

WJEC Entry Level/ Level 1 Foundation Retail and Customer Service

Approved by Qualifications Wales

Specification

Teaching from September 2027

For award from September 2029



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 Information

Qualification title	WJEC Entry Level/Level 1 Foundation Retail and Customer Service
Qualification objective	To introduce learners to vocational sectors through accessible, practical learning experiences that develop foundational skills, support personal development, and enable progression to further education and training.
WJEC Qualification Code	6100Q0
QiW Number	C00/5387/3
Age groups approved for	14–16, 16–19, 19+
First teaching	September 2027
First certification	Summer 2029

Version	Description	Date
1.0	First publication	01.09.2026
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:

- [Made for Wales WRFQ Qualification Approval Criteria](#) which set out requirements for any new WRFQ qualification 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.

A strong foundation for future success

Our Work-Related Foundation Qualifications (WRFQs) are designed to inspire and support learners, 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 enjoy meaningful success.

A key feature of our WRFQs is their unitised structure that allows learners to complete some assessments in Year 10 and others in Year 11. This staged approach provides a manageable pace of learning, reduces assessment pressure, and supports steady, meaningful progression.

Our flexible approach to assessment empowers teachers to create meaningful, learner-centred assessment activities while ensuring that all learners have fair and appropriate opportunities to demonstrate their achievements. The combination of clearly defined assessment criteria and adaptable task design promotes purposeful learning experiences that support progress, celebrate individual strengths, and reflect the diverse ways learners develop their knowledge and skills.

Our compensatory grading approach acknowledges that learners may perform differently across the qualification. Our approach enables stronger performance in one area to counterbalance lower performance in another, contributing to a fairer and more supportive assessment experience.

With content that is relevant, motivating, and tailored to learners' needs, our WRFQs provide a solid foundation for post-16 study.

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 Centre marked non-examination assessment
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Portfolio of evidence – maximum assessment time of 9 hours Assessed in centre and moderated by WJEC
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Unit 2: Retail and Customer Service in Action Centre marked non-examination assessment

Portfolio of evidence – maximum assessment time of 21 hours Assessed in centre and moderated by WJEC

This is a unitised qualification consisting of two units.

Unit 1 is an introductory unit and is intended to be taught first.

Unit 1 will be available for external moderation from summer 2028, with Unit 2 available for external moderation from summer 2029.

The first award of the qualification will be 2029.

1. Introduction

1.1. Purpose and aims

WJEC Work-Related Foundation Qualifications (WRFQs) 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.

WRFQs 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, WRFQs 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 in education or training.

The WRFQ in Retail and Customer Service aims to support learners to:

- understand 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
- develop employability skills, supporting workforce development and contributing to the sustainability and growth of the Welsh economy
- develop practical skills relevant to retail and customer service
- progress into further study, apprenticeships, or employment in the retail and customer services sector.

1.2. Curriculum for Wales

This WRFQ 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 progression¹, along with the statements of what matters² in the Area of Learning and Experiences 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 on page 24 for Unit 1 and page 38 for Unit 2; Guidance for Teaching will include further information on integrating these learning experiences into delivery.

¹ <https://hwb.gov.wales/curriculum-for-wales/humanities/principles-of-progression/>

² <https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/>
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The WRFQ Retail and Customer Service qualification supports the Curriculum for Wales by:

- supporting the Humanities statements of what matters by giving learners the opportunity to:
 - gain a deeper understanding of the concepts underpinning retail and customer service
 - develop understanding of the retail and customer service world
 - develop as informed citizens who participate in communities and take responsible action, by planning and running an event and demonstrating positive customer service
 - explore human action to develop tolerance and empathy in a retail and customer service setting
 - gain an understanding on how economic activity influences individuals and communities through exploring retail models and locations, and jobs within the sector
 - make economic decisions through enterprise experiences
 - consider sustainable and social actions when making enterprise decisions
 - understand that human societies are complex and diverse by looking at how retail businesses serve different communities and exploring that customer service expectations may vary
 - develop as self-aware, informed, ethical global citizens, who reflect on their own and others' beliefs, values and attitudes
- supporting the Humanities principles of progression by encouraging learners to:
 - develop problem-solving and decision-making through customer interactions and retail scenarios
 - foster innovation by designing promotional materials
 - build skills in teamwork, communication, and initiative – key attributes for success in business and beyond
 - 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.

1.3. Prior learning and progression

Although there is no formal requirement for prior learning, this qualification is primarily designed for learners aged 14 to 16, working at entry level of the Credit and Qualifications Framework for Wales (CQFW). It builds on basic skills and understanding developed through earlier learning experiences, typically from ages 3 to 14.

The qualification supports learners in developing essential knowledge, practical skills, and confidence, providing a solid foundation for future learning and everyday life. It also prepares learners for progression to further study, training, or employment. The inclusion of a Level 1 Pass recognises higher levels of achievement and provides a clear pathway to Level 1/2 qualifications, including VCSE Retail and Customer Service, supporting continued progression and learner aspiration. In addition, the specification 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 and Total Qualification Time

WRFQ Retail and Customer Service has been designed to be delivered within 120 Guided Learning Hours (GLH). 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 provides an indication of the anticipated percentage of GLH required for each unit.

	GLH
Unit 1	36
Unit 2	84
Totals	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.

As WRFQs are primarily designed for pre-16 entry-level learners, all learning and assessment within the qualification is intended to be guided. Accordingly, the total qualification time has been set at 120 hours.

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 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 making further amendments where appropriate, 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.
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.
Learning Outcomes	Lists the specific skills, knowledge, and understanding that learners are expected to demonstrate upon successful completion of the unit.
Summary of assessment	Summarises the assessment approach for the unit. This section also indicates the amount of time learners should spend completing assessments.
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.
Assessment criteria	Provides specific, observable, and measurable criteria that learners must meet to demonstrate achievement of the learning outcome. Four different bands of assessment criteria are provided, reflecting differing levels of learner ability.
Example tasks	Provides a range of suitable tasks for each level of assessment criteria. These tasks are not mandatory. Teachers should ensure that assessment tasks and activities are suitable for the needs and abilities of each group of learners.
Opportunities for integrating learning experiences	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. Learning outcome stems

In WJEC WRFQ qualifications, learning outcome stems are used to indicate the depth and type of learning expected.

'Learners will know' is used when learners are expected to recall simple facts or recognise key information.

'Learners will understand' is used when learners need to show they can make sense of basic concepts and apply them in familiar, supported situations.

'Learners will be able to' is used when learners are expected to carry out straightforward practical tasks, follow instructions, or demonstrate basic techniques.

These stems ensure that outcomes are accessible, achievable, and appropriate for foundation learners developing confidence in vocational areas.

2.3. Content

Content is provided for each learning outcome, outlining the knowledge, understanding, and skills that learners need to be taught to meet the assessment criteria.

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.

