



EXAMINERS' REPORTS

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

SUMMER 2016

Grade boundary information for this subject is available on the WJEC public website at:
<https://www.wjecservices.co.uk/MarkToUMS/default.aspx?!=en>

Online Results Analysis

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Annual Statistical Report

The annual Statistical Report (issued in the second half of the Autumn Term) gives overall outcomes of all examinations administered by WJEC.

Unit	Page
Unit 1: Customer Experience	1
Unit 2: Retail Business	7
Unit 3: Retail Operations	9
Unit 4: Promotion for Retail Business	14
Unit 5: Stock Control in Retail Business	16
Unit 6: Selling Retail Products	17

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2016

UNIT 1: CUSTOMER EXPERIENCE

General feedback

Most centres used the WJEC assignment brief and selected appropriate retail organisations. Centres addressed the requirements of the assessment criteria, however a few centres did not follow the requirements of the controls. The assessment was approached as a series of criteria rather than two 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 candidates' opportunity to achieve the higher performance bands.

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 candidates 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
- Candidates 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.

Under the assignment controls 'Task Taking' it states that 'Candidates can access the Internet for Tasks 1 and 2a'. Centres should take note that candidates cannot use the Internet when completing 2b i.e. writing of the report. Candidates however can have access to their research and class notes.

Centres who suggested presentation slides as evidence, disadvantaged the candidates as they restrict detail and evidence is more likely to be a brief outline. If this method of evidence is used, candidates should be encouraged to include supporting notes.

The choice of organisation varied. Most centres selected large retail organisations such as Next, Tesco and Boots. The organisations selected had an online presence, which was good.

The research tools were overall of a good standard, and in this series it was good to see that most candidates designed more than one research tool. Questionnaires were the most popular research tool selected in addition to the mystery shopper form. Candidates are required to carry out some secondary research such as feedback on the Internet. Secondary evidence tended to vary. There were more candidates in this series that included the recording of secondary information.

In a few 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 candidate individually designed.

Assessment evidence requirements

A revised assessment was added to the WJEC website in 2015. Both versions of the assessment were accepted. Centres are advised to use the revised version for future assessments.

The revised version of the 'Customer Experience' has two tasks as follows:

Task 1

Plan research for the customer service review

Task 2, which is split in to two tasks

2a. Research the customer experience

2b. Report

Task 1: Plan research for the customer service review.

This task targets one assessment criterion, AC3.1 Design research tools.

The task requires candidates to design more than one research tool. The research tools should be designed for use as part of the review of the customer service for one retail business organisation stated in the candidate assignment brief. The research tool needs to consider the requirements of the other tasks.

The research tools did vary in quality and it was good to see in this series that most candidates did submit two research tools. Candidates who accessed the higher performance bands designed two or more research tools that were well structured. These tools were structured in a way that enabled the review to gain the relevant information about the customer experience for the organisation the candidate was investigating.

There were a few candidates that included theoretical advantages and disadvantages of different research methods and or samples of research tools used by other organisations. This is not a requirement of the assessment task.

Task 2a: Research the customer experience.

This task also targets one assessment criterion. AC3.2 Process information.

The task requires candidates to research the customer experience of the organisations' shop/store as well as the on-line customer experience and process their findings.

The research should include:

- Carrying out a mystery shopper exercise, both online and in their shop/store
- Questioning of a range of customers either through a focus group, interview or questionnaire
- Any feedback posted on the Internet
- The customer service standards, policies and charters of the retail business. For example, establish whether the employees are following the customer service policies and practices required e.g. research whether a customer complaint has taken longer than the published number of days in the organisations complaints policy; are customers greeted as per the organisation's customer service standards?

There should be a record of the secondary research undertaken and to access the distinction performance band the evidence should include an evaluation of the validity of the information they have obtained.

Candidates are required to process the research information. To access the higher performance bands there needs to be analysis of primary and secondary information (and evidence should include interpretation for the distinction performance band).

The research tended to focus on primary research and some did not include any secondary research. Those candidates that recorded secondary research tended to have limited evidence. It was good to see a few candidates who considered the validity of the information. There were also a few candidates who evaluated the evidence by considering the strengths and weaknesses and by drawing some conclusions.

The analysis varied, however candidate evidence tended to be better compared to other assessment criteria. The more able candidates analysed the key findings in some detail and linked the analysis well to the customer experience.

