



EXAMINERS' REPORTS

LEVEL 1/LEVEL 2 AWARD/CERTIFICATE IN RETAIL BUSINESS

SUMMER 2015

LEVEL 1 AND LEVEL 2 AWARD/CERTIFICATE IN RETAIL BUSINESS

Summer 2015

UNIT 1: CUSTOMER EXPERIENCE

Principal Moderator: Jo Thirlaway

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

General feedback

Most centres used the WJEC assignment brief and selected appropriate retail organisations. All centres addressed the requirements of the assessment criteria however a few centres did not follow the requirements of the controls as the assessment was approached as a series of criteria rather than three tasks linked to one organisation. The evidence in these samples tended to be generic statements rather than applied to one retail organisation. This approach restricts learners' opportunity to achieve the higher performance bands.

The choice of organisation varied. The organisations included companies such as Ikea, White Stuff and Sainsbury's. All organisations selected had an online presence which was good. It was clear where learners had learnt about the different retail channels. Some learner evidence was generic and simply a description of the functions of the Internet, advantages and disadvantages. Some learners described the retail online provision compared it with other retail organisation online websites. Few learners grasped that the description of how the customer service delivery differs only had to consider the different channels for the organisation stated in the assignment brief. The controls state that the organisation must have an online presence hence its importance.

The research tools were overall of a good standard, however few designed more than one research tool. Learners mainly designed questionnaires although a few designed mystery shopper checklists. The assessment brief requires learners to carry out a mystery shopper activity and question a range of customers through a research tool of their choice. Learners are also required to carry out some secondary research such as feedback on the Internet. Secondary evidence tended to be limited and few samples included the recording of information from secondary sources.

In some cases it was difficult to ascertain who had designed the research tools, as they were all identical. In future series the feedback must clarify what tool(s) the learner individually designed.

Please note that under the assignment controls 'Accepted changes to this model assignment' it states that:

- There should be no changes to the tasks
- The learners only need to focus on one store/shop if the retail business has a number of outlets i.e. a national retail business
- The retail business must have an online and physical presence
- Learners must complete a mystery shopper exercise and there must be at least one other type of primary research used as well as secondary research
- There can be no changes to the total time available for controlled assessment. Centres can, however, amend the suggested time available for each task.

Assessment evidence requirements

The 'Customer Experience' assessment has three tasks:

1. Plan your research, including designing the research tools you will use.
2. Carry out research, processing your findings.
3. Report your findings.

Task 1) Plan your research. This task has two assessment criteria.

AC1.1 Describe principles of customer service

To access the higher performance band the description of the principles should be in relation to the organisation stated in the assignment brief. For example, how customers are greeted in the retail organisation rather than a statement what greeting the customer is.

AC3.1 Design research tools

There should be more than one design tool. The research tools should be designed for use as part of the investigation of the customer service for one retail business organisation.

Most learners were able to give a description rather than an outline which was good. Learners given a specific retail organisation in the assignment usually were able to make some links to the organisation.

The research tools did vary in quality. Learners who accessed the higher performance bands designed two or more research tools that were well structured. These tools were structured in a way that would enable the investigation to gain the relevant information about the customer experience for the organisation the learner was investigating.

Task 2) Carry out research and process the findings. This task has one-assessment criteria.

AC3.2 Process information

There should be a record of the secondary research undertaken and to access the higher performance bands primary research should be analysed and interpreted as well as there being an evaluation of the validity of the information. For the secondary research learners could look at feedback from customers on the website, investigate the policies in place to establish whether the employees are following the customer service policies and practices required e.g. have customers complained that a refund took longer than the published days in the organisations refund policy?

Few learners recorded secondary research. In some cases learners simply focused on the primary research. Very few learners considered the validity of the information and where this was evident the evidence tended to be a comment rather than an evaluation. The analysis varied. The more able learners were analysed the key findings in some detail and linked it to the customer experience.

Task 3) Report findings. This task has six assessment criteria.

AC1.2 Describe situations when customers interact with retail organisations.

This evidence can draw on the interaction in relation to any retail business. To access the higher performance bands learners should consider a range or wide range of situations. Learners should consider asking customers about situations when they interact with retail organisations when carrying out the research in task 2. The information could be analysed and then used in the report.

