LEVEL 1/2 VOCATIONAL AWARD IN RETAIL BUSINESS (TECHNICAL AWARD)

GUIDANCE FOR TEACHING

UNIT 3 GUIDE

AIMS OF THE GUIDANCE FOR TEACHING

The principal aim of the Guidance for Teaching is to support teachers in the delivery of the WJEC Level 1/2 Vocational Qualification in Retail Business (Technical Award) and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own learners in their particular institutions.

AIMS OF THE UNIT GUIDE

The principal aim of the Unit Guide is to support teaching and learning and act as a companion to the Specification. Each Unit Guide will offer detailed explanation of key points in the Specification and aim to explain complex areas of subject content. An overview of the whole course can be found in the Delivery Guide.

Fig. 1

CONTENTS

INTRODUCTION

The WJEC Level 1/2 Vocational Award in Retail Business (Technical Award), approved by Ofqual and DfE for performance qualification tables in 2024 (first teaching from September 2022), is available to:

- all schools and colleges in England and Wales
- subject to local agreement, it is also available to centres outside England and Wales, for example in Northern Ireland, the crown dependencies of the Isle of Man and the Channel Islands, and in British overseas territories, and to British forces schools overseas. It is not available to other overseas centres.

It will be awarded for the first time in January 2024, using grades Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

ADDITIONAL WAYS THAT WJEC/EDUQAS CAN OFFER SUPPORT:

- sample assessment materials and mark schemes
- exemplar materials
- face-to-face CPD events
- examiners' reports on each question paper
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review
- Regional Support team (England centres only).

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OVERVIEW OF UNIT 3

Merchandising and marketing retail products

(30% of the qualification)

Overview of the unit

This unit introduces learners to the importance of visual merchandising and marketing to retail organisations.

Learners will gain knowledge and understanding of the purpose and principles of visual merchandising and the ways in which retail organisations use visual merchandising in their physical stores and online to attract customers and achieve their aims. Learners will have to design visual merchandising installations and explain how these installations will target customers and help achieve aims.

Learners will gain knowledge and understanding of how marketing is used by retail organisations to achieve their aims. Learners will understand the importance of identifying and targeting customers and how the marketing mix is used to achieve aims, including the increased use of technology in promotion. Learners will have to design promotional materials and explain how these materials will target customers and help achieve aims.

The knowledge and understanding gained from Unit 1 and Unit 2 underpins the delivery of this Unit and therefore Unit 1 and Unit 2 should be delivered before Unit 3.

3.1	Visual merchandising for retail businesses
3.2	Marketing retail business and products

HOW TO READ THE SPECIFICATION

WJEC/Eduqas Vocational Award (Technical Awards) specifications are written to be transparent and easy to understand.

The amplification provided uses the following four stems:

- 'Learners should know' has been used for the recall of facts such as: legislation and definitions.
- 'Learners should know and understand' has been used for the majority of the unit content where knowledge needs to lead to a sense of understanding.
- 'Learners should be aware of' has been used when the volume of content is quite extensive, and learners do not need to understand all aspects in detail.
- 'Learners should be able to' has been used when learners need to apply their knowledge to a scenario or practical situation.

The amplification provided includes all of the assessable content for the relevant section, unless it states, *'e.g.'* *'including'* or *'such as'*. In these cases, the amplification lists relevant content, which should be expanded upon in an appropriate way, taking account of learners' needs and interests. The use of the word '*including*' indicates compulsion (i.e. a question could be specifically set on that aspect). The use of the words *'e.g.'* or *'such as'* are for guidance only, and an alternative can be chosen.

UNIT 3 TEACHER GUIDANCE

3.1 Visual merchandising for retail business	
Content Amplification	**Teacher Guidance**
3.1.1 Learners should know and understand **the purposes of visual merchandising,** including survival/breakeven, profit maximisation, to increase sales, to increase market share, to attract customers, to increase footfall, to encourage impulse buys, to sell unwanted stock, to signal seasonality, to meet customer expectations, to promote future products and to create anticipation.	Visual merchandising will be a new concept for most learners, so time is needed to make sure they understand what it is. Visual merchandising is the practice in the retail industry of designing and displaying products to highlight their features and benefits and engage customers and increase sales. Put simply, visual merchandising is presenting or displaying products in a way that makes them visually appealing and desirable to customers. This could be the use of themed window displays, dressed mannequins and fruit displayed in stacks of wooden crates. The content from 3.1.2 could be taught here to illustrate the various types of visual merchandising.