2.4. Assessment tasks

Example assessment tasks are provided at the end of each unit along with any specific resource requirements. These tasks are designed to balance manageability, learner engagement, reliability, and validity.

Centres may choose to use these tasks as provided, adapt them or develop their own alternatives. Any centre-devised tasks must enable learners to meet all associated assessment criteria.

Unit 1 Introduction to the Retail and Customer Service Sector

GLH	36 hours
Overview of unit	In this unit learners will explore the purpose of retail and the different retail models. They will investigate the retail environment around them to see how businesses meet customer needs in practice. Learners will develop an understanding of the importance of providing positive customer service. They will also consider the risks to retail businesses when customer expectations are not met. The unit will introduce learners to the variety of jobs available in retail and customer service, and the skills required to work effectively in these areas. By the end of the unit, learners will be able to reflect on their own suitability for a career in retail or customer service and begin to build the foundational knowledge and skills needed for employment in these sectors. It supports pathways into further study, apprenticeships, and employment by fostering: • knowledge of different retail models and how they function in practice • understanding of factors influencing the various places retail businesses are located • awareness of the importance of good customer service • insight into job roles and skills in retail and customer service • self-reflection to make informed decisions about suitability for working in the sector. 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.
Learning Outcomes	By completing this unit, learners will: LO 1.1 Know about different retail models LO 1.2 Understand the factors that influence the location for retail businesses LO 1.3 Understand the importance of good customer service LO 1.4 Know about jobs in retail and customer service LO 1.5 Be able to decide if working in retail and customer service is suitable.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 9 hours. For most learners,

	assessment will typically fall within the indicative range of 7–9 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes in the Learner Assessment Record (see Section 3.3).
Resources required for assessment	There are no specific requirements for assessment.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in: Skills for Work: • Career creativity • Customer service • Exploring career pathways • Jobs of the future • Personal development planning • Rights and responsibilities in the workplace • Understanding the changing labour market • Working in Wales. Skills for Life: • Equality, diversity and inclusion • Understanding self and others.

Content

Learning outcome The learner will:	Taught content
LO1.1 Know about different retail models	Retail models and their features, including: • bricks and mortar • what it is: a traditional business that sells from a physical store, where customers visit in person • key features: • fixed opening times • face-to-face customer service • Point-of-Sales (POS) systems • immediate purchase and collection • online retailer • what it is: a retailer that sells through a website or mobile app • key features: • 24/7 availability • digital payment system • online customer service (live chat, email, chatbot) • home delivery or click-and-collect • multi-channel retailer • what it is: uses more than one retail channel (physical store, website, mobile app) which operate separately • key features: • multiple sales platforms • channels may not be connected • different stock availability across channels • different experience across channels • omni-channel retailer • what it is: fully integrated retail channels so customers experience a seamless shopping experience • key features: • integrated channels • consistent branding and pricing • customer data shared across platforms • buy online, return in store, check stock online.
LO1.2 Understand the factors that influence the location for retail businesses	The different locations where retail businesses operate: • high streets and city centres • shopping centres • retail parks and out-of-town locations • convenience locations, such as residential areas, motorway services and airports • specialist locations such as markets or pop-up outlets at events.

	The factors that influence where a retail business is physically located: • footfall • accessibility • visibility • proximity to competitors • proximity to complementary businesses • cost of location • target market and demographics.
LO1.3 Understand the importance of good customer service	Features of good and poor customer service, for example: Good customer service: • friendly and welcoming attitude • exceeding expectations • tailoring service to the customer • good product knowledge • quick response time • accessible and inclusive services. Poor customer service: • ignoring customers • rudeness • poor communication • long waiting times without explanation • blaming the customer. The impact of failing to meet customer needs on the retail business, for example: • competitors overtaking market share • complaints • financial difficulties that could lead to closing • loss of business • negative reviews • poor reputation.
LO1.4 Know about job roles in retail and customer service	Retail and customer service job roles and job titles: • sales/customer service job roles, for example customer service assistant, sales assistant, shop assistant, advisor, cashier • management job roles, for example team leader, assistant manager, store manager, area manager • online and contact centre job roles, for example centre agent, live chat agent, contact centre team leader, web content assistant • stock and operations job roles, for example stockroom assistant, stock controller, stock replenishment assistant, online order picker • specialist retail job roles, for example visual merchandiser, product demonstrator, social media manager.

	Retail and customer service skills needed and examples: • communication skills – explaining information clearly, listening to customers, handling queries • customer service skills – providing help, resolving complaints, being friendly and approachable • IT and digital skills – using tills, databases, websites, or digital communication tools • leadership (for management roles) – supervising, motivating, and guiding staff • numeracy and accuracy – handling money, stock, or data correctly • organisation and time management – managing tasks, stock, orders, or staff efficiently • problem-solving – handling issues, complaints, or unexpected situations calmly • product/service knowledge – understanding what is sold to advise or sell effectively • teamwork and collaboration – working well with colleagues to achieve goals • understanding of inclusive and accessible practices – avoiding discrimination or assumptions • Welsh language skills – conversing bilingually, incidental Welsh such as Welsh greetings, farewells and polite phrases.
LO1.5 Be able to decide if working in retail and customer service is suitable	Personal qualities needed for retail and customer service job roles: • adaptable and flexible • attention to detail • confidence • empathy • friendly and approachable • honest and trustworthy • motivated and enthusiastic • organised • patient and calm under pressure • polite and professional • reliable and responsible. Working considerations, for example: • dealing with unhappy customers • fast paced and target driven • meeting customer needs • pay • repetitive tasks • seasonal work • shift work • staff benefits such as discounts • standing/sitting for long periods • unsocial hours • unpredictable working hours

	• variety in the job • working with others. Self-reflecting methods to decide if the learner is suitable to work in retail and customer service, such as: • checklists • feedback from others • observations • rating scales • reflection questions • role-play. Plan actions to improve skills and adaptability for working in retail and customer service.
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Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading and reporting.