Task 2b: Report

This task targets six assessment criteria. Candidates are not permitted to use the Internet for this task. Candidates are required to use the research completed in task 2a and they are permitted to use any class notes.

AC1.1 – Describe principles of customer service

Candidates are required to describe the principles of customer service. The evidence should be in relation to the retail business they are reviewing. For example, how customers are greeted in the retail business rather than a generic statement about what greeting the customer involves.

Use of the research undertaken relating to the businesses customer service standards, policies and or charters will assist candidates to produce a description of the principles of customer service in relation to the retail business they reviewed.

Research findings from the primary research and on line customer reviews will also help the candidates to apply the principles to the retail business.

Candidate evidence varied. The more able candidates applied the information to the retail business. There were a number of candidates, however, that simply gave a basic outline of the principles in general terms and although they mentioned the organisation name there was no detail or application.

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

Candidates are required to describe situations when customers interact with retail organisations. As the investigation relates to one retail business this should be applied to the organisation. The distinction performance band can be awarded providing there is a wide range of situations covered within the retail business reviewed and there is a description rather than an outline. This evidence can draw on the interaction in relation to any customer interaction within the business. Candidates should consider the following situations although all do not have to be covered as marking is holistic using a best-fit model:

- Sales
- Advice
- Provision of product information
- After sales
- Complaints
- Compliments
- Across different retail channels e.g. in store and online

Candidates should use the research carried out in task 2a to complete this task. For example, their mystery shopper observations, research from asking customers about situations when they interact with retail organisations and information researched on the Internet.

There were some good examples of situations where customers interact with retail organisations. The more able provided a description rather than an outline and included a wide range applicable to the organisation investigated. This task was generally well answered.

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

Candidates are to use their research in order to describe how the online service differs to that of the retail business' other channels. Candidates 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. For example, both the store and online service provide customer advice and information however the store is face-to-face service and the online advice is via an online chat room.

In this series more candidates considered the differences in relation to the organisation investigated. There was however some generic evidence and some candidates simply stated the experience in each retail channel without linking the differences.

AC2.1 – Describe needs of different types of customers

Candidates are required to consider different customers and what those customer' needs are in the relation to the retail business they are reviewing. 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. Candidates should use the research undertaken in 2a to apply the description to the organisation. Candidates should consider the following needs:

- Information
- Health and safety
- Security
- Accessibility
- Communication
- Availability
- Advice

It was good to see a better understanding of customer 'needs' and some application to the needs for the retail businesses investigated. There were however some candidates who made very limited reference to needs and mixed 'needs' with 'expectations' i.e. what the retail business provides to meet customer expectations (assessment criteria 2.2).

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

Candidates are required to explain how retailers meet the expectations of different types of customers. Expectations could cover a range of aspects such as:

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

Most candidates were able to identify ways in which the retail business meets the expectations of customers and used other examples of how other organisations meet customer expectations. A number of candidates however simply described what the retail business provides rather than explain. Some candidates provided a general response rather than considering different customers.

For example,

Descriptive answer that is not specifically linked to a customer type:

X supermarket has people directing customers to the till with the shortest queue. The staff member will walk up and down and tell customers' which till is the quickest.

Explanatory answer:

A business customer expects to be served quickly. To meet this expectation X supermarket have a couple of tills that will only accept baskets with less than 10 items so customers do not take long to be served. X supermarket also provides a number of self-checkouts with a member of staff on hand to help to make sure customers are able to pay for items quickly. Having self-checkout allows more tills to be open so more people can pay for items and there is less queuing time.

AC3.3 – Present information

The evidence should relate to the review of the customer experience of the retail business. The structure, use of content, images and language are assessed. The analysis of the information is assessed as part of task 2a.

A number of candidates used images, which was good. The presentation varied and the more able candidates included well-structured and applied content linked specifically to the retail business reviewed.

The level one presentation of information tended to include some irrelevant information e.g. generic class notes that did not apply to the retail business and was poorly structured.

AC3.4 – Draw conclusions from research

The candidate evidence should relate to the findings of the investigation for the retail business and draw conclusions from the research. The analysis is assessed as part of 2a. It is the conclusions of the review that are assessed for this assessment criterion.

The conclusions varied in detail and number of conclusions that were given. The more able candidates used the research findings well to substantiate their conclusions.

There was some evidence that was simply a description of the research conducted rather than conclusions with reference to research findings.