At this stage, it might be best to focus on physical stores and shops as this is the simplest way for learners to understand. The use of visual merchandising in other retail channels is covered in 3.1.4.

It is important that learners show understanding of how visual merchandising is used for different types of retailers, different types of products, and the different scale of retail businesses. The use of real and varied examples can be used, and learners could be asked to carry out an investigation to collect a range of different images to illustrate the different types of visual merchandising.

Unit 3 is the holistic unit in this qualification. The purpose of visual merchandising is a good example of this; the listed purposes of visual merchandising that learners must know and understand (indicated by the use of 'including') are mostly taken from Unit 1 and Unit 2, with some additional purposes specific to visual merchandising. As learners should have been taught the content in Unit 1 and Unit 2 by the time they start Unit 3, learners will already have an understanding of most of these purposes in general terms. This section asks them to relate these specifically to visual merchandising. |

3.1.2	Learners should know and understand **the types of visual merchandising,** including use of window displays, store layout, interior displays, mannequins, combining different products, point of sale displays, seasonal displays, digital displays and use of lighting and music.	As suggested above, the content in this section may be best taught alongside 3.1.1 and before learners are introduced to the purposes of visual merchandising. Learners are expected to know and understand all the types listed (indicated by the use of 'including'). Carrying out an activity as suggested in 3.3.1 will help to aid understanding and build up knowledge of how visual merchandising is used by a range of real retailers. In preparation for the Unit 3 assessment, it is important that learners are aware of the different types of visual merchandising used for different retailers, products, and scale of business. Reference can be made back to 1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.4, 2.1.4, 2.2.1 and 2.2.3 to make sure a full and varied coverage is undertaken.
3.1.3	Learners should know and understand **the principles of visual merchandising, including:** • **storytelling** – creating a theme/story • **landscaping** – making use of space, symmetry and balance, considering the customer's eye-line • **colour and lighting** – customers are influenced by different colours and this can create an impact • **detail** – attention to detail and quality and applying finishing touches • **texture** – a range of textures will often improve the display • **technology** – use digital technology if appropriate, such as digital screens and digital signage • **safety** – the display should be clean, tidy and not endanger customer safety.	Learners need to know and understand all the principles of visual merchandising listed in the content (indicated by the use of 'including'). Each principle should be explored so that learners are able to understand the meaning of each one; again, the use of real visual merchandising examples will help to aid understanding and help learners develop skills needed for 3.1.6 and the Unit 3 assessment. Learners could be asked to design one type of visual merchandising based on these principles. Learners could be given different scenarios and then present their design to the class justifying how it used the 7 principles.

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3.1.4	Learners should know and understand **how merchandising principles are adapted for different retail channels, including:** • **how the principles of visual merchandise will differ depending on the retail channel**, including stores and shops, e-commerce and m-commerce (online), pop-up shops, markets, and catalogues • **how retail businesses use consistent visual merchandise principles for multi-channel retailing.**	Once the learner has grasped the concept and types of visual merchandising and the design principles, they must then be able to understand how the principles are adapted for different retail channels, not just online, but others including pop-up shops, markets, and catalogues. Visual merchandising is used by online retailers to display their products and services on screen in the most attractive and enticing way and involves the use of clever and engaging page designs. The best way to illustrate this is for learners to carry out investigations on a range of online stores and to report on how visual merchandising principles are (or are not) used. Pop-up shops and markets will both provide different challenges for the use of visual merchandising such as reduced space, the nature of the product, the weather, and lighting. However, these retailers still need to use visual merchandising principles to attract customers. Catalogues are an example of a printed retail channel; visual merchandising principles will have to be adapted to this 2 dimensional medium, though there are many examples of retail catalogues that can be collected and used. Linking back to the core concept of multi-channel retailing, learners will need to consider how a consistent message is given to customers across the different retail channels and how visual merchandising principles are used by the same retailer through its different channels. Investigating a range of multi-channel retailers will provide real examples of how this is done. Though the focus may mostly be on retail businesses that have physical stores and an online presence, learners also need to consider the other retail channels.
3.1.5	Learners should know and understand: • **how the principles of visual merchandise will differ depending on the retail type** including department, supermarkets, warehouse, clothing/fashion, speciality, convenience, discount, independent and charity • **how the principles of visual merchandise will differ depending on the scale** which could be local, national or global • **how the principles of visual merchandise will differ depending on the product** including perishable, non-perishable, high value, high volume, low volume, fragile, large items, product range, brand image and restricted.	This section may be delivered alongside 3.1.3 or reinforced separately. The content for the different retail types and scale are taken from Unit 1.1.1. The types of product are an extension of the content given in 1.1.1. For all three, all the content must be understood by the learner (indicated by the use of 'including'). A range of real and varied examples should be used to illustrate how each retail type may use the visual merchandising principles to present their product and service. The use of the visual merchandising principles will differ for retail businesses operating at different scale; for example, the availability of finance, the product