Learning Outcome The learner will:	Assessment Criteria – the learner can:				
	Entry 1 with a high level of support: (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 with a minimal level of support: (3 points)	Level 1 independently: (4 points)	Points awarded
LO1.1 Know about different retail models	1.1.1 Name one retail model.	1.1.1 Identify two retail models and state what each one is.	1.1.1 State three retail models and state what each one is.	1.1.1 Describe all four retail models and describe what each one is.	/4
	1.1.2 Name one feature of a retail model.	1.1.2 Identify one feature of two retail models.	1.1.2 State two features of three retail models.	1.1.2 Describe at least three features of all four retail models.	/4
LO1.2 Understand the factors that influence the location for retail businesses	1.2.1 Name one type of location where a retail business operates.	1.2.1 Name two types of locations where a retail business operates.	1.2.1 State more than two types of locations where retail businesses operate.	1.2.1 Describe all types of locations where retail businesses operate.	/4
	1.2.2 Name one factor that influences where a retail business is physically located.	1.2.2 Name two factors that influence where a retail business is physically located.	1.2.2 Give a description of a range of factors that a business needs to consider when physically locating a business.	1.2.2 Describe the importance of a range of different factors that a business needs to consider when physically locating a business. Give examples.	/4

LO1.3 Understand the importance of good customer service	1.3.1 Give one example of good and one example of poor customer service.	1.3.1 Give two examples of good and two examples of poor customer service.	1.3.1 Give a description of two examples of good and two examples of poor customer service.	1.3.1 Explain a range of examples of good and poor customer service.	/4
	1.3.2 Point out one impact on a retail business of not meeting customer needs.	1.3.2 Give two impacts on a retail business of not meeting customer needs.	1.3.2 Give a description of two impacts on a retail business of not meeting customer needs.	1.3.2 Explain a range of impacts on a retail business of not meeting customer needs.	/4
LO1.4 Know about jobs in retail and customer service	1.4.1 Name one job role in retail and customer service and name one example.	1.4.1 Give two job roles in retail and customer service and give one example of each.	1.4.1 State a range of different job roles in retail and customer service and give an example of each.	1.4.1 Explain a range of different job roles in retail and customer service with examples.	/4
	1.4.2 Match one retail and customer skill to an example.	1.4.2 Select two retail and customer service skills and give an example of each.	1.4.2 Give three retail and customer service skills and two examples of each.	1.4.2 Give a description of a range of retail and customer service skills, using a variety of examples for each.	/4
LO1.5 Be able to decide if working in retail and customer service is suitable	1.5.1 Name one personal quality needed for a chosen retail and/or customer service job role.	1.5.1 Name two personal qualities needed for a chosen retail and/or customer service job role.	1.5.1 Give a description of two personal qualities needed for a chosen retail and/or customer service job role.	1.5.1 Explain a range of personal qualities needed for a chosen retail and/or customer service job role.	/4
	1.5.2 Name one working consideration for a chosen retail and/or customer service job role.	1.5.2 Name two working considerations for a chosen retail and/or customer service job role.	1.5.2 Give a description and examples of two working considerations for a chosen retail and/or customer service job role.	1.5.2 Explain a range of working considerations for a chosen retail and/or customer service job role.	/4

	1.5.3 Use a self-reflective method to decide if you are suitable for the chosen retail and/or customer service job role. Name one way you are suitable or unsuitable for the job role.	1.5.3 Use a self-reflective method to decide if you are suitable for the chosen retail and/or customer service job role. Name two ways you are suitable or unsuitable for the job role.	1.5.3 Use a self-reflective method to decide if you are suitable for the chosen retail and/or customer service job role. Give a description of your suitability for the job role.	1.5.3 Use a self-reflective method to decide if you are suitable for the chosen retail and/or customer service job role. Explain your suitability for the job role.	/4
	1.5.4 Name one action to improve skills and adaptability to work in the chosen job role.	1.5.4 Name two actions to improve skills and adaptability to work in the chosen job role.	1.5.4 Give a description of a range of actions to improve skills and adaptability to work in the chosen job role.	1.5.4 Explain of a range of actions, with examples, to improve skills and adaptability to work in the chosen job role.	/4
Total number of points awarded					/48

Examples of tasks

LO1.1

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Draw task: draw an image to represent a retail model, label with its name and a feature
- Matching activity: match the name of a retail model to a feature
- Picture prompts: show a picture of a retail model, learners name the retail model and a feature.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Activity sorting cards: match two retail models to a correct feature
- What Am I?: teacher reads features of retail models, learners identify the model from the features
- Create a collage: print/cut out images to create a collage of retail models and their features.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Complete the mind map: examples of features of a retail model are arranged as nodes in a mind map, with the centre node blank; learners have to identify which model it is by filling in the centre node
- List the retail models: learners name retail models and give an example of each
- Venn diagram: comparing similar and different features of three retail models.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Features spotlight: prepare and deliver a presentation describing the features of retail models
- Retail tour: create a video walking through the features of the different retail models
- Gallery walk: display images of a range of retail businesses around the classroom. Learners walk the class through the examples, describing the model and the features.

LO1.2

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture activity: show pictures of retail business locations (high street, retail park, shopping centre) and ask learners to name location and a factor that would influence a retail business to locate there
- Label a map: give learners a simple map and ask them to label one location where a retail business operates, learners label or say what would influence a business to operate there
- Take a tour: using digital maps or by foot, take learners to a retail business location and ask them to point out the features that influence its location.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Matching game: match retail locations to factors that influence the location
- Talking activity: say two factors that would influence where a retail business is located

- Photo discussion: show pictures of different retail locations (high street, retail park, shopping centre). Learners identify the location and suggest two factors that might influence a business to locate there.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Listing activity: write 2–3 types of retail locations (high street, shopping centre, local village shop) and list 2–3 factors affecting where a shop is located (for example customer access, transport links, nearby competitors)
- Factor finder: match factors that influence where a business is located to retail locations on a map
- Fill in the gaps: using a table with columns for 'Location,' 'Factor,' and 'Example', where some cells are already completed, learners fill in the missing information.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Location insights infographic: create an infographic showing different retail locations and describe the factors that influence businesses to locate there, including examples
- Retail map explorer: create a map of the local area, highlight where businesses are located, and verbally describe the factors influencing those locations
- Location spotlight presentation: deliver a short presentation describing types of retail locations and explaining why businesses choose them, including examples and factors affecting the decision.

LO1.3

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Service spotter: show pictures or short scenarios of customer interactions. Learners point to or name one example of good service and one example of poor service
- Thumbs up/Thumbs down: teacher reads a scenario (for example "A cashier ignores the customer"). Learners show thumbs up for good service or thumbs down for poor service
- What happens next?: show a picture of a poor service situation. Learners identify one impact on the business (for example customer leaves, no sale).

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Good vs bad service sort: learners sort cards into Good Customer Service and Poor Customer Service
- Customer impact match: match poor service behaviours with business impacts (for example rude staff leads to customer complaint)
- Two and two challenge: learners write or say two examples of good service and two examples of poor service.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Service scenario detective: learners read short retail scenarios and identify whether the service is good or poor, describing why
- Impact linker: learners match poor customer service examples and describes the impacts
- Service scene review: learners watch a short video of a retail customer service interaction. They describe two examples of good customer service and two examples of

poor customer service shown in the video. They also describe two possible impacts on the retail business if customer needs are not met.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Customer service case study: read a short retail case study and identify examples of good and poor service, explaining their impact on the business
- Service improvement plan: given a scenario of poor customer service, learners explain the impact on the business and suggest improvements
- Customer journey breakdown: describe a customer's experience in a shop, identifying where service was good or poor and explaining the impact on the business.