Accuracy of marking

This qualification is graded and based upon all of the assessment criteria for the grade awarded being achieved i.e. to achieve a Merit, all Level 2 Pass and Merit assessment criteria must be met. There is no compensation. If assessment criteria evidence is missing then a grade cannot be awarded.

The evidence should reflect the description of the performance band and should be selected using a best-fit approach. The assessor feedback should clarify the assessment decisions to support the moderation of the centres work. Annotation should highlight the evidence credited.

Overall marking tended to be generous for some of the assessment criteria within task 2b. Evidence for assessment criteria 1.2, 1.2, 1.3 and 2.1 tended to be generous when performance bands selected a description when evidence was brief and in some at best there was a basic outline. For assessment criterion 2.1, in some cases evidence only referred to how the organisation met customer expectations. There was no evidence in relation to 'needs' yet Level 2 Pass or Merit was awarded. For assessment criterion 2.2 some marking was generous where evidence was mainly descriptive and Level 2 Pass or above awarded.

In some samples marking was marginally harsh for assessment criterion 1.2. Some candidates were awarded Level 2 Pass when Merit was more characteristic of the evidence. Candidates do not need to include all of the content listed in the specification in order to describe a wide range of situations when customers interact with retail businesses.

Administration

Evidence was presented in appropriate formats. Evidence included authentication forms.

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. Some samples simply included marks per assessment criteria and no feedback. Future series must include mark record sheets with feedback per assessment criteria. 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

Most centres sent the assignment brief with the candidate work however 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 retail business 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. Please refer to the WJEC website for the latest version of the model assignments.

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2016

UNIT 2: RETAIL BUSINESS

General feedback

As per last year it was pleasing to see that the examination catered for the full range of abilities and that entries increased three fold. It was also encouraging to note a slight increase in the higher grades. Generally, it appeared that those centres making use of the stipulated 30 GLH to fully cover the specification contents in preparation for the examination fared better.

Question specific comments

1.
 - (a)
 - (i) The majority of candidates were able to identify two advantages but many explanations were insufficient to gain the full marks. (AC1.2).
 - (ii) This question was generally well answered by many candidates. It was good to see a range of disadvantages being used by candidates. (AC1.2).
 - (b) This question was generally well answered by candidates. However, descriptions of the term hybrid were often unclear. (AC1.1).
 - (c) The majority of candidates identified one or two reasons but discussions were not sufficiently developed to gain the higher marks. (AC3.3).
 - (d) The majority of candidates only identified one positive economic factor (usually an increase in disposable income) which limited the marks awarded. A minority of candidates confused environmental factors with economic factors. **(AC2.1)**.
2.
 - (a)
 - (i) This question was well answered by most candidates. (AC1.1).
 - (ii) The majority of candidates only gained one or two marks as they only identified one benefit. (AC1.2).
 - (b) Many candidates were unable to calculate the market share – fraction or percentage. (AC3.2).
 - (c)
 - (i) The majority of candidates gained two marks. However, a significant minority appeared not to understand the term diversification. (AC2.3).
 - (ii) Many candidates identified one benefit and provided sufficient explanation to gain two marks. (AC2.3).
 - (d) Many candidates were unsure of the term sustainable practices. Candidates that identified one or two sustainable practices had insufficient knowledge and understanding to explain their effect on retail businesses. (AC2.1).

3. (a) Many candidates provided some description of the two forms of ownership but suggestions as to the most suitable were often very brief and undeveloped. As a result the great majority of candidates could only gain between one and four marks. (AC3.3).
- (b) (i) This question was well answered by the majority of candidates. However, a significant minority of candidates failed to take into account the 'first year in business' and objectives were sometimes not realistic. (AC1.3).
- (ii) This question was well answered by the majority of candidates. However, a minority of candidates were unsure of the term 'marketing initiatives'. (AC2.3).
- (c) The majority of candidates gained marks when explaining the location characteristics of 'competition' but many misunderstood the 'access' – very few candidates referred to bus / rail stations, car parks, etc. (AC2.2).
- (d) It was pleasing to see that many candidates were familiar with the Fairtrade Foundation. However, few candidates provided sufficient analysis to gain three or four marks. (AC3.1).

Recommendations to centres:

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

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2016

UNIT 3: RETAIL OPERATIONS

General feedback

Candidates 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.

Centres followed the WJEC assignment brief. 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.