AC1.3 Describe how customer service delivery differs across retail channels.

The evidence should be about how the online service differs to that of the retail organisations' other channels. Learners are not required to describe what an online service is. The evidence should be in relation to customer service rather than the advantages and disadvantages of an online retail channel. Few learners provided a clear description of the differences.

AC2.1 Describe needs of different types of customers

The evidence should consider different customers and what their needs are in the relation to retail. For example, a business customer may need to be served quickly if they are on a lunch break; a family with a baby may need to have large changing facilities if they are wishing to try on clothes. 'Needs' can be explored when questioning customers or secondary research such as customer feedback. Learners could use this evidence from the research in task 2 to help write a description.

AC2.2 Explain how retailers meet the expectations of different types of customers

The evidence should be an explanation and be in relation to the organisation stated in the assessment. Expectations could cover a range of aspects such as:

- Meeting needs
- Quality of service
- Costs of service
- Customer relationships
- Brand image

AC3.3 Present information

The evidence should relate to the findings of the investigation for the organisation in the assessment. The structure, written communication and use of diagrams are assessed. The analysis of the information is assessed as part of task 2.

AC3.4 Draw conclusions from research

The evidence should relate to the findings of the investigation for the organisation in the assessment. The evidence assessed is the conclusions of the analysis.

Learners appeared to find the description of the needs of different types of customers and the explanation of how retailers meet the expectations of different types of customers challenging. Where learners understood the needs of customers the evidence was often detailed and applied. Most evidence however was a brief outline.

The research finding in the report that linked to the primary research tended to be applied and most were able to draw some good conclusions.

The report should draw upon the findings in relation to all the assessment criteria targeted. Few produced a report covering all assessment criteria in this way.

Accuracy of marking

Overall marking tended to be generous for tasks 2 and 3. In some instances, higher performance bands were selected for basic outlines rather than descriptions or explanations. There was evidence that was generic and higher performance bands awarded. For assessment criteria 2.2, in some cases evidence was credited as being clear and well reasoned explanations when evidence was simply brief and descriptive.

The evidence should reflect the description of the performance band selected. The assessor feedback should clarify the assessment decisions to support the moderation of the centres work.

Administration

Evidence was presented in appropriate formats. Most evidence included authentication forms however some were not signed by learners. Please note that authentication forms must be signed by the learner and the assessor.

The feedback and annotation varied between centres. Good practice involves feedback being given against each assessment criteria, justifying the performance bands awarded and annotation which links to the feedback. Sample mark record and feedback sheets are available within the sample assessment.

http://www.wjec.co.uk/qualifications/retail-business/wjec_level_1_2_retail_business_unit_1_customer_experience.pdf?language_id=1

Few centres sent the assignment brief with the learner work and there was limited evidence of quality assurance. Even if the WJEC assessment brief is used there should be evidence of quality assurance to confirm that the organisation selected is appropriate.

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year.

**LEVEL 1 AND LEVEL 2 AWARD/CERTIFICATE IN
RETAIL BUSINESS**

Summer 2015

UNIT 2: RETAIL BUSINESS

Principal Examiner: Tony Proctor

General Comments

In this first examination of the new qualification it was pleasing to see that it catered for the full range of abilities. Generally, it appeared that those centres that had used the full 30 GLH to prepare the learners for the exam gained the higher marks. It can be tempting for centres to allocate too much time to the controlled assessments – this may reduce the learners' chance of achieving those extra marks which could influence the overall final grade.

