, or online), such as: - store or site visits - photographs or visual evidence - present their analysis in a Retail Business Analysis Report, including: - summary of the existing retail business including target market, customer profile information and demographics - research data/information.
3.1.2 Product	Learners should understand strategies businesses use relating to product, such as: - the concept of differentiation and ways to differentiate a product - the use of branding - the concept of developing a USP (Unique Selling Point) - the product lifecycle - the idea of a product portfolio.

3.1.3 Place	Learners should understand strategies businesses use relating to place, such as: • the use of multichannel and omnichannel approaches • that different retail businesses will use different distribution channels • the growth and impact of digital channels of distribution for the retail business and customer.
3.1.4 Price	Learners should understand strategies businesses use relating to price, such as: • the factors to consider when pricing a product, such as: • the price of competitor products • the economy • cost of production • the stage of the product life cycle • the different pricing strategies used by businesses, such as: • competitive • dynamic • freemium • penetration • promotional • psychological • skimming • the advantages and disadvantages of the different pricing strategies.
3.1.5 Promotion	Learners should understand strategies businesses use relating to promotion, such as: • the concept of promotion and that it includes advertising, sales promotion and public relations • the different advertising media used, such as: • traditional/non-digital media, such as: • print, for example, leaflets, catalogues, newspapers, magazines • direct mail • posters • broadcast, for example television and radio • digital media, such as: • websites • emails • online advertising, for example banners and pop-ups • social media, for example the use of influencers and product reels or clips • SMS texts • different sales promotion techniques used, such as: • discounts • competitions • buy one get one free (BOGOF) • point of sale advertising • loyalty schemes/rewards

	• how different public relations techniques may be used, such as: • product placement • celebrity endorsement • sponsorship • press/media releases • the advantages and disadvantages of different types of advertising media, sales promotion and public relations techniques • the importance of selecting the right advertising media, sales promotion and public relations techniques for retail businesses.
3.1.6 Physical evidence	Learners should understand strategies businesses use relating to physical evidence, such as: • the tangible elements that customers interact with • an indication of the quality of the good or service offered • the store environment • website design • product packaging • branding • receipts • signage • staff uniforms.
3.1.7 People	Learners should understand: • strategies businesses use relating to people, such as: • the employees and the role of the customer in relation to self-service operations • roles and tasks traditionally undertaken by people are now being automated by AI, chatbots and robotics • the role of employees, such as: • in-store customer facing staff • support teams that answer questions • the roles of head office employees who affect the customer experience • how the quality of employee-customer interactions is dependent on the skills of the employees • how the recruitment and selection of appropriate employees affect the customer experience • how retailers develop employee skills through training.

3.1.8 Processes

Learners should understand strategies businesses use relating to processes, such as:

- the systems and procedures used to deliver a good or service to the customer, such as how the customer:
 - finds out about the retail business or product
 - makes an order
 - receives their order
 - accesses after-sales service
 - deals with complaints or returns
- process decisions, such as:
 - website interface
 - logistics
 - customer service
 - in-store environment
 - feedback
 - customer service
 - after-sales support.

3.2 From idea to promotion

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.2.1 Developing a retail business concept

3.2.2 Developing a brand personality

3.2.3 Planning and designing promotional materials and strategy

Section	Amplification
3.2.1 Developing a retail business concept	Learners should be able to: - develop a retail business concept, including: - a description of the retail business concept - an USP (unique selling point) - a retail model (for example online, in-store, hybrid) - business aims and objectives - explain choices based on recommendations from competitor analysis in a Retail Business Analysis Report.
3.2.2 Developing a brand personality	Learners should be able to: - create a suitable visual mood board to represent the brand personality for a retail business concept, including relevant elements, such as: - name of the business - logo or visual identity - strapline or tagline - colour scheme - fonts - images or graphics that reflect the brand personality - style or theme that communicates the brand's personality.
3.2.3 Planning and designing promotional materials and strategy	Learners should be able to: - plan appropriate promotional materials to reflect the brand personality and meet the needs of the identified target market, including: - suitable success criteria - time planning - resources needed - design or 'mock-up' promotional materials, such as: - traditional advert, for example TV commercial, radio advert (could be a script or storyboard), newspaper advert, billboard - printed materials, for example poster, flyer, brochure - digital adverts, for example influencer post, social media advert (could be a script or storyboard), email marketing campaign - develop a strategy for success, including: - distribution and placement - timing and sequencing.