Candidates are required to produce a report with recommendations based on the information provided in the scenario. Most candidates produced one report, however there were still a few candidates that 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 candidates the most was the 'effects of legislation on retail operations'. There were a number of candidates 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 candidates 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 candidates 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

A revised assessment was added to the WJEC website in 2015. The scenario remains the same. Both versions of the assessment were accepted. Centres are advised to use the revised version for future assessments.

The 'Retail Operations' assessment requires candidates to produce a report for the owner, Ela Arden. The report has two sections:

Section 1: Analysis of EIAr Sports current operation

Section 2: Proposed actions to change

Candidates 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 candidates are to draw on the relevant content in relation to the organisation i.e. EIAr Sports.

AC1.1 – Describe activities of retail functional areas

Candidates are required to describe the activities within the functional areas for EIAr Sports and consider the store/shop and online using the information provided in the scenario and Appendix A. The functional areas could include:

- Sales
- Warehousing
- Customer service
- Marketing
- Administration
- Finance
- Human resources
- ICT and systems operations

The evidence should include a description of what is currently offered and it can also include a description of activities of functional areas in response to change.

This part of the report was generally answered well. Some candidate evidence, however, was a theoretical description of the different functional areas. Some candidates simply described the departments rather than the activities within the functional areas.

AC1.2 – Describe rights of retail employees

The candidate is required to consider the rights of retail employees in the scenario rather than the employers' rights. For example, the right to breaks. The level of detail in relation to the rights of the retail employees at EIAr Sports determines the performance band awarded.

This assessment criterion was answered better than the previous series. Some evidence was applied and clearly linked to the scenario. There was some evidence which was brief and characteristic of Level 1 Pass.

AC1.3 – Summarise responsibilities of retail employees

The candidate should consider the responsibilities of retail employees in the scenario rather than the employers' responsibilities. Candidates should consider what the staff are responsible for at work, not the employer. Candidates should think about the company policies and legal responsibilities i.e. health and safety, equality and contractual. Candidates should consider the roles of the employees described in the brief and some of the activities they may carry out as part of their day-to-day duties. For example, employees have a responsibility to ensure that the store is free from hazards.

This assessment criterion was overall answered well. A number of candidates were able to provide a summary of the retail employees' responsibilities.

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

The candidate 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 retailer needs to consider the storage and licence requirements and the procedures to be followed to sell the goods. To access higher performance bands the effects of legislation needs to be applied to the organisation.

Most candidates were aware of the legislation affecting a retail business but some did not consider the legislation specifically to EIAr Sports. Furthermore a number of candidates did not consider the 'effects' on the 'operations'.

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

The candidate is required to make an assessment of the methods used by retail businesses to encourage sales. The judgements can also refer to the choices not to use certain methods. Candidates should consider the plan in Appendix A for example, the customer flow.

There are a number of methods that can be considered including:

- Signage
- Customer flows
- Product mix
- Product location
- Loyalty cards
- Promotions
- Services provided e.g. personal shopper
- Link sales

Where evidence was good it was clear that candidates understood the different methods and had developed the skill to make a judgement. Some candidates gave a score and reasons for the score whereas other used terms such as ‘it is good because’ or ‘it is bad that they do not use this because’

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

Candidates are required to explain how the technology is used to interact with retail customers i.e. how EIAr Sports uses technology with its customers. Evidence could include ideas as to how it could be used as a result of change.

Candidate evidence varied for this assessment criterion. Some evidence did not consider ‘used to interact with customers’. This evidence tended to be an explanation of the different technology options available.

AC3.1 – Explain the effects of seasonality on retail operations

The candidate should consider the effects of seasonality in relation to EIAr Sports and give reasons rather than just describe what seasonality is. The explanation needs to be linked to EIAr Sports. For example, the effect of the football season on the EIAr Sports etc.

Candidates can consider seasonality in relation to summer/spring/autumn/winter, calendar events or special events e.g. World Cup, Olympics, festivals etc. When considering the effect seasonality has on EIAr Sports must consider the ‘effects’ and this should be in relation to ‘retail operations’ i.e. staffing, opening hours, promotions, product range, health and safety, customer types, services provided and customer expectations.

Evidence varied for this task. There was some very detailed explanations which addressed the assessment criterion well. In contrast there was some evidence which was brief and described what the seasons are.

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

The candidate evidence must relate to the measures used to prepare for **unplanned** situations in daily retail operations. This assessment criterion 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.

This assessment criterion evidence was much better than the previous moderation series. Evidence did still vary in quality with some being descriptive and brief.