1. (a) (i) The majority of learners were able to identify the form of ownership. However, few learners included sufficient description to gain the two marks.
(ii) The explanations provided were basic and as a result the majority of learners gained only one or two marks. Learners need to know the advantages and disadvantages of different forms of ownership (AC1.2).
- (b) (i) This question was well answered by the great majority of learners.
(ii) Many learners gained two, three or four marks as they had some knowledge and understanding of the term 'location characteristics' (AC2.2).
- (c) (i) Very few learners were able to provide a realistic financial objective (AC1.3).
(ii) Many learners provided one or two realistic methods and gained two, three or four marks (AC2.3).
- (d) Very few learners had any knowledge and understanding of environmental and social factors (AC2.1). This question proved to be the most difficult.
2. (a) (i) Many learners provided a basic knowledge and understanding of a public limited company. However, a significant minority were awarded no marks (AC1.1).
(ii) Very few learners provided an appropriate disadvantage (AC1.2).
- (b) This question was well answered by many learners.
- (c) Many learners had little or no knowledge and understanding of the term 'negative economic factors'. However, it was pleasing to see good answers from a significant minority of learners (AC2.1).
- (d) It was pleasing to see many learners gain four or more marks. However, a significant minority of learners failed to develop their explanations in sufficient detail.

3. (a) Many learners provided appropriate examples for both types of retail business but very few provided a clear explanation of a franchise (AC1.1).
- (b) (i) The great majority of learners provided the correct answer. However, a significant minority were careless with their calculation (AC3.2).
- (ii) Very few learners gained two marks and many learners were unsure as to where to place the decimal point (AC3.2).
- (c) Many learners gained two marks but provided insufficient detail to gain the extra marks.
- (d) Very few learners understood the term 'business rate' (AC2.1).

Recommendations to centres:

1. The learners need to know the terminology in the specification as there was a general lack of knowledge and understanding of key terms.
2. Learners from centres who had clearly studied different retail businesses in their locality often gained higher marks. This type of preparation for the examination is encouraged.
3. Many learners had some knowledge and understanding of retail business but failed to provide sufficient detail in their answers.
4. Good examination techniques are worth centres exploring. A good number of learners fail to read questions carefully, exemplify their answers, develop their answers and assess/evaluate. Command words such as explain, describe, assess and evaluate might be worth exploring. Mock answers illustrating the detail required for Merit / Distinction is another strategy which many learners may benefit from – use relevant examples and/or experiment with peer marking. Is the answer basic or is it detailed / developed? Does it answer the question?

LEVEL 1 AND LEVEL 2 AWARD/CERTIFICATE IN RETAIL BUSINESS

Summer 2015

UNIT 3: RETAIL OPERATIONS

Principal Moderator: Jo Thirlaway

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

General Comments

Learners tended to perform well at this assignment and generally followed the requirements of the tasks set. Evidence tended to be applied to the organisation, which was good.

Most centres followed the WJEC assignment brief although one centre did use their own scenario which was similar in context. Centres can change the scenario and replace EIAr Sports with an alternative retail organisation however the changes must follow the requirements of the controls and assessments must be quality assured to ensure the assessment is fit for purpose.

Learners are required to produce a report with recommendations based on the information provided in the scenario. Most learners produced one report however some learners approached the assessment in relation to assessment criteria and consequently parts of the evidence were generic and it limited the performance bands available.

The area that challenged learners the most was legislation. There were a number of learners that described the rights of the employer rather than the rights of employees. Furthermore, the responsibilities of retail employees was confused with the responsibilities of employers. Overall learners were able to describe how legislation affects retail businesses however a number omitted to link their response to the effect on the retail operation. Where learners did respond appropriately the most popular effects to the operation tended to link to health and safety, the need to provide staff breaks and the storing and handling of the martial arts weapons.

Assessment evidence requirements

The 'Retail Operations' assessment has two tasks:

1. Analyse the information provided and identify key issues faced by EIAr Sports (or alternative organisation in the assignment brief)
2. Propose how EIAr Sports should respond to change (or alternative organisation in the assignment brief)

Learners are required to produce one report that draws on the analysis and proposes how the organisation should respond to change. The report must address all the assessment criteria within the unit. The learners are to draw on the relevant content in relation to the organisation i.e. EIAr Sports.

Marking of task 1) & task 2)

AC1.1 Describe activities of retail functional areas

To access Level 2 Merit the learner must consider the business's functional areas i.e. in relation to EIAr Sports.

AC1.2 Describe rights of retail employees

The learner is required to consider the rights of retail employees in the scenario rather than the employers' rights. For example, the right to breaks. Where responses are generic the lower performance bands apply.