LO1.4

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Job role match: learners match pictures of retail and customer service job roles (for example management role) to a simple job title (for example area manager)
- Who works here?: show pictures of retail and customer service settings (shop floor, stockroom, call centre). Learners name one retail and customer service job title that works there
- Skill snap: learners match one retail and customer service skill (for example leadership) to an example (for example guiding staff).

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Job role pair-up: match two retail and customer service job titles to pictures of where they work (for example cashier → supermarket checkout, stock assistant → stockroom)
- Skills in action: learners choose two retail and customer service skills and give one example of how each skill is used in retail and customer service
- What's the job?: teacher reads short descriptions of retail and customer service tasks. Learners identify the job role and give an example of where it might be found.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Guess who? – retail and customer service edition: learners read short descriptions of retail or customer service job roles and guess the correct role. They then give an example of where that role might be found (for example sales assistant → supermarket)
- Skill scenario detective: learners read short retail scenarios and identify three customer service skills, giving two examples of each skill in action
- Job and skill link: learners complete a table linking retail and customer service job roles with key customer service skills and examples.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Career profiles: create a career profile for a fictitious staff member explaining their job role, including a description of skills and examples
- Customer service skills toolkit: describe a range of retail and customer service skills, giving different examples of how each skill is used in the workplace
- Build a retail team: learners design a small retail team for a retail shop explaining the job role, retail and customer service skills and examples.

LO1.5

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Quality match: match a picture of a personal quality (for example patient, friendly) and working consideration to a retail and/or customer service role of their choice
- Spot and reflect: using a checklist, identify one quality and one working consideration and say if it makes them suitable for a chosen job role
- Draw an action: draw an image to represent an action to improve skills and adaptability for the chosen role.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Skills in action: read short descriptions and identify personal qualities and working considerations needed for a chosen role
- Rate my skills: using rating scales, reflect on personal qualities and working considerations to decide suitability for the chosen role
- Action planning prompt: choose two actions to improve skills or adaptability for the chosen role.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Qualities and considerations: read descriptions of personal qualities and working considerations, select the correct ones for the chosen role
- Feedback reflection: learners ask others to identify their personal qualities; learners self-reflect on this feedback to decide to what extent they are suitable for a chosen job role
- Self-improvement plan: create a plan to improve identified areas that need improving, to enhance suitability for the chosen job role.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Personal development plan: explain a range of personal qualities and working considerations and describe their impact on ability to work in a chosen job role
- Role play: learner takes part in a mock interview for a chosen role, where they explain their personal qualities and ability to meet working considerations
- Interview feedback: learner responds to feedback from an interview giving an explanation of the actions needed to improve skills and adaptability for the chosen role.

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 workplace expectations and career pathways
- observe demonstrations from retail professionals, helping learners understand day-to-day tasks and industry standards
- visit retail or customer service environments to experience different settings and customer interactions in context
- take part in question-and-answer sessions with employees or managers to explore recruitment processes and progression routes
- explore current job adverts to understand entry requirements, working hours and employer expectations

- participate in mock interviews or informal employer-led workshops to develop confidence and awareness of workplace behaviours
- gain inspiration and motivation from hearing personal career journeys and success stories within the sector
- develop networking and communication skills through engagement with external visitors or community retail partners.

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.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

Unit 2 Retail and Customer Service in Action

GLH	84 hours
Overview of unit	This unit focuses on giving learners practical experience in customer service and retail tasks. Learners will plan, prepare for, and take part in a retail-related event, developing key customer service skills such as greeting customers, listening and responding appropriately, and working safely and neatly. The unit also focuses on teamwork, positive behaviour, and following instructions. It also helps learners reflect on their own performance to understand how they can improve. The assessment activity will ask learners to help to plan and take part in a retail-related task or event, such as a: • charity or fundraising sale • school snack shop or uniform stall • book fair, Christmas market, enterprise event or pop-up stand • display or promotional activity within school.
Learning Outcomes	By completing this unit, learners will: LO2.1 Be able to plan a simple retail event LO2.2 Be able to promote a simple retail event LO2.3 Be able to help set up and run the event LO2.4 Be able to demonstrate positive customer service skills LO2.5 Be able to follow instructions and work with others LO2.6 Be able to reflect on the event and personal performance.
Summary of assessment	Assessment for this unit will be carried out through teacher-set activities that enable learners to demonstrate what they have learned in practical and accessible ways. To achieve each learning outcome, learners must provide evidence that meets the assessment criteria. Example tasks are included after the unit. Centres must ensure that assessment activities do not exceed the maximum duration of 21 hours. For most learners, assessment will typically fall within the indicative range of 19–21 hours, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment. Centres must record the approximate time each learner spends on assessment activities for moderation and quality assurance purposes in the Learner Assessment Record (see section 3.3).
Resources required for assessment	Centres must ensure learners have access to basic, realistic or simulated resources that enable them to demonstrate the practical requirements of the unit. No specialist equipment is required.

	Where it is not possible for centres to run an actual event learners will be able to be assessed via role-play. Centres could set up a realistic scenario based on the type of event in the brief. The scenario would need to include clear roles for learners (for example cashier, stock controller, customer service assistant, product demonstrator). Learners would be assigned specific roles and tasks within the scenario, and they would be expected to plan, prepare, and carry out these tasks as they would in a real event. Other learners, staff, or volunteers could act as customers, suppliers, or members of the public.
Links to other WJEC units and qualifications	Learners completing this unit may also be interested in: Skills for Work: • Customer service • Personal development planning • Working in Wales. Skills for Life: • Community participation • Everyday law • Understanding self and others.

Content

Learning outcome The learner will:	Taught content
LO2.1 Be able to plan a simple retail event	Planning considerations for a simple retail related event, including: • purpose and objective • considerations, such as: • budgeting • pricing • timing/scheduling • staffing • location and/or layout • creating a positive customer experience.
LO2.2 Be able to promote a simple retail event	Methods of promotion, for example: • traditional advert for example radio advert (could be a script or storyboard), newspaper advert • 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. Important information required, including: • name of event • date and time • location. For Level 1: How information is presented, including: • clear structure • clear layout • branding.
LO2.3 Be able to help set up and run the event	Preparation before the event: • deciding on roles and responsibilities • understanding the plan • preparing the area • checking stock and equipment • storage and perishability considerations • checking health and safety • creating checklists. Running the event: • supporting sales • teamwork • monitoring and problem solving for customers.

	After the event: • tidying up • return stock to storage areas • count stock if required.
LO2.4 Be able to demonstrate positive customer service skills	Responding appropriately to customers: • attentiveness • communicative • approachable • positive attitude • reliable • responsive • self-regulated. Problem-solving steps, for example: • listening carefully • apologising • checking facts • asking for support from a colleague or manager • offering solutions • following up • checking desired resolution • preventing future issues.
LO2.5 Be able to follow instructions and work with others	Types of instruction, for example: • demonstrations (shown how to complete a task) • policies and procedures (business rules) • verbal instructions (spoken by a manager or colleague) • written instructions (task sheets, emails, notices). Following instructions effectively, for example: • listening carefully • asking questions • taking notes • completing the task as requested • reporting back. Working effectively with others, for example: • being reliable • being supportive • communicating clearly • respecting differences.