		range, size of store and expertise of employees will differ considerably between a local scale independent retailer and a large national or global retailer.
		A significant difference in the use of the visual merchandising principles will be the types of products that will be presented. Learners should investigate or be given the full range of product types listed in the content and shown how these will differ.
		This section of content offers an opportunity for learners to carry out independent research on how the visual merchandising principles differ for different retailers, and to understand that visual merchandising installations are varied and there are many different ways that retail businesses can use visual merchandising to meet their various objectives.
3.1.6	Learners should be able to **design different types of visual merchandising installations** for different retail channels, different types of retailer, different types of retail products and different scale of retail businesses. Learners should be able to apply the **principles of visual merchandising to the designs.** Learners should know and understand how the **designed visual merchandising installations targets customers and the aims of retail businesses.**	The focus of this section is the development of skills. Learners need to be able to design and present different types of visual merchandising installations. The skill is not their ability to draw or use ICT in design but is the application of the principles of visual merchandising to design visual merchandising installations. The purpose of this section is for learners to use the knowledge and understanding gained in 3.1.1 – 3.1.5 to produce designs for a number of visual merchandising installations. Learners need to design these for different channels, types of retailers and different products and for retail businesses operating at different scales. These designs can be produced by hand or through the use of ICT. It is advisable to allow learners the opportunity to do both. By hand, learners could design the installation on A3 paper and draw their own images or use cut out images obtained from the internet or adverts/catalogues. Learners should take care in their presentation and make it clear what they are presenting; the designs could be annotated to give details and a separate handwritten or word document could be used to explain their design and explain how their design meets the principles of visual merchandising. In addition, learners need to analyse how their designs will target the customers and the aims of the business. Learners could be presented with a number of briefs, designed by the teacher, that require a range of different visual merchandising installations. For example, a national supermarket that wants to present its range of Easter eggs at the

		front of the store, or a local independent convenience store that wants to sell short dated perishable food, or a car dealership that is attempting to attract new customers to its new range of hybrid cars. 3.1.2 gives a list of different types of visual merchandising installations and these should all be covered. Learners need to understand that this section is just not about the design, but the annotation and the supporting written analysis given to explain the aspects of 3.1.1 – 3.1.5. Learners should be given the opportunity to develop these skills ahead of the Unit 3 assessment. Formative feedback is crucial in allowing learners to develop these skills and be able to design appropriate and successful visual merchandising installations. Learners must offer supporting written analysis on how their designs meet the principles, supports the individual retailers aims and engages with their customers.

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UNIT 3 TEACHER GUIDANCE

3.2 Marketing retail business and products	
Content Amplification	Teacher Guidance
3.2.1 Learners should know and understand: • **the importance to a retail business of identifying customers**, understanding their expectations and targeting suitable products and services • **how target marketing is used in marketing activities of retail businesses** including dividing up the mass market, segmenting the market, suitability of products and product range, selection of retail channel, selection of appropriate promotional activities, selection of suitable pricing, satisfying customer expectations, links with customer service, use of technology, seasonality and to increase sales and profits.	Learners need to understand the importance to retail businesses of being able to identify the customers that will be attracted to the products and services they sell. This introduces the concept of target marketing. Learners need to understand that target marketing includes all the content listed in the specification (indicated by the use of 'including') and be able to apply these aspects to different retail types, scale and products. Many teachers can use their GCSE Business notes here. It would be a good idea to apply these only to retail organisations when developing understanding and limiting the content to what is in this specification. Learners need to understand that the mass market is divided up, which is the concept of segmenting the market by splitting up a market into different types (segments) to enable a retail business to better target relevant customers with its products and services. It is advised to include segments such as age, gender, income, geographical location, and lifestyle. These should be applied to a range of different retail types, scale, channels and products. Learners can start with a simple identification of different customer profiles (based on the segments listed above) for different types of retailers, such as identifying the different types of customers for a supermarket, a mobile phone shop, a fruit and veg market stall or an online fashion retailer. Learners should be able to identify the typical customer profiles that buy from particular retail businesses, though trying to avoid generalisations such as that only older people buy glasses from an opticians. Learners can be given a range of different retail businesses to investigate how each retail business tailors its products, channels, promotional activities, pricing, customer expectations, use of technology and seasonality to different customers to increase its sales and profits.