AC4.1 – Identify issues to resolve

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

This assessment criterion performed well with most candidates achieving a Level 2 Pass performance band.

AC4.2 – Suggest actions in response to issues

Candidates are required to suggest actions in response to the issues identified in assessment criterion 4.1. The suggestions should include detail and be realistic in relation to the scenario.

Overall this assessment criterion performed well. Most candidates gave realistic suggestions. The suggestions did however vary in detail.

AC4.3 – Justify suggestions for change

Candidates are to justify their suggestions for change given in 4.2. The justification of suggestions should include examples.

Overall this assessment criterion performed well, however some lacked examples.

Accuracy of marking

This qualification is graded and based upon all of the assessment criteria for the grade awarded being achieved i.e. to achieve a Merit, all Level 2 Pass and Merit assessment criteria must be met. There is no compensation. If assessment criteria evidence is missing then a grade cannot be awarded.

The evidence should reflect the description of the performance band and should be selected using a best-fit approach. The assessor feedback should clarify the assessment decisions to support the moderation of the centres work. Annotation should highlight the evidence credited.

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

AC1.1 – Some candidates were credited higher performance bands where the evidence was in general terms and/or was an outline.

AC1.2 – Some candidates were credited a Level 2 Pass when evidence was a basic outline.

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 – Higher performance bands were given where evidence lacked judgments.

AC 3.1 – Some centres credited descriptive detail rather than explanatory evidence.

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 appropriate formats. Evidence included authentication forms.

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. Some samples simply included marks per assessment criteria and no feedback. Future series must include mark record sheets with feedback per assessment criteria. 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

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RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2016

UNIT 4: PROMOTION FOR RETAIL BUSINESS

General feedback

In only the second 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 it was pleasing to see a good percentage of learners gain a Level 2 Pass or higher. Generally, the evidence produced was neatly presented and well organised and candidate responses to the different ACs were easy to identify.

As per last year the assignment seemed to motivate the learners to produce detailed and interesting reports of a good standard. However, some candidates gave ample (sometimes too much) for ACs with a maximum grade of Level 2 Pass but minimal detail for Merit / Distinction ACs – a consideration for centres when preparing their candidates for this external assessment.

TASK 1:

AC3.1 – The majority of candidates achieved a Level 1 or 2 Pass as they explained two promotional activities. Some of the better plans included most of the bullet points given in the content section of the specification.

AC2.2 – Some of the candidates produced generic outlines / explanations as they failed to focus on their planned promotional activities meeting the two marketing objectives. As a result many candidates only gained a Level 1 Pass.

AC2.1 – Some candidates produced detailed explanations based on the specification content in this AC. However, many candidates produced generic outlines which lacked the necessary depth for a Level 2 Pass.

AC2.3 – The majority of candidates produced detailed explanations of the marketing mix. However, many candidates failed to apply their good knowledge and understanding to the store's marketing objectives. As a result few candidates achieved Merit / Distinction.

TASK 2:

AC3.2 - The majority of learners designed realistic visual merchandising installations. However, a significant minority of candidates failed to apply their design to the store. A3 paper or card proved a popular choice as they provided ample room for the learners to present their store design with relevant annotation. Some of the better designs included annotation on visual design principles (AC1.1) which helped clarify their overall design.

AC1.1 – 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 candidates provided a word processed description whereas others opted to annotate visual merchandising principles around their designs on paper or card.

Both options worked well - provided sufficient detail was evident for the higher grades. A minority of candidates produced generic descriptions of visual merchandising principles which restricted their grade to a Level 1 Pass.

AC1.2 – The candidates who gained the higher grades provided detailed descriptions of three health and safety requirements as given in the specification content. However, many candidates provided basic and generic responses which restricted the grade awarded.

TASK 3:

AC3.3 – Many candidates produced ICT designed flyers of good quality. However, a significant minority of candidates failed to include obvious information such as an address, email and telephone number.

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2016

UNIT 5: STOCK CONTROL IN RETAIL BUSINESS

There were no entries in 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. Please refer to the WJEC website for the latest version of the model assignments.

RETAIL BUSINESS

Level 1 / Level 2 Award/Certificate

Summer 2016

UNIT 6: SELLING RETAIL PRODUCTS

General feedback

There were only four centres that entered this series. The candidate evidence varied in quality and detail.

All centres 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.