LO2.6

Be able to reflect on the event and personal performance

Reviewing the success of the event using methods, for example:

- asking customers directly
- observations
- feedback forms
- feedback from peers
- focus groups/group discussion
- surveys.

Considering areas, for example:

- planning and organisation
- customer experience
- teamwork
- objectives and outcomes.

Personal reflection:

- what I did well
- what I could improve.

Assessment criteria

Each assessment criterion has been allocated points that represent the level the learner is working at. Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

The unit grade is awarded based on the total number of points achieved by the learner as set out in section 4.3 Grading and reporting.

Learning Outcome The learner will:	Assessment Criteria – the learner can:				Points awarded:
	Entry 1 with a high level of support: (1 point)	Entry 2 with a moderate level of support: (2 points)	Entry 3 with a minimal level of support: (3 points)	Level 1 independently: (4 points)	
LO2.1 Be able to plan a simple retail event	2.1.1 Give an idea for a retail-related event.	2.1.1 Give an idea for a retail-related event with a purpose and one objective.	2.1.1 Suggest a plan for a retail-related event and outline your purpose and objectives.	2.1.1 Describe a plan for a retail-related event and explain your purpose and objectives.	/4
	2.1.2 Point out some considerations for the event.	2.1.2 Indicate different considerations for the event.	2.1.2 Give a description of the different considerations for the event.	2.1.2 Explain all the different considerations for the event.	/4
	2.1.3 Name a way you can plan for a positive customer experience.	2.1.3 Indicate two ways you can plan for a positive customer experience.	2.1.3 Suggest a range of ways you can plan for a positive customer experience.	2.1.3 Describe different ways you can plan for a positive customer experience.	/4
LO2.2 Be able to promote a simple retail event	2.2.1 Give an idea for promoting a retail event.	2.2.1 Give an idea for promoting a retail event with a reason for how it would attract customers.	2.2.1 Suggest an idea for promoting a retail event and outline how it would attract customers.	2.2.1 Describe an idea for promoting a retail event and explain how it would attract customers.	/4

	2.2.2 List two pieces of important information about the event.	2.2.2 Show an idea that includes the important information about the event.	2.2.2 Produce an idea that communicates all important information about the event.	2.2.2 Produce an idea that communicates all important information about the event using a clear structure, layout and appropriate branding that will attract customers.	/4
LO2.3 Be able to help set up and run the event	2.3.1 Name a role that you could undertake in an event.	2.3.1 Select a role that you could undertake in the event and say some of the responsibilities.	2.3.1 State a role that you could undertake in the event and outline your responsibilities.	2.3.1 Explain your role and responsibilities for the event.	/4
	2.3.2 Point out simple preparation tasks.	2.3.2 Follow a simple preparation plan.	2.3.2 Use a checklist to ensure that everything is ready for the event.	2.3.2 Create and follow a checklist to ensure that everything is ready for the event.	/4
	2.3.3 Name simple tasks to be completed after the event.	2.3.3 Follow a simple finishing-up plan for after the event.	2.3.3 Demonstrate completing a checklist to ensure that everything is tidy, safe and ready for normal use after the event.	2.3.3 Create and complete a checklist to ensure that everything is tidy, safe and ready for normal use after the event.	/4
LO2.4 Be able to demonstrate positive customer service skills	2.4.1 Respond to customers using basic greetings and gestures.	2.4.1 Indicate how to respond positively to customers.	2.4.1 Demonstrate clear verbal instructions or explanations to customers.	2.4.1 Demonstrate communicating to customers in a professional manner.	/4
	2.4.2 Point out when a customer needs help.	2.4.2 Follow a simple process to provide help.	2.4.2 Demonstrate helping a customer by responding to their needs.	2.4.2 Demonstrate helping more than one customer by responding to their needs.	/4

	2.4.3 Point out when something is not going right in an event.	2.4.3 Recognise when there is a problem during the event.	2.4.3 State when there is a problem during the event and give a solution.	2.4.3 Identify when there is a problem during the event. Outline different solutions and carry out the most appropriate one.	/4
LO2.5 Be able to follow instructions and work with others	2.5.1 Respond to instructions when in the event.	2.5.1 Follow instructions when in the event and identify how to seek support when unsure.	2.5.1 Use instructions when in the event and check that your work matches the instructions.	2.5.1 Carry out instructions when in the event and give clear instructions to others.	/4
	2.5.2 Point out appropriate behaviour when working with others.	2.5.2 Recognise appropriate behaviour when working with others.	2.5.2 Demonstrate working respectfully with others and customers.	2.5.2 Demonstrate effective relationships with customers and colleagues.	/4
LO2.6 Be able to reflect on the event and personal performance	2.6.1 Point out one strength or weakness of the event.	2.6.1 Give at least two different strengths or weaknesses of the event.	2.6.1 Suggest one strength and one weakness of the event and how it could be improved.	2.6.1 Explain strengths and weaknesses of the event and explain how it could be improved.	/4
	2.6.2 Point out one personal strength or weakness.	2.6.2 Give two or more personal strengths and weaknesses.	2.6.2 Give a description of your personal strengths or weaknesses in relation to planning, helping set up and run the event, demonstrating positive customer service skills, working with others and following instructions.	2.6.2 Explain your personal strengths or weaknesses in relation to planning, helping set up and run the event, demonstrating positive customer service skills, working with others and following instructions.	/4
Total number of points awarded					/60

Examples of tasks

LO2.1

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture choice activity: show pictures of simple retail events (for example bake sale, small market stall, charity sale). Ask learners to point to or name one idea
- Circle the answer: provide 3–4 event ideas on a sheet and ask learners to circle one
- Picture sorting: choose pictures of requirements needed and place them next to the event picture.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Worksheet activity: complete a sentence frame:
'My event is _____.'
'The purpose of the event is _____.'
'The objective of the event is _____.'
- Table activity: complete a table with columns 'Requirement' and 'Why It Is Needed' (short phrases)
- Talking task: say two or three requirements needed for the event.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Short paragraph: write a short paragraph describing the event idea, the purpose and objective, and outlining how you would demonstrate positive customer experience (for example greeting customers, being polite, answering questions)
- Planning sheet: complete a structured planning template with sections:
 - Event idea
 - Target customers
 - How I will create a positive customer experience
- Group discussion: discuss in small groups what requirements are needed and record agreed answers.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Presentation: prepare and deliver a short presentation describing the event and explaining how your actions will create a positive customer experience
- Planning worksheet: fill in a structured template detailing all operational requirements required before and during the event
- Scenario-based activity: learners are given customer scenarios and describe how they would meet customer needs, for example greeting customers, answering questions, providing demonstrations.