3.2.2	Learners should know and understand the **marketing mix,** including**:**	Learners need to understand that when a business understands its customers, it is then able to carry out a range of marketing activities to satisfy its customers' expectations and hopefully increase its sales and profit. These marketing activities make up the marketing mix. The marketing mix consists of four important factors needed to sell products and services: product, price, promotion and place (known collectively as the 4Ps). The four factors of the marketing mix combine to help the retail business sell as many of its products or services as possible.

- **how retail businesses use a mix** of selecting the right **products**, sold at the right **price**, in the right **place** and with the right **promotion:**
  - **Product** – any good or service offered for sale. Retail businesses will consider what range of products to sell, product features and design, product differentiation, use of brands, packaging, customer service and if the product has a unique selling point (USP)
  - **Price** – retail businesses have to decide how to price the products they sell, pricing products at the right level to attract customers and keep them coming back to buy more. Retail businesses must consider the market and competitors and meet the aims of the retail business. Use of pricing methods including cost-plus, competitive, penetration, skimming, psychological, and loss leaders
  - **Place** – the channels a retail business will use to bring buyers and sellers together. It is important that the correct retail channel is selected to support the other elements of the marketing mix, including stores/shops, e-commerce, m-commerce, multi-channels, hybrid, concessions, pop-up shops, markets and catalogues
  - **Promotion** – retail businesses can use a number of different promotion methods to attract and inform customers including advertising, sales promotion (such as BOGOF, discounts, special offers and competitions), customer loyalty schemes and direct marketing.
- **that promotional activities can be carried out** in-store, online, mobile electronic devices, television, radio, newspapers and using print media
- **how product, price, place and promotion work together** to give the most appropriate marketing mix for products in a competitive and dynamic market
- **that the marketing mix will be affected by** several factors including type of retailer, scale, products and external influences including the economy, technology, society, ethics, and the environment.

Learners need to understand each of these factors before they are able to develop their understanding to show how these factors will work together and not in isolation.

Many teachers can use their GCSE Business notes here; it would be a good idea to apply these only to retail organisations when developing understanding and limiting the content to what is in this specification.

Learners need to understand the various aspects of product as listed in the specification; specific business terms such as product range, product features and design, product differentiation, brands, packaging and USP all have to be explored and applied to different types of retail businesses and different types of retail products sold at local, national and global scales.

Learners need a broad understanding of how pricing is carried out in a competitive and dynamic market and should understand that for many customers price is a crucial reason why they decide to buy certain products. Learners also need to understand the different pricing methods listed in the content (indicated by the use of 'including') and apply these to a range of different retail businesses and contexts.

Place links very closely with the content in 1.1.1, different retail channels. Learners need to understand that the channels used by the retailer is linked to its marketing activities and will impact on its success. The different retail

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channels listed in this section are the same as the channels already covered in Unit 1. Here, that knowledge is reinforced, and learners are provided with the opportunity to understand the role of using the different channels to support marketing activities.

Promotion has been categorised in this specification as advertising, sales promotion, customer loyalty schemes and direct marketing. Learners have to understand each of these promotional methods (indicated by the use of 'including') and how they are applied to a range of different retail businesses and contexts. The examples of sales promotions are only suggestions (indicated by the use of 'such as') and others can be used. For advertising, learners need an overview of what advertising is with examples of the different advertising media that could be used by retail businesses including in-store, online, mobile electronic devices, television, radio, newspapers and using print media, as listed in the content specification. Learners should understand that the choice of advertising media will depend on the type of retail business, its scale, its customers, and its products.