Some centres did not fully follow the approach to the selling situation set out in the assignment. As per the controls:

‘There are three customer profiles in the Assessor Appendix B however only one of the customer profiles is required to be used for the Candidate assessment. Candidates should not be given the customer profile. This is for the person taking the role of the customer. The information must not be provided to the Candidate, except through the role-play situation and in response to questions posed by the Candidate. Each role play per candidate should take last approximately 5 minutes.’

Furthermore, candidates should not take the role of the customer for the assessed situation in task 2. It would appear that in this series there were times when the candidate did take this role.

For this unit, the focus of the assessment is selling retail products. Candidates are required to experience selling retail products or services in three situations prior to the summative assessment. The learning situations should be different to the assessment. The candidate should draw upon these learning experiences in the assessment. Candidates should receive feedback for at least three selling situations prior to the summative assessment. This evidence and the summative assessed selling situation feedback should be given to the candidate before completing task 4. The evidence should be used by candidates in order to substantiate their own evaluations.

Copies of the candidate feedback for the three learning selling situations observed should be included in the candidate evidence as well as the candidate’s own evaluations of others in three sales situations. Not all samples included the feedback from others. Each candidate file should include the following evidence:

TASK 1:

- At least 3 completed evaluation/review forms commenting on the candidate’s own performance in each of the three selling situations (completed during the learning process).
- Copies of 3 evaluation/review forms completed by the candidate evaluating the performance of another sales person in 3 selling situations.

TASK 2:

A plan, i.e. the preparation for the assessed selling situation. The evidence needs to include a description the product knowledge required by staff (their role) and a description of the stages of the sales process.

TASK 3:

Assessor observation feedback of the assessed final selling situation.

TASK 4:

Personal evaluation covering the assessment criteria AC2.1, 2.2, 2.3, 4.1, 4.2 and 4.4.

Mark Record Sheet including assessor comments.

Assessment evidence requirements

A revised assessment was added to the WJEC website in 2015. The scenario remains the same. Both versions of the assessment were accepted. Centres are advised to use the revised version for future assessments.

The 'Selling Retail Products' assessment has four tasks:

1. Review the selling skills of others
2. Prepare for selling with customers
3. Sell a tent to a customer
4. Review your own selling skills

Task 1 Review the selling of others others selling.

This task targets one assessment criterion. AC4.3 Evaluate performance of others in sales situations

Candidates are required to evaluate the performance of a sales assistant in three selling situations. The candidate evaluation should consider the key strengths and weaknesses and provide some constructive feedback. The candidate is required to make judgements relating to how well the observed sales assistant applied the principles of selling and understood the customer's buying behaviour.

All candidates used the proforma evaluation form provided however not all candidate evidence included three evaluation forms. Candidate evaluations varied in detail. There were a few evaluations that provided detail and the evidence included conclusions about the sales assistant's performance. A number of evaluations included straightforward conclusions.

Task 2 Prepare for selling with customers.

This task targets two assessment criteria.

AC1.1 – Describe product knowledge required by staff.

This task is designed to provide the candidate the opportunity to develop product information about the tents that they will be required to sell in task 3. As the customer is not given until the start of task 3 the candidate needs to know about all the tents so that they can select the right tent to meet the customers' requirements. The candidate should describe the product knowledge in relation to the assignment scenario i.e. for a selling situation involving selling tents.

Candidates can consider the following product knowledge:

- Product source
- Expected life cycle
- Guarantee
- What the product is made of
- How to look after the product
- Size
- Product range
- Ancillary products
- How it works
- Availability

The product knowledge should be in relation to the scenario and the role of the sales assistant. For example, knowledge of where the tents are made; knowledge of the tent materials; how many people can comfortably sleep in each tent etc.

AC1.2 – Describe stages of the sales process

The candidate is required to plan how they will go through the stages of the sales process with the customer in their selling situation. At this stage the customer is unknown. The plan is to consider the stages they could use and level of detail and exemplification determines the performance band awarded.

Candidates can consider the following stages which should be applied to the scenario i.e. selling a tent:

- Identifying sales opportunities
- Building customer relationships
- Questioning / exploring needs and wants
- Presenting features and benefits
- Overcoming objections
- Upselling
- Closing the sale

The evidence was a mixture of descriptions and outlines. Where evidence was really good there was detail and consideration of the stages specifically in relation to selling a tent. There was exemplification in some by providing examples. For example questioning, 'I can ask the customer what they will be using the tent for. I can ask how many people will be staying in the tent'.

Task 2 Sell a tent to a customer.