AC1.3 Summarise responsibilities of retail employees

The learner should consider the responsibilities of retail employees in the scenario rather than the employers' responsibilities. For example, employees have a responsibility to ensure that the store is free from hazards.

AC1.4 Describe the effects of legislation on retail operations.

The learner must consider the effects of legislation on the retail operation not just describe legislation that affects retail businesses. For example, how age restricted goods means that the retail business needs to consider the age of employees working on each shift or those who they employ. The retail also needs to consider the storage and licence requirements and the procedures to be followed to sell the goods.

AC2.1 Assess methods used by retail businesses to encourage sales.

The learner is required to make an assessment of the methods used. The judgements can also refer to the choices not to use certain methods. To access Merit learners should focus their assessment on EIAr Sports.

AC2.2 Explain how technology is used to interact with customers.

To access the higher performance bands learners should focus the response in the report to EIAr Sports. Evidence should be an explanation rather than a description.

AC3.1 Explain the effects of seasonality on retail operations

The learner should consider the effects of seasonality in relation to EIAr Sports. For example the effect of football seasons on the EIAr Sports etc.

AC3.2 Explain measures retail businesses use to prepare for unplanned situations in daily retail operations

The learner evidence must relate to the measures used to prepare for **unplanned** situations in daily retail operations. This assessment criteria is not about how to deal with situations instead the measures used to prepare for unplanned situations. The unplanned situations can include any situation linked to the retail business. For example, a supermarket has security guards on the door so they are prepared in the event of a theft in store.

AC4.1 Identify issues to resolve

Learners must identify the issues to resolve rather than being given the issues from the scenario.

AC4.2 Suggest actions in response to issues

To access higher performance bands the suggestions need to have detail and be realistic in relation to the scenario.

AC4.3 Justify suggestions for change

To access higher performance bands the suggestions need to be justified and draw on examples that the learner has studied as part of the learning for the unit.

Accuracy of marking

Overall marking tended to be generous when awarding higher performance bands. The main areas were as follows:

For AC 1.2 and 1.3 some learners were credited higher performance bands where the evidence was in relation to the employer rather than the employee.

AC 1.4 some centres awarded higher performance bands where the evidence did not consider the operation simply a description of what the legislation is.

AC 2.1 evidence was often descriptive rather than an assessment and higher performance bands awarded.

AC 3.2 some centres credited descriptive detail rather than explanatory evidence. In some centres credit was given for what could be done after an event rather than the measures retail businesses use to prepare for unplanned situations in daily retail operations.

Marking tended to be accurate for decisions linked to LO4.

The evidence should reflect the description of the performance band selected. The feedback should clarify the assessment decisions to support the moderation of the centres work.

Administration

Evidence was presented in an appropriate format. Most evidence included authentication forms however some were not signed by learners. Please note that authentication forms must be signed by the learner and the assessor.

The feedback and annotation varied between centres. Good practice involves feedback being given against each assessment criteria, justifying the performance bands awarded and annotation which links to the feedback. Sample mark record and feedback sheets are available within the sample assessment.

http://www.wjec.co.uk/qualifications/retail-business/wjec_level_1_2_retail_business_unit_3_retail_operations.pdf?language_id=1

Few centres sent the assignment brief with the learner work.

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year.

**LEVEL 1 AND LEVEL 2 CERTIFICATE IN
RETAIL BUSINESS**

Summer 2015

UNIT 4: PROMOTION IN RETAIL BUSINESS

Principal Examiner: Tony Proctor

Introduction

In this first assessment of Unit 4 it was pleasing to see that it catered for the full range of abilities. Although there was only a small number of entries a high percentage of learners gained a Level 2 Pass or higher.

Generally, the evidence produced was neatly presented and well organised. However, some learners failed to identify which AC they were writing about - this can hinder the marking process and could result in a lower grade if the evidence is not clear.

Overall, the assignment seemed to motivate the learners to produce detailed reports of a good standard.

Task 1

AC3.1 Plan promotional activities to meet marketing objectives

This task was well answered by the great majority of learners who provided sufficient detail to gain a Level 2 Pass or higher. The third choice of promotional activities provided the learners with an opportunity to include a realistic choice of their own – it was pleasing to see some imaginative ideas.