Once all the 4 aspects of the marketing mix have been understood by learners, they need to understand how the aspects work together to produce an appropriate mix, and how activities in one aspect will need to be linked to the other aspects. The use of a marketing mix grid with a section for each aspect may help learners understanding of how they work together.

A constant theme running through this section should be how the marketing mix will depend on the type of retailer, scale and products. In addition, learners need to consider external influences that include economy, technology, society, ethics and the environment. This links back to 1.2.3 in Unit 1 where the same external factors have been listed and will have been taught to the learners.

3.2.3	Learners should be able to **design promotional materials** including posters, leaflets, print adverts, online adverts, mobile adverts, blogs, pop-up adverts and social media adverts. Learners should be able to use: - **design features** including use of persuasive language, grammar, spelling, punctuation, use of images, use of colour, suitable for target audience (existing and new customers) and supporting the marketing mix - **design principles** including easy to understand, clear message, eye-catching and consistent with brand image. **Learners should know and understand how the designed promotional material targets customers and the aims of retail businesses.**	The focus of this section is the development of skills. The skill is not the learners' ability to draw or use ICT in design; the skill is the application of the design features and design principles to produce promotional materials that target customers and help the retail business achieve its aims. Learners need to be able to design the range of different promotional materials listed in the specification content (indicated by the use of 'including'). Having a look at real and current examples of these promotional materials and considering how they show the design features and design principles listed in the specification content may be a good starting point. Learners could be given scenarios and asked to design promotional materials for a specific retail business in a specific context; for example, designing a poster to be positioned around the country in bus shelters to promote a new range of paints on sale at a B &Q, designing a leaflet to be posted to houses in a local area promoting the opening of a new garden centre or a mobile advert promoting a discount to new customers for broadband services. Learners must be able to annotate their designs to show how the design meets the design features and design principles and to explain how their promotional materials will target the right customers and the aims of the business. Learners should be given the opportunity to develop these skills ahead of the Unit 3 assessment. Formative feedback is crucial in allowing learners to develop these skills; being able to design a range of appropriate and successful promotional materials, offering supporting written analysis on how the design features and design principles have been applied, and analysing how the promotional materials are relevant to the retail business including by targeting its customers and aims.

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3.2.4	Learners should know and understand **how promotion can be carried out using technology,** including the use of social media, digital media, search engine advertising, blogs, pop-up adverts and mobile advertising.	Learners are required to know how technology is used for promotion and they must be able to understand the content listed in the specification (indicated by the use of 'including'). Learners need to understand each specific technology listed and apply it to promotional activities. Learners should have been taught technological factors in 1.2.3 and some of the content in that section is repeated here, though there are some new technologies listed in this section that are specific to promotion. A range of retail types, scale and retail products should be used to develop learners' understanding of how technology is used for promotional activities. A vast range of examples are readily available in the real world, and learners' own experiences can be utilised to develop understanding. It is important that learners understand that these technologies are not available or suitable to all retail businesses, and the decision to use these for promotional activities will depend on a number of factors such as the scale of the business and the types of products it sells.
3.2.5	Learners should know and understand **how marketing activities contribute to business aims,** in that: • **retail businesses will use the marketing mix to achieve business aims** including survival/breakeven, profit maximisation, to increase sales, to increase market share, customer satisfaction, ethical, environmental, social and retail specific (e.g. develop a multi-channel approach, introduce self-serve checkouts and introduce click and collect) • **the marketing mix works together to achieve the aims set by retail businesses.**	This section focuses on reintroducing the various business aims a retail business may have and how marketing activities can be a major tool in achieving those aims. The aims listed here are the same aims as covered in Unit 1, 1.1.4. Learners need to understand how all the marketing activities in 3.2.1 – 3.2.4 will be driven by the retail businesses need to achieve its business aims. Learners can often overlook the different business aims a retail business might have and assume that all marketing activities are driven by one or two aims: to increase sales and to maximise profit. An activity that may help with this is to give learners specific scenarios that focus on a specific aim, such as a retailer promoting its use of Fairtrade products, the expansion of its home-delivery service or the introduction of its new smart phone customer loyalty app.