This task targets three assessment criteria.

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 candidate can be the customer.** It must be an actor, employer, teaching assistant, another teacher or member of staff.

AC3.1 – Describe product features to customers

The candidate is to describe the features of the product(s) they are selling, for example describing to the customer what features the tent has. The candidate should consider the product knowledge required and apply it to the customer.

AC3.2 – Explain benefits of product features to customers

The candidate 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, candidates appeared to perform well at this task however it was difficult for some centres to ascertain how well candidates **maintained** customer relations. There was a range of performance bands awarded.

Task 4 Review your own selling skills

This task targets six assessment criteria.

The candidate is required to evaluate their own performance using the form provided (Appendix 4) making reference to at least three other retail sales situations where they have taken a selling role. The evaluation considers a number of factors i.e. other assessment criteria.

AC2.1 – Assess factors influencing customer buying

The candidate is required to provide an assessment of factors that influenced customer buying in the selling situations they dealt with. Candidates can consider the following factors:

- Cost
- Product specification
- Availability of stock
- Availability of finance
- Staff behavior
- Store ambience
- After sales
- Competition
- Brand image

The candidate evidence varied in detail and the level of assessment. In some samples the assessments were overall descriptions rather than judgments. For example, candidates described what cost is rather than make a judgment whether it was too expensive or a good price and why.

AC2.2 – Describe customer buying signals at different stages in the sales process

The candidate 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.

The candidate evidence varied in quality. A couple of candidates provided detail and not only described the buying signals. They also applied the description to the different stages in the sales process. In a couple of samples the evidence was borderline pass as the outline was very brief.

AC2.3 – Explain how products meet customer requirements

The candidate is required to explain how the products they sold met the customers' requirements. For example if the customer wanted an ethically sourced tent the candidate needed to explain how the tent they sold the customer met this requirement.

This assessment criterion performed was poor. Much of the evidence was either descriptive rather than explanatory or brief.

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

Candidates are required to provide an explanation how the sales process is adapted in at least three different retail selling situations. Candidates could consider the three selling situations prior to assessment, and the selling situation in task 3. Candidates can also refer to other selling situations where they have taken a sales assistant role.

Evidence tended to be weak. A number of candidates made limited reference to the three situations. Few candidates considered how their own performance was adapted for each situation. Instead the evidence was a description of how the candidate dealt with each situation. Few considered the sales process.

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

Candidates should explain how previous performance in at least three situations influences performance of the assessed selling situation in task 3. Candidates should draw on how the experience has influenced how they have handled the sale situation.

Like assessment criterion 4.1, the evidence tended to be weak. A number of candidates made limited reference to the three situations. Few candidates considered how their own previous experience influenced performance.

AC4.4 – Evaluate own performance in sales situations.

Candidates are required to evaluate their own performance and refer to their own selling in at least three separate situations.

The evaluation of own performance differed in detail and reasoning. Few used feedback from others e.g. the observation of three selling situations prior to the summative assessment and the assessor feedback from task 3.

Accuracy of marking

Overall marking tended to be generous for aspects of the tasks. In some instances, higher performance bands were selected for basic outlines rather than descriptions or explanations.

For the assessor observation feedback for the selling situation, comments should relate to the candidate performance and explain why the performance band has been awarded. For example assessment criterion 3.2, whether the candidate explained the benefits of the product features to the customer or simply described the product features of the tent. When awarding assessment criterion 3.3 the decision is based upon all feedback i.e. the summative assessed selling situation and the performance in other selling situations e.g. the learning selling situations observed by peers, teachers etc. The feedback should comment on why the selected performance band awarded is 'best fit'. For example, the feedback should identify the techniques used and identify the situations when candidates have successfully used the techniques. At Merit this should be in most selling situations. Overall some feedback comments for task 3 were brief which made the accuracy of the marking difficult to moderate.

Administration

Evidence was presented in appropriate formats. Evidence included authentication forms and all samples were received by the deadline.

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. Some samples simply included marks per assessment criteria and no feedback. Future series must include mark record sheets with feedback per assessment criteria. Sample mark record and feedback sheets are available within the sample assessment.

Centres included observation forms for the practical assessment, however the comments varied in detail and some did not comment in relation to the actual assessment criteria. Future feedback must 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.

http://www.wjec.co.uk/qualifications/retail-business/wjec_level_1_2_retail_business_unit

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. Please refer to the WJEC website for the latest version of the model assignments



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