3.3 Planning and delivering a pitch

In this topic learners will gain knowledge, understanding and skills in the following areas:

3.3.1 Planning a pitch

3.3.2 Skills to deliver a pitch

Section	Amplification
3.3.1 Planning a pitch	Learners should be able to plan and create a professional pitch to communicate a retail business concept, which reflects the: - the needs of the audience - brand personality - promotional material strategy. Learners should understand the factors needed when delivering a professional pitch, including: - the pitch objectives - suitable media and visual aids - use of verbal and non-verbal presentation skills to engage the audience - the ability to answer planned and unplanned questions.
3.3.2 Skills to deliver a pitch	Learners should be able to: - use appropriate presentation skills to deliver a pitch to an audience, including: - non-verbal skills, including body language, posture, eye contact, hand gestures - verbal skills, including tone of voice, use of terminology, voice projection, pace - create appropriate visual resources to support the delivery of a pitch, such as: - presentation slides - handouts - cue cards/notes/script.

Opportunities for integration of learning experiences relating to the world of work

This unit generates opportunities for the following learning experiences to be developed (experiences will not be directly assessed):

- interact with guest speakers from the retail sector to gain first-hand insight into real-world practices and expectations
- ask questions and discuss current trends, challenges, and innovations in the sector with industry professionals
- observe live demonstrations from industry experts, deepening understanding of specialist techniques or equipment
- develop networking skills by engaging with marketing staff
- visit retail environments to understand marketing first hand
- gain inspiration and motivation from hearing personal career journeys and success stories
- interview a social media influencer to understand how they promote products and influence consumer behaviour.

The Guidance for Teaching will include further information on the opportunities provided by the qualification for teachers/centres to integrate these learning experiences and skills into delivery.

For opportunities to develop cross-cutting themes, cross-curricular skills and integral skills please see Appendix A.

3. Assessment

The Assessment Pack will include all detailed information relating to assessment.

3.1 Assessment objectives and weightings

Below are the assessment objectives for this qualification. Learners must:

AO1

Demonstrate knowledge and understanding of the retail and customer service sector

AO2

Apply knowledge and understanding of retail and/or customer service

AO3

Interpret and evaluate e.g. information/ideas/evidence in retail and/or customer service

AO4

Demonstrate and apply skills in retail and/or customer service

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole.

	AO1	AO2	AO3	AO4	Total
Unit 1	10%	10%	-	-	20%
Unit 2	-	-	10%	10%	20%
Unit 3	-	-	10%	50%	60%
Overall weighting	10%	10%	20%	60%	100%

3.2 Assessment overview

Unit 1

This unit is assessed through an externally set and marked sector test available in the January and summer series. Learners are required to complete a short, one-hour sector test designed to assess underpinning knowledge and understanding (AO1 and AO2 only).

The test will be marked out of 50 and will have two sections each worth 25 marks. Section A will assess AO1 and will include a range of objective question types, such as multiple choice, multiple response, fill-in-the-blank, drag-and-drop, hot spot questions. Section B will assess AO2 and will include a range of objective question types as well as short answer questions. Short stimulus scenarios may be provided as part of these questions.

The test must be taken under invigilated examination conditions in accordance with JCQ requirements (see <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>).

The first assessment will take place in January 2028. Centres may enter candidates for either a paper-based or an onscreen version of the test.

This test contributes 20% of the overall qualification grade and is externally set and marked by WJEC.

Unit 2

This unit is assessed through an externally set and marked non examination assessment. Learners are required to complete a series of tasks in response to an externally set case study.

The assessment and case study will be released through Portal during the first week of June for assessment in that academic year. The assignment will change annually. Learners must not have access to the assignment or associated tasks until the start of the assessment. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes to 20% of the overall qualification grade and will take six hours and 30 minutes to complete. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learners' needs and the length of the tasks. The assessment will be marked out of 60 marks (30 marks for AO3 and 30 marks for AO4).

The assessment must be submitted digitally, either as scanned handwritten responses or completed electronically.

Unit 3

This unit is assessed through an externally set non-examination assessment, which is marked by the centre and externally moderated by WJEC. Learners are required to complete a series of tasks based on an externally set brief.

The brief will be released through Portal at the beginning of September in the first year of teaching and is not intended to change for the lifetime of the qualification. It is the centre's responsibility to ensure that they are using the current version of the assessment as published on Portal. Centres have the flexibility to schedule the assessment at any point during the academic year.

This non-examination assessment contributes 60% of the overall qualification grade and is designed to take approximately 19 hours to complete. A further two hours should be scheduled for supervised research prior to the completion of tasks. Centres may choose to deliver the assessment in a single sitting or across multiple shorter sessions, depending on learner needs and the length of the tasks. The assessment will be marked out of 90 marks (15 marks for AO3 and 75 marks for AO4).

Evidence submitted for external moderation must be submitted digitally, either as scanned handwritten responses or completed electronically.

3.3 Managing non-examination assessment

Non-examination assessment is structured across three key stages: task setting, task taking, and task marking.

All non-examined assessment (NEA) must adhere to the principles set out in JCQ's Instructions for Conducting Non-Examination Assessments (Vocational and Technical Qualifications) and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications – <https://www.jcq.org.uk>. Please note that the JCQ guidance for GCE and GCSE Specifications is **not** applicable to this qualification.