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There is another opportunity here to develop learners' understanding of how the marketing mix works together to achieve business aims. Alternatively, this section could be delivered as part of 3.2.2. However, in preparation for the Unit 3 assessment, learners must be able to evaluate how a specific retail business will use the marketing mix to achieve its aims so it may be worth developing a thorough and complete understanding at the end of delivering all the previous marketing sections. This evaluation needs to be applied to specific retail businesses; it is therefore advisable to allow learners the opportunity to develop their evaluative skills by giving them different scenarios to consider.

CONTROLLED ASSESSMENT

CONTROLS

Guide to Controls

There are a number of different aspects that are controlled within the internal assessment of our Vocational Awards. These are:

- supervision
- guidance
- resources
- collaboration.

Redrafting

Re-drafting is allowed within the time of the controlled assessment and without teacher feedback.

Time

The total time allocated for assessed tasks is **8 hours**. Candidates cannot exceed this time. Unit 3 tasks feature recommended timings that are for guidance only. Centres should discourage candidates from exceeding the recommended times or devoting insufficient time to this work.

Supervision

One level of supervision features throughout the Unit 3 assessment:

Indirect supervision	Candidates do not need to be directly supervised at all times. The centre must ensure that: • all candidates participate in the assessment • there is sufficient supervision to ensure that work can be authenticated • the work an individual candidate submits for assessment is his/her own. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions.

Guidance

One level of guidance features throughout the Unit 3 assessment:

Category of Advice/Feedback:	**Direct**
Teachers **cannot:**	
Review candidates' work and provide oral and written advice at a **general** level in order to secure a functional outcome.	
Evaluate progress to date and propose broad approaches for improvement.	
Provide detailed specific advice on how to improve drafts to meet assessment criteria.	
Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.	
Intervene personally to improve the presentation or content of work.	

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Resources

Two levels of resources feature throughout the Unit 3 assessment:

Not permitted	The use of resources is not permitted. Access to the Internet is not permitted. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible and that access to the internet is disabled.
Permitted	Candidates have access to resources and/or preparatory notes only as directed by the brief or unit guidance. Candidates' work must remain within the centre at all times and must be stored securely between timetabled sessions. Centres should refer to specifications or subject-specific guidance.

Where the level of control is 'permitted', resources are limited as follows:

Task:	Resources permitted:
1(a) 2(a)	Internet use is permitted only for the retrieval of images used in the production of the promotional materials produced in tasks 1(a) (design of visual merchandising installation) and 2(a) (design of promotional materials).

Collaboration

One level of collaboration features in the Unit 3 assessment:

Not permitted	Candidates should not collaborate in any way during the task.

PRESENTATION

Learners should present their controlled assessment in two clear sections:

- Visual merchandising – including annotated visual merchandising installation design and written report
- Marketing – including annotated marketing material and written report

Each report should be presented in clear sections for the different tasks.

Assessment of Unit 3

An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website. There will be a different assessment brief for each academic year.

Centres must follow the instructions for running controlled assessments in the Administration Guide and within each Unit Guide. In line with these instructions, centres are required to have in place a controlled assessment policy (which can be part of a centre's NEA policy); this will be checked as part of the centre and qualification approval process.

The assessment objective weightings for Unit 3 are:

AO1	AO2	AO3
4%	18%	8%
8 marks	36 marks	16 marks

FAQS

Can learners resit the Unit 3 assessment?

Candidates may resit the internally assessed unit prior to certification but cannot improve previously submitted work. The best uniform mark score from the attempts will be used in calculating the final overall grade.

Candidates who are unhappy with the grade awarded for the qualification may choose to resit one or more units following certification.

Where the candidate resits the internally assessed unit, the higher of the uniform mark score from either the initial attempt or the resit attempt will be used in calculating the overall grade. The candidate will also need to resit the externally assessed unit to satisfy the terminal rule requirement for the qualification and only the uniform mark score from the resit attempt will be used in calculating the final overall grade, even if this is lower than the previous attempt.

What is the entry code for this unit?

		Entry Codes	
		English medium	Welsh medium
Unit 3	Internal assessment	5789U3	5789N3

Is this assessment compulsory?

Yes.

When can candidates submit the Unit 3 assessment?

Assessment opportunities will be available in December and May each year, until the end of the life of this specification.

May 2023 will be the first assessment opportunity for Unit 3.

Are candidates assessed on their spelling, punctuation, and grammar in this assessment?

No, although learners are reminded of the need for good English and orderly, clear presentation in their answers.