LO2.2

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture activity: show images of posters, social media posts, or flyers and ask learners to point to or name one way to promote an event
- Talking task: say aloud one idea for promoting a shop or sale
- Talking task: explain to a partner or teacher two pieces of important information about the event.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Talking task: tell a partner or teacher what the promotion is and why it would encourage people to come
- Worksheet activity: complete sentence frames:
 - 'My promotion idea is _____.'
 - 'It will attract customers because _____.'
- Mini poster: draw or make a poster including at least two pieces of important information (for example date, time, location).

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Planning sheet: complete a structured template with sections:
 - Promotion idea
 - How it will attract customers
- Presentation task: explain to a partner or small group what the promotion is and why it will encourage people to attend
- Poster or infographic: produce a visual with all key information (for example what, when, where, who) in a clear, easy-to-read layout.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Presentation: give a short verbal presentation to a group describing the promotion idea and explaining why it will attract customers
- Planning template: complete a structured sheet detailing:
 - Promotion idea
 - Target audience
 - How it will attract customers
- Poster/infographic: produce a clear and organised promotional visual including all key information (what, when, where, who) with an attractive layout.

LO2.3

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture choice activity: show images of roles (for example cashier, stall assistant, greeter) and ask learners to point to or name one role they could do
- Talking task: say aloud one or two things they would do to help set up
- Picture sequencing: learners put pictures of post-event tasks (for example clearing tables, tidying up, packing materials) in order and name each.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Matching cards: match roles to responsibilities, then select their role and explain what they will do
- Visual planning: learners create a simple table or diagram showing their role and its responsibilities (for example 'Role: greeter; Responsibilities: say hello to customers, guide them to the table')
- Step-by-step checklist: follow a prepared simple set-up plan (for example put out table, arrange products, display signs) and tick off tasks as completed.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Written task: write the role they will take and outline 2–3 responsibilities (for example ‘As a stall assistant, I will arrange products, greet customers, and answer questions’)
- Practical demonstration: tick off items on the checklist while performing the set-up tasks
- Photo evidence: learners take photos showing completed preparation tasks alongside their checklist.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Planning template: complete a detailed sheet with Role, Responsibilities, and Reason for Responsibility
- Role profile document: learners create a ‘Role Description’ document similar to a simple job description, including:
 - Job title
 - Key duties
 - Skills needed
 - How the role supports customer experience
- Written plan: record the order of set-up tasks and note any problems or adjustments made.

LO2.4

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Role-play activity: practice saying hello, smiling, waving, or nodding to a teacher, peer, or visitor
- Matching cards: match simple customer situations to ‘needs help’ or ‘does not need help’
- Picture scenario activity: show images of situations where problems might happen (for example products falling, messy tables, confused customers) and ask learners to point out what is wrong.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Role-play: practice responding to a customer using greetings, polite words, and helpful gestures
- Worksheet activity: complete a simple table with Customer Action → Positive Response (for example ‘asks a question → answer politely’)
- Scenario cards: use simple customer scenarios (for example confused customer, asking for a product) and demonstrate or explain how to help.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Picture scenario: look at pictures of customers and explain what you would say or do to help them understand
- Presentation activity: demonstrate to a partner or teacher how to give clear verbal instructions during a simple classroom event
- Step guide: follow a short process to respond (for example greet → listen → help → thank) and explain actions.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Live demonstration: while running your event, interact with actual customers (or classmates simulating customers) and show professional body language, clear explanations, and polite tone
- Scenario problem-solving: handle common event situations professionally, for example 'A customer cannot find a product', or 'A customer is unsure how to pay', explaining clearly what to do
- Observe and respond: during the event, notice problems such as products out of stock, items falling, customers needing assistance, or queues forming, and decide on how best to solve each problem.

LO2.5

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Teacher or peer prompts: during the event, respond to simple instructions such as:
 - "Put the tables over there"
 - "Display the products on the shelf"
 - "Help the customer find this item"
- Picture scenario: look at a picture of a set-up task and act out the instruction given
- Talking task: say aloud one example of good behaviour when working with classmates or staff during the event.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Check for understanding: if unsure about a task, ask a teacher, peer, or supervisor for clarification before starting
- Instruction checklist: follow a short set of instructions and tick off each task as completed, noting if you asked for help on any step
- Observation task: Watch classmates or helpers during the event and point out examples of positive teamwork, for example helping each other, sharing responsibilities, listening politely.

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Checklist activity: use a task checklist and tick off each step, noting any differences or adjustments needed
- Talking reflection: explain to a peer or teacher how you followed the instructions and confirmed your work was correct
- Observation task: identify examples of respectful behaviour in others and discuss why it is important.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Written reflection: explain how you followed the instructions and confirmed your work was correct
- Role-play or live interaction: work alongside peers and customers during the event, showing:
 - Polite communication
 - Sharing tasks
 - Listening and responding appropriately
- Reflection task: after the event, explain how you worked respectfully with others and customers, and describe one situation where it helped the event run smoothly.

LO2.6

The following tasks would be suitable for use with Entry Level 1 learners (with a high level of support):

- Picture scenario: show images of the event (or a classroom version) and ask learners to point out one thing that went well (strength) or one thing that could be improved (weakness)
- Tick list: provide a simple worksheet with two columns: Strength / Weakness and ask learners to tick one box
- Picture/activity prompt: use simple prompts (smiley face/frown face) and ask learners to match their own action to a strength or weakness.

The following tasks would be suitable for use with Entry Level 2 learners (with support):

- Talking task: explain aloud two strengths and/or weaknesses, for example “The stall was tidy and organised, but some products were hard to reach”
- Picture/role-play prompt: use pictures from the event and ask learners to point out two good things and two things to improve
- Talking task: say aloud 2–3 things you did well and/or 2–3 things you found difficult during the event, for example “I greeted customers politely, but I found arranging products tricky.”

The following tasks would be suitable for use with Entry Level 3 learners (with minimal support):

- Worksheet activity: complete a table with columns: Strength / Weakness / How to Improve, filling in at least two examples for each
- Talking reflection: explain to a peer or teacher what worked well, what didn't, and how the event could be improved next time
- Structured template: use columns: Area / Strength / Weakness / Example, for example ‘Customer service / I greeted customers politely / I forgot to check a price label / Explained price when asked’.

The following tasks would be suitable for use with Level 1 learners (with no support):

- Written reflection: complete a table or paragraph explaining each strength and weakness, and justify how each weakness could be improved, for example ‘The signage was clear (strength), but some products were hard to reach (weakness) → next time place products at eye level’
- Self-assessment worksheet: use a structured table with columns: Area / Strength / Weakness / Example / Impact, for example ‘Customer service / I greeted customers politely / I forgot to restock one product / Some customers had to wait longer’
- Improvement plan: choose one weakness and explain what you will do next time to improve, for example ‘I will check stock levels before the event to ensure products are available’.