Task Setting

Assessment packs are provided for each unit in line with the arrangements set out in 3.2.

Task Taking

The completion of non-examined assessment is guided by two phases:

- the research phase
- the NEA phase.

Learners may be asked to conduct research as part of the research phase, information about the research phase including research approach and referencing, can be found in the assessment pack.

During the NEA phase information about the assessment conditions, categorised as high, medium, and low can be found in the assessment pack. Information about resources, categorised as none, specified, and permitted can also be found in the assessment pack.

Further information on the research phase and the NEA phase, including information on the use of AI, can be found in WJEC Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Teachers and Conducting Non-examination Assessment in National 14–16 Qualifications Guide for Candidates.

Other considerations when task taking, include:

- Time: Each assessment pack specifies the total time available; a suggested time per task is provided although candidates may allocate this time across tasks as appropriate
- Supervision and authentication: The assessment pack specifies the supervision requirements. In most cases, learners will be supervised by a teacher while completing assessment tasks. Teachers may clarify task requirements but must not provide feedback on the evidence being produced. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Task Marking

For centre-marked non-examination assessment, all marking must be carried out by a designated teacher with appropriate subject expertise, using the marking criteria provided in the assessment pack. Evidence must align with the expectations set out in the assessment pack.

Written evidence must be annotated to show how it meets the marking criteria.

Where required, performance evidence (for example, presentations) must be documented using observation records that include descriptive and summative comments.

Teachers are responsible for ensuring that:

- assessment is conducted in line with the expectations of the assessment pack and JCQ guidance
- judgements are made solely against the performance band statements
- evidence is authentic, clearly annotated, and accurately recorded
- when used, observation records contain sufficient detail to support assessment decisions.

3.4 Resubmission of internal (centre-marked) non-examination assessments

Before final marks are submitted for moderation, teachers may allow a learner one opportunity to improve their evidence and resubmit it for marking. This process is referred to as resubmission.

Internal assessment must be scheduled to allow sufficient time for this resubmission window, where needed, prior to external moderation. Learners must complete the full assessment before their work is initially marked, and any resubmission is authorised.

Any feedback provided to learners must:

- be factual, based on what has been observed in their work
- avoid directing learners on how to improve their mark
- be documented and made available for external moderation if requested.

Teachers must not:

- permit multiple resubmissions based on minor changes following feedback
- allow learners to add, amend, or remove any work after a resubmission has been marked.

Learners are not required to produce an entirely new set of evidence for a resubmission. They should focus only on the areas where they did not achieve the desired mark. As a result, they may not need the full time indicated in the assessment pack, although they can use up to the full allocation if necessary. The assessment pack indicates the approximate amount of time that learners should spend completing each task. Where learners are focusing on specific tasks for resubmission, the time allowed should not exceed the total suggested time allocated to those tasks.

There is no need to create a separate candidate mark submission sheet for resubmission; the original sheet can be updated with revised marks and additional comments. Centres should maintain internal records of resubmissions to provide a clear audit trail, which will be helpful if queries arise. Only the final marks and evidence need to be submitted for external moderation.

Once marks have been submitted for moderation, no further resubmission of the same assessment is permitted. Learners have one opportunity to resit the assessment in a future assessment series. When resitting an assessment, centres must ensure that learners are using the assessment released for that series. (see Section 4.4).

3.5 Malpractice

Before the course starts, the teacher is responsible for informing candidates of WJEC's regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of work for VCSE Retail and Customer Service.

Information regarding malpractice is available in our [Guide to preventing, reporting and investigating malpractice](#).

All cases of suspected or actual malpractice must be reported immediately to WJEC (malpractice@wjec.co.uk). If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult <https://www.jcq.org.uk> the JCQ booklet Suspected Malpractice: Policies and Procedures.

4. Technical information

4.1 Unit entries

This is a unitised qualification. Learners are entered for each unit separately.

Assessment opportunities will be available in the assessment period each year as specified below, until the end of the life of the specification.

Unit 1 will be available in January 2028 (and every summer and January series thereafter).

Unit 2 will be available in summer 2028 (and every January and summer series thereafter).

Unit 3 will be available in summer 2029 (and every summer and January series thereafter).

Entry for individual units must be made by submitting the relevant unit shown below.

		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to the Retail and Customer Service Sector (Onscreen)	5109UA	5109NA
Unit 1	Introduction to the Retail and Customer Service Sector (paper)	5109UB	5109NB
Unit 2	Developing Customer Service Skills	5109U2	5109N2
Unit 3	Retail Marketing and Promotion	5109U3	5109N3

If a candidate has been entered for but is absent for a unit, the absence does not count as an attempt.

4.2 Qualification entry

The qualification will be awarded for the first time in summer 2029.