Will candidates be expected to use their knowledge and understanding from Unit 1 or Unit 2 in this assessment?

Yes. Learners will need to make use of their knowledge and understanding gained from Units 1 and 2, including:

1.1.1	Types of retail business activity
1.1.2	Types of retail business ownership
1.1.3	The different scale of retail businesses
1.1.4	Aims of retail businesses
1.2.1	The competitive and dynamic environment
1.2.2	The location of retail businesses
2.1.1	Importance of customer service to retail businesses
2.2.1	Types of retail customers
2.2.2	Expectations of different types of retail customers

Will the assessment objective weightings remain the same throughout the life of the specification?

Yes.

How is the unit reported?

This unit will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*.

Where can I access the Controlled Assessment assignment briefs?

The Controlled Assessment assignment briefs can be found in the Candidate and Assessor pack on the secure website www.wjecservices.co.uk.

How will I know which assignment brief to use?

Candidate and Assessor packs will be clearly labelled with the release date and the year of submission for that brief. Centres must ensure that they provide learners with the correct brief for the year during which learners will be submitting their controlled assessment.

What happens if a candidate has done the wrong brief?

Centres should contact the subject team at WJEC as soon as possible. The centre may be required to submit the relevant JCQ form to ensure that the learners is not penalised.

Will the tasks remain the same throughout the life of the specification?

As the tasks will be based on a specific scenario that will change every year, there may be some changes to each year's tasks to reflect each year's scenario. The tasks will remain as consistent to those from previous years as the scenario allows, and efforts will be made to ensure that changes to tasks will be made only as is necessary. Therefore, centres should refer to the published assignment brief each year in case changes to the tasks do have to be made.

Do learners have to use the published contexts given for the controlled assessment tasks?

Yes. The context will change every year, and learners must complete tasks according to the context that is included as part of the assignment brief for the appropriate year of Award.

When should learners complete the Controlled Assessment?

Controlled Assessment tasks may be completed and assessed at any suitable time during the course. However, centres need to ensure they have delivered the content needed for

candidates to be able to access marks allocated to all aspects of the relevant Controlled Assessment.

Can candidates work together on any part of their Controlled Assessment?

No. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

How long should learners spend on their Controlled Assessment?

Learners should spend 8 hours on their Controlled Assessment tasks. Please see the Administration Guide and page 17 of this document for more information on how to manage the Controlled Assessment.

Can learners complete their Controlled Assessment outside of the classroom?

No. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

Are there any word or page restrictions for the Controlled Assessment?

No. Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

How should learners present their Controlled Assessment work for submission to WJEC?

Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

Can the Controlled Assessment be a combination of digitally produced and handwritten/hand-drawn?

Learners are permitted to type or handwrite their written reports; however, it is expected that learners digitally produce the promotional material (for task 2(a)) as would be expected by professional retail standards.

Can learners use the internet during the completion of their Controlled Assessment?

Internet use is permitted only for the retrieval of images used in the production of the promotional materials produced in tasks 1(a) (design of visual merchandising installation) and 2(a) (design of promotional materials). Please see the Administration Guide and page 19 of this document for more information on how to manage the Controlled Assessment.

Can teachers provide guidance about candidates' Controlled Assessment work?

No. Please see the Administration Guide and page 18 of this document for more information on how to manage the Controlled Assessment.

Are learners permitted to redraft their work?

Once the task is finished and the final assessment made, no further amendments may be made. Please see the Administration Guide and page 17 of this document for more information on how to manage the Controlled Assessment.

How will work be submitted to WJEC?

Please see the Administration Guide and page 19 of this document for more information on how to manage the submission of the Controlled Assessment.

What provisions will be made for learners who might struggle to access the Controlled Assessment activities such as learners with disabilities or learners who have specific learning needs?

WJEC will follow the guidance and rules on reasonable adjustments found in the Joint Council for Qualifications (JCQ) document: Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

We believe that, as a consequence of the provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment in WJEC Level 1/2 Vocational Award in Retail Business (Technical Award). We recognise, however, that Controlled Assessment activities can provide challenges for learners with particular disabilities. We will be pleased to respond to queries from centres on an individual basis should they seek advice on delivery or assessment of the qualification for a particular learner or group of learners, and to discuss what reasonable adjustments might be appropriate to remove or minimise the disadvantage experienced by a learner with disabilities studying the WJEC Level 1/2 Vocational Award in Retail Business (Technical Award).