AC2.2 Explain how promotional activities contribute to achieving marketing objectives

Although many learners provided detailed responses there was a lack of clarity when explaining how the planned promotional activities would contribute to achieving the two marketing objectives.

AC2.1 Explain how target marketing is used in promotional activities

The majority of learners clearly understood the term 'target market' and provided realistic examples.

Task 2

AC3.2 Design promotional materials

The majority of learners designed realistic visual merchandising installations. However, some learners failed to apply their design to a window area – as a result their designs could have been interpreted as posters (or similar). A3 paper or card proved a popular choice as they provided ample room for the learners to present their window area design (and AC1.1 descriptions – see below).

AC1.1 Describe how visual merchandising principles have been applied to an installation

It was evident that the majority of learners had a good knowledge and understanding of a range of visual merchandising principles and gained a Level 2 Pass or higher. Some learners provided a word processed descriptions whereas others opted to highlight visual merchandising principles around their designs on the A3 paper or card.

Both options worked well - provided sufficient detail was evident for the higher grades.

Task 3

AC3.3 Communicate promotional information to customers

Some learners simply described the store whereas the better responses actually promoted the opening of the Toto store and its summer 2015 collection. Very few learners took the opportunity to make the article appealing / exciting – an image, quote, special offer or celebrity could have enhanced the articles produced.

**LEVEL 1 AND LEVEL 2 CERTIFICATE IN
RETAIL BUSINESS**

Summer 2015

STOCK CONTROL IN RETAIL BUSINESS

Principal Moderator: Jo Thirlaway

There were no entries this series.

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year.

LEVEL 1 AND LEVEL 2 CERTIFICATE IN RETAIL BUSINESS

Summer 2015

SELLING RETAIL PRODUCTS

Principal Moderator: Jo Thirlaway

The report will summarise the general feedback for this series and then comment on the assessment evidence requirements, the accuracy of marking and administration.

General Comments

There were only two centres that entered this series.

Both centre followed the WJEC assignment brief. Centres can change the scenario and replace Mooncamp with an alternative retail organisation however the changes must follow the requirements of the controls and assessments must be quality assured to ensure the assessment is fit for purpose.

Learners are required to individually deal with at least three selling situations prior to the assessment. For task 1 learners' are required to use their prior experience to plan for the assessed selling situation in task 2. The learning selling situations must be a different context to that of the final assessed selling situation. For task 3 and task 4, three situations should be evaluated. For this series it was difficult to ascertain the prior selling experiences of learners. The evidence mainly focused on the one selling situation.

Overall evaluations tended to be brief and commented on what was observed or their own performance rather than being judgements on the performance. Furthermore, some learner evidence did not include sufficient selling situations.

For task 2, the selling situation can be real or simulated. If the situation is simulated, the person taking the role of the customer must be briefed and provided with a customer profile (Appendix A in the assignment brief). The teacher should not play the role of the customer, so that they can focus on observing performance to make accurate assessment decisions. No other learner can be the customer. It must be an actor, employer, teaching assistant, another teacher or member of staff.

Centres followed the sample documentation provided in the assignment brief which was good. Unfortunately the document was a PDF and learners simply used the space available which restricted the evidence presented. Centres are advised to convert the document to Word so that learners are not restricted by space available and can provide detail.

Assessment evidence requirements

The 'Selling Retail Products' assessment has four tasks:

1. Plan how to deal with sales situations
2. Sell a tent to a customer
3. Review your own selling skills in a sales situation
4. Review the selling skills of one other person in sales situations

Task 1) Plan how to deal with sales situations. This task has four assessment criteria.

AC1.1 Describe product knowledge required by staff

The learner should describe the product knowledge for the retail products they are required to deal with in the selling situation. For example, knowledge of where the tents are made; knowledge of the tent materials etc.

AC1.2 Describe stages of the sales process

The learner should describe the stages in the process. The level of detail and exemplification will determine the performance band to be awarded.

AC4.1 Explain how the sales process is adapted in different situations

Learners are required to use their prior learning to help them to plan how to deal with sales situations. Learners must refer to three selling situations that they have dealt with prior to the assessment. The explanation should draw on how the learner adapted the sales process in each of these different situations. The situations should not relate to the sales situation for task 2 i.e. if the sales situation is to sell a tent to a family the other situations should not be linked to selling tents.