Candidates 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.

	English medium	Welsh medium
Cash-in code	5109Q0	5109C0

The current edition of our Entry Procedures and Coding Information gives up-to-date entry procedures.

4.3 Grading and reporting

VCSE qualifications and the units within them are reported on a six-point scale: Level 2 Distinction* (L2D*), Level 2 Distinction (L2D), Level 2 Merit (L2M), Level 2 Pass (L2P), Level 1 Merit (L1M), Level 1 Pass (L1P).

Individual unit results are reported on a uniform mark scale (UMS) with the following grade equivalences:

		Level 2				Level 1	
	Max.	D*	D	M	P	M	P
Unit 1	80	72	64	56	48	40	32
Unit 2	80	72	64	56	48	40	32
Unit 3	240	216	192	168	144	120	96

The uniform marks obtained for each unit are added up and the qualification grade is based on this total.

		Level 2				Level 1	
	Max.	D*	D	M	P	M	P
Subject Award	400	360	320	280	240	200	160

Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

4.4 Resitting unit assessments

Candidates may resit each externally assessed (WJEC marked) unit assessments twice (three attempts in total). The better uniform mark score from the three attempts will be used in calculating the final overall grade.

Candidates may resit each internally assessed (centre marked) unit assessment once (two attempts in total). The better uniform mark score from the two attempts will be used in calculating the final overall grade.

When resitting an assessment, the candidate must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

If a candidate has been entered for an assessment but is marked absent (a), the absence does not count as an attempt.

If a candidate is recorded as being awarded '0' marks, then it will be assumed that the evidence generated for assessment was not worthy of credit; this will be counted as an attempt.

When resitting an assessment, provided that the candidate has not exceeded the maximum number of attempts, marks from the other units will be carried forward.

If a candidate exceeds the number of attempts for any of the assessments, they will be required to retake the qualification.

4.5 Retaking the qualification

If a candidate enters an external (WJEC marked) unit assessment for a fourth time or an internal (centre marked) unit assessment for a third time, they must re-enter and retake all assessments.

When retaking a qualification, a candidate may have up to three attempts at each WJEC marked assessment and up to two attempts at each centre marked non-examination assessment. However, no results from units taken prior to the retake can be used in aggregating the new grade(s).

Appendix A: Opportunities for embedding elements of the Curriculum for Wales

The table below indicates where the qualification provides opportunities for embedding elements of the Curriculum for Wales. More detailed information is provided in the Guidance for Teaching: Unit Delivery Guides.

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Cross-cutting Themes			
Local, National and International Contexts	1.1.1, 1.1.2, 1.1.3, 1.3.3, 1.3.4	2.1.1	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8
Sustainability	1.1.3, 1.4.3	2.3.3	
Relationships and Sexuality Education	1.3.2, 1.3.3	2.1.1, 2.1.2,	3.1.7
Human Rights Education	1.3.2, 1.3.3, 1.4.2	2.1.1, 2.1.4	
Careers and Work-Related Experiences	1.3.1, 1.3.2, 1.3.3, 1.3.4	All	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2
Cross-curricular Skills – Literacy			
Listening	1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.3.4, 1.4.1	All	3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1
Reading		All	3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6
Speaking	1.3.3	All	3.3.2

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Writing	1.1.1, 1.1.3, 1.2.1, 1.2.2, 1.3.4, 1.4.1	All	3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2
Cross-curricular Skills – Numeracy			
Developing Mathematical Proficiency	1.1.2, 1.1.3, 1.3.4	2.1.2, 2.1.3, 2.3.1, 2.3.2	
Understanding the number system helps us to represent and compare relationships between numbers and quantities			3.1.4
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world			
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions	1.1.3	2.3.2	3.1.1
Digital Competence			
Citizenship		2.1.1	
Interacting and Collaborating		2.2.2, 2.2.3, 2.3.1	3.3.1, 3.3.2
Producing		2.2.2, 2.3.3, 2.3.2, 2.3.3	3.2.1, 3.2.2, 3.3.1, 3.3.2
Data and Computational Thinking		2.3.1, 2.3.2	3.2.1

Curriculum for Wales Strands	Unit 1	Unit 2	Unit 3
Integral Skills			
Creativity and Innovation	1.1.2, 1.1.3, 1.2.2, 1.3.4, 1.4.1, 1.4.2, 1.4.3	1.1.4, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3	3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2
Critical Thinking and Problem Solving	1.1.2, 1.1.3, 1.2.2, 1.3.4, 1.4.1, 1.4.2, 1.4.3	All	3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2
Planning and Organisation		1.1.4, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3	3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2
Personal Effectiveness	1.1.2, 1.1.3, 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.4.1, 1.4.2, 1.4.3	2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.3.2, 2.3.3	3.3.1, 3.3.2



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