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 retail staff or guest speakers: Learners can meet people working in different retail roles to gain first-hand insight into real-world expectations, skills, and career pathways.
- Observe live demonstrations: Watch staff demonstrate customer service techniques, handling transactions, or merchandising products, helping learners understand professional practices.
- Visit retail environments: Trips to shops, supermarkets, or shopping centres allow learners to see different retail models, layouts, and customer service approaches.
- Shadow staff during events: Learners can observe and assist with setup, stock arrangement, or customer interaction, giving insight into workplace routines and expectations.
- Explore different retail roles: Through role-play learners can try jobs like cashier, stock assistant, or customer support, understanding the skills and qualities needed for each role.
- Develop transferable skills: Activities give learners experience in communication, problem-solving, teamwork, and professionalism, all highly valued in the workplace.

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.

Opportunities to develop cross-cutting themes, cross-curricular skills and integral skills are signposted in Appendix A. Further information is provided in the Guidance for Teaching.

3. Assessment

This qualification is assessed through a portfolio of evidence that is internally assessed and externally quality assured through a process of external moderation. Information on the moderation process can be found in the document [*Internal Assessment: A guide for centres*](#), which can be accessed from the administration section of the WJEC website.

Assessment should only be undertaken once the relevant teaching and learning has been completed. Centres must ensure that learners are not assessed continuously or prematurely.

3.1. Assessment tasks

Teachers have the flexibility to design assessment tasks and activities that best meet the needs of their learners. This approach enables assessments to be tailored to the interests, abilities, and context of each learner group. It also allows teachers to be creative and to offer learners a range of opportunities to demonstrate their knowledge, skills, and understanding.

Assessment tasks must enable learners to meet each assessment criterion for the unit at the level appropriate to their performance. Each assessment criterion is structured across four levels, from Entry 1 to Level 1, and a learner's achievement may vary across different tasks within the same unit. This approach recognises progress at every stage and values individual achievement, skills development, and growth.

To support centres in designing suitable assessments, example tasks are provided after each unit within this specification. Although these examples are presented for each individual learning outcome, teachers may devise tasks that span multiple learning outcomes, provided they enable learners to demonstrate achievement of all relevant assessment criteria at the level appropriate to their performance.

3.2. Assessment duration

Centres must ensure that assessment activities do not exceed the maximum duration stated in the unit summary for each unit. This is intended to support comparability across centres while allowing for reasonable adjustments based on learner needs and the nature of centre devised tasks.

For most learners, assessment activities should typically fall within the indicative time for each unit, though shorter durations may be used where appropriate, particularly for Entry Level learners. The range must not be treated as a minimum, and centres must avoid overassessment.

Centres must record the approximate time spent on assessment activities for each learner and each unit in the Learner Assessment Record. These records must be retained for moderation and quality assurance purposes.

3.3. Evidence requirements

Learners may demonstrate that they have met the assessment through a range of evidence types, including:

- teacher observation – direct observation of the learner carrying out a task or activity
- assignments or written tasks – structured written responses to set tasks, appropriate to the learner's level
- creative outputs – artwork, models, digital media, or other creative products that demonstrate applied skills

- group work evidence – contributions to group tasks, supported by observation notes or learner reflections
- learner statement – a written or recorded account by the learner reflecting on what they did and what they learned
- peer or self-assessment – structured opportunities for learners to evaluate their own or others' work (with guidance)
- photographic evidence – images showing the learner's work or participation in an activity, with context provided
- practical workbooks or logbooks – records of activities completed over time, including reflections and feedback
- project work – extended tasks or investigations that demonstrate planning, execution, and review
- simulated activities – tasks carried out in a controlled environment that replicate real-world scenarios
- teacher/assessor questioning – responses to structured questions, either written or oral, to confirm understanding
- video/audio recordings – recordings of the learner performing a task, giving a presentation, or participating in a discussion
- witness testimonies – statements from teachers, support staff, or others who have observed the learner's performance.

Learner evidence for each unit should be compiled into a portfolio for both internal assessment and external moderation. The term 'portfolio' refers to a structured collection of evidence.

The portfolio must be accompanied by a completed Learner Assessment Record, which can be accessed from the qualification page of the WJEC website. Learner Assessment Record must be used to record:

- the assessment activities learners have completed (what they have done)
- where the evidence is located
- teacher comments
- the level of support and guidance that learners have received
- the approximate amount of time the learner has spent on assessment
- which assessment criteria the learner has met
- the grade awarded and the overall total number of assessment criteria achieved at or above the grade awarded.

All evidence must be clearly referenced to the relevant assessment criteria.

All evidence must be submitted digitally. Where learners produce paper-based work or physical evidence, these should be scanned, photographed or filmed so that a clear digital version can be submitted. Information on the submission process can be found in the document [e-submission: IAMIS \(Internal Assessment Mark Input System\) Upload – Subject Guidance](#), which can be accessed from the administration section of the WJEC website.

3.4. Support and guidance

Teachers should support learners as they build their portfolio. Support should reflect the level the learner is working at.

- Entry 1 learners will require a high level of support, including verbal, visual and practical assistance, use of symbols, or assistive technology. Tasks and evidence collection should be highly structured to enable meaningful participation and achievement through supported engagement.

- Entry 2 learners should demonstrate emerging independence but may require prompts, guided questioning or scaffolded templates to plan, organise and reflect on their work.
- Entry 3 learners are expected to work with minimal support, requiring only occasional guidance to confirm understanding or review progress.
- Level 1 learners should work independently while still receiving the support they need to succeed. Teachers and tutors can provide advice on planning and structuring their answers, as well as sourcing information and presenting evidence, where appropriate. Support can also include clarifying instructions, prompting reflection or helping learners to identify next steps, without completing the work on the learner's behalf.

This graduated model of support ensures that learners develop independence, confidence, and skills as they progress through the levels.

3.5. Supervision and authentication

Learners must be supervised by a teacher while completing assessment activities. Both learners and teachers must sign declarations confirming the authenticity of submitted work.

Collaboration: group work is permitted only where specified. Individual contributions must be clearly identifiable and assessed independently to ensure fairness. Learners must provide individual responses, and evidence must be attributable to each learner. Authentication sheets must be signed by both the teacher and the learner.

3.6. Marking (assessment judgements)

To ensure consistency and reliability in assessment, all marking must be carried out by a designated teacher or assessor with appropriate subject expertise.

Teachers and assessors must ensure that:

- judgements are made solely against the assessment criteria, not based on overall impressions or learner effort
- written evidence is clearly annotated to show how it meets specific criteria
- performance evidence (for example, presentations or practical demonstrations) is documented using observation records that include both descriptive and summative comments, clearly indicating which criteria have been met and at what level
- all evidence is authentic, clearly annotated, and accurately recorded, with sufficient detail to support assessment decisions
- where used, observation records must contain enough detail to justify the grade awarded.