AC4.2 Explain how previous experience influences performance in sales situations.

Learners are required to use their prior learning to help them to plan how to deal with sales situations. Learners must refer to three situations from the learning experience where they have dealt with selling in retail situations. Learners should explain how previous performance in the three situations influences performance. The situations should not relate to the sales situation for task 2 i.e. if the sales situation is to sell a tent to a family the other situations should not be linked to selling tents. Learners should draw on how the experience has influenced how they have handled the sales situations.

Product knowledge and the sales process was overall covered well and the more able learners did apply their responses to the situation. For the AC4.1 and 4.2 explanations were limited in detail and very few learners gave detail of prior selling experience.

Task 2) Selling. This task has three assessment criteria.

AC3.1 Describe product features to customers

The learner is to describe the features of the product(s) they are selling for example, describing to the customer what features the tent has.

AC3.2 Explain benefits of product features to customers

The learner is to explain the benefits to the customer for example, explaining why having a rain hood is a benefit to the customer wishing to buy a tent.

AC3.3 Maintain positive customer relationships

The maintaining of customer relations must be with 'customers' not one customer.

Overall learners appeared to perform well at this task however it was difficult to ascertain how well learners maintained customer relations.

Task 3) Review own selling. This task has four assessment criteria.

AC2.1 Assess factors influencing customer buying.

The learner is required to make a judgement in relation to the selling of a product to a customer and the factors must relate to customer buying.

AC2.2 Describe customer buying signals at different stages in the sales process
The learner should be looking at the buying signals they observed in their own selling situation. A generic description of what buying signals are will limit the performance band to be awarded.

AC2.3 Explain how products meet customer requirements.
The learner should explain how the products they sold met the customers' requirements. For example if the customer wanted an ethically sourced tent the learner needs to explain how the tent they sold the customer met this requirement.

AC4.4 Evaluate own performance in sales situations.
Learners are required to evaluate their own performance and refer to their own selling in three separate situations.

Learners covered a good range of factors influencing buying however evidence tended to be descriptive rather than explanatory. A few learners had very limited detail relating to customer buying signals. The evidence was generic rather than applied to their own selling situation. A number of learners described what they sold to the customer rather than producing an explanation about how the products they sold met the customer requirements. Some learners reviewed selling situations that were not related to retail.

Task 4) Review others selling. This task has one assessment criteria.

AC4.3 Evaluate performance of others in sales situations
There should be at least three sales situations for at least one person.
The evidence tended to be brief and lacked detail. Few learners considered more than two situations. Evidence tended to be bullet points rather than an evaluation and more characteristic of the L1 or L2 pass performance description.

Accuracy of marking

Overall marking tended to be generous for tasks. In some instances, higher performance bands were selected for basic outlines rather than descriptions or explanations. There was evidence that was generic and higher performance bands had been awarded. For assessment criteria 2.2, in some cases evidence was credited as being clear and well reasoned explanations when in fact the evidence was brief and descriptive.

The evidence should reflect the description of the performance band selected. The feedback should clarify the assessment decisions to support the moderation of the centres work.

Administration

Evidence was presented in an appropriate format. Evidence included authentication forms however learners did not sign some. Please note that the learner and the assessor must sign authentication forms.

Feedback sheets and observation feedback were included which is good, however the feedback tended to be limited in relation to the assessment decisions. There was some annotation but neither centre was consistent across all samples. Good practice involves feedback being given against each assessment criteria, justifying the performance bands awarded and annotation which links to the feedback.

Both centres included observation forms for the practical assessment however the comments were limited in relation to the assessment decisions. For the overall feedback comments should relate to the performance against the overall assessment decision e.g. AC3.3 why a merit level is the best fit. The overall feedback needs to relate to the three situations.

Sample mark record and feedback sheets are available within the sample assessment.

<https://www.wjecservices.co.uk/default.asp>

WJEC have produced a number of support materials that can also be accessed on the WJEC website together with details of training events for the next academic year.



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