Each learning outcome is supported by four distinct performance bands of assessment criteria, designed to reflect a broad spectrum of learner abilities. It is recognised that a learner's performance may vary across different learning outcomes within the same unit.

Evidence submitted by candidates must align with the expectations set out in the assessment criteria.

Where performance is observed by someone other than the teacher, a witness statement must be completed. The teacher is responsible for authenticating the statement through scrutiny of supporting evidence and/or questioning the learner or witness. Authenticated witness statements may contribute to the overall assessment evidence, and documentation of authentication must be included.

A standardised pro forma is provided for both observation and witness records and is available from the subject page of the WJEC website. Learners should be provided with a copy of the pro forma in advance to support transparency and consistency.

3.7. Resubmitting evidence prior to moderation

Teachers may allow a learner one opportunity to improve their evidence and resubmit it for reassessment before the final decision is submitted for moderation. This process is referred to as resubmission.

Candidates may resubmit to:

- address omissions or incomplete evidence for the current level
- attempt to achieve additional or higher-level assessment criteria (for example progressing from Entry 2 to Entry 3 or Level 1).

Internal assessment must be scheduled to allow sufficient time for resubmission, where needed, prior to external moderation.

Any feedback provided to candidates must:

- be factual, based on what has been observed in their work
- indicate which assessment criteria have not been met and/or confirm the level currently achieved
- avoid giving explicit instructions on how to meet higher-level criteria
- 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 assessed.

Candidates are not required to produce an entirely new set of evidence. They should focus only on the areas where they aim to improve or progress.

The time allowed for resubmission should not exceed the total time provided for the initial generation of evidence.

Centres should maintain internal records of resubmissions to provide a clear audit trail, including the learner's original level and any resubmission. Only the final evidence and assessment decisions need to be submitted for external moderation.

Once assessment decisions have been submitted for moderation, no further amendments can be made to the evidence. Candidates have one opportunity to resit assessment in a future assessment series (see sections 4.4 and 4.5).

3.8. 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 their WRFQ.

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 qualification.

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 entry

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

Assessment opportunities will be available in summer each year, until the end of the life of the qualification.

External moderation of Unit 1 will be available for the first time in summer 2028 (and every summer series thereafter).

External moderation of Unit 2 will be available for the first time in summer 2029 (and every summer series thereafter).

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

Unit		Entry Codes	
		English medium	Welsh medium
Unit 1	Introduction to the Retail and Customer Service Sector	6100U1	6100N1
Unit 2	Retail and Customer Service in Action	6100U2	6100N2

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	6100Q0	6100N0

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

4.3. Grading and reporting

WJEC Work-Related Foundation Qualifications will be awarded on a four-point scale: Entry 1 to Level 1, where Level 1 is the highest grade.

Unit grades

Candidates will be awarded a summative grade for each unit determined by the total points the candidate has achieved within that unit.

Each Entry 1 criteria is allocated **1** point, each Entry 2 criteria is allocated **2** points, each Entry 3 criteria is allocated **3** points and each Level 1 criteria is allocated **4** points.

To obtain Entry 1, the candidate must achieve 20% of the available points for the unit.

To obtain Entry 2, the candidate must achieve 40% of the available points for the unit.

To obtain Entry 3, the candidate must achieve 60% of the available points for the unit.

To obtain Level 1, the candidate must achieve 80% of the available points for the unit.

The table below shows the minimum number of points a candidate must achieve to be awarded each unit grade.

	Max points	E1	E2	E3	L1
Unit 1	48	10	19	29	38
Unit 2	60	12	24	36	48

Candidates who do not achieve the minimum number of points to be awarded Entry 1 will have their unit achievement reported as unclassified (U).

Qualification grade

The qualification grade will be based upon the overall points the candidate achieves across both units.

To obtain Entry 1, the candidate must achieve 20% of the total available points.

To obtain Entry 2, the candidate must achieve 40% of the total available points.

To obtain Entry 3, the candidate must achieve 60% of the total available points.

To obtain Level 1, the candidate must achieve 80% of the total available points.

The table below shows the minimum number of points a candidate must achieve to be awarded each qualification grade.

	Max points	E1	E2	E3	L1
Qualification	108	22	43	65	86

Candidates who do not achieve the points required to achieve an Entry 1 Pass will have their achievement reported as Unclassified (U) and will not receive a certificate.

4.4. Resitting assessments after external moderation

Candidates may resit each unit once (two attempts in total). The highest grade achieved across the two attempts will be used in determining the final outcome for the qualification.

When resitting:

- candidates may resubmit previously submitted work. Candidates and teachers must ensure that new and/or amended evidence is clearly identifiable

- if a candidate was entered for an assessment but recorded as absent, the absence does not count as an attempt
- if a candidate submitted evidence but did not meet any assessment criteria, this will count as an attempt
- where the qualification includes multiple units, evidence and decisions from other units will be carried forward, provided the candidate has not exceeded the maximum number of attempts for any unit
- if a candidate exceeds the permitted number of attempts for any unit, they will be required to retake the qualification in full.

4.5. Retaking the qualification

If a candidate enters a unit for a third time, they must re-enter and retake all units.

The candidate must produce a new portfolio of evidence. Candidates cannot improve previously submitted work; all evidence must be generated afresh for the retake. Where centres produced a context for assessment, a new context should be used.

When retaking a qualification, a candidate may have up to two attempts at each unit. 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
Cross-cutting Themes		
Local, National and International Contexts	LO1.1, LO1.2, LO1.4	LO2.1
Sustainability	-	-
Relationships and Sexuality Education	LO1.3, LO1.5	LO2.4, LO2.6
Human Rights Education	LO1.3	LO2.4, LO2.6
Careers and Work-Related Experiences	All sections	All sections
Cross-curricular Skills – Literacy		
Listening	All sections	All sections
Reading	All sections	All sections
Speaking	All sections	All sections
Writing	All sections	All sections
Cross-curricular Skills – Numeracy		
Developing Mathematical Proficiency	LO1.4, LO1.5	LO2.1, LO2.3, LO2.4, LO2.5
Understanding the number system helps us to represent and compare relationships between numbers and quantities	-	-
Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world	-	-

Curriculum for Wales Strands	Unit 1	Unit 2
Learning that statistics represent data and that probability models chance help us make informed inferences and decisions		LO2.6
Digital Competence		
Citizenship	-	-
Interacting and Collaborating	LO1.4	LO2.2
Producing	LO1.1, LO1.4, LO1.5	LO2.1, LO2.2, LO2.3, LO2.6
Data and Computational Thinking		LO2.3, LO2.4
Integral Skills		
Creativity and Innovation	LO1.5	All sections
Critical Thinking and Problem Solving	All sections	All sections
Planning and Organisation	LO1.5	All sections
Personal Effectiveness	All sections	All sections



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