GLOSSARY FOR UNIT 3

Term	Definition
Advertising	Advertising includes any messages sent to customers about a business or its products that a business has paid for. Advertising can be informative and/or persuasive. Most retail businesses try to use persuasive advertising to tempt customers to buy products. Advertising is carried out through the use of media. There are many types of media that can be used such as in-store, online, mobile electronic devices, television, radio, newspapers and using print media.
Blogs	These are a discussion or an informational website, a type of journal or diary, set up by individuals and businesses. The blog is frequently updated with the views of the blogger and a place where thoughts and interests can be shared. Businesses that set up their own blog can use it to advertise their products and services and direct readers to their website. Blogs can help to develop relationships with potential and existing customers by asking questions and allowing feedback. Businesses can reward bloggers who mention their products in a positive way with discounts and free products. Blogs are used by retail businesses of all sizes.
Brands	A brand is an easily recognisable product that customers see as being different or superior to other products and services. It will have a recognisable image, design, name, logo, promotion and packaging. A brand allows a business to charge a higher price and often develops a loyal customer following.
Competitive pricing	This is where retail businesses will charge similar prices to other retail businesses who are their competitors. The businesses will compete by using 'non-price competition', which might be the quality of the product, promotion, or branding. This often takes place for products where there is a lot of choice, where there is no one superior brand and where there is not much product differentiation.
Cost-plus pricing	This is a simple way to decide on price; businesses will see how much the product costs to make and then add some amount to make a profit. The business will calculate the price based on the costs it incurs in producing or purchasing the product and a profit percentage is added to the cost. It is also referred to as mark-up pricing.
Create anticipation	A purpose of visual merchandising. Customers can react emotionally to the anticipation of a retail business stocking new and desirable products. This may include a range of new products being stocked by the store that are not yet available to buy, creating customer demand.

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Term	Definition
Customer loyalty schemes	This form of sales promotion allows customers to collect points electronically every time they make a purchase and are rewarded with money-off or cash coupons. These cards are meant to ensure that customers will keep returning to the same store. They also enable the store to build a database of its customers which will help when planning advertising or sales campaigns. Some small retail businesses can also use a loyalty scheme without the use of technology.
Digital displays	An example of visual merchandising, technology is used to display products usually through a large high-definition screen. The displays can be multimedia touch screens, interactive and show the product in different contexts, useful for large or expensive products such as carpets, cars, and holidays.
Direct marketing	Direct marketing is a promotional method that involves direct communication from a retail business to specific customers. It is a targeted form of marketing that presents information of potential interest to a consumer that has been identified to be a likely buyer. Direct marketing will attempt to persuade target customers to buy products and services. It is different from mass advertising, as potential customers are identified and then selected for the advert or promotional activity. This can be carried out through direct mail, email or telemarketing (when a business contacts the potential customer on the telephone).
Impulse buys	A spur-of the moment purchase; when a customer buys a product that they did not plan to, often on impulse.
Interior displays	An example of visual merchandising; these displays can only be seen when a customer is inside a store. The aim is to present products in an attractive way to engage customers and promote impulse buys. There are numerous variations of interior displays depending on the store size and the products being displayed.
Loss leaders	A product or service that is sold at a loss in order to attract customers to the retail store to buy other profitable products. The loss made by selling the product below cost is made up when customers then buy other products whilst they are in the store. This can increase footfall and often these products are placed at the back of the store, forcing customers to see other products whilst shopping. Supermarkets often use this tactic on a small range of essential or popular branded products. This tactic can also be used to sell perishable and fashion products to get rid of unwanted stock.
Mannequins	An example of visual merchandising; used by retail businesses to display clothes, also called a dummy or doll. It is often used in shop windows but can also be used inside the store as part of a display or on their own.

Term	Definition
Market segmentation	The process of dividing the mass market up into different segments that represent customers with similar profiles. This allows the business to make different products to meet the different needs of each group. Mass markets are usually segmented by age, gender, income, geographical location and lifestyle.
Marketing mix	A combination of four elements that are used to sell and promote products and services. It includes product, price, place and promotion. A successful marketing mix will: sell a good product that satisfies customers' needs; at the right price that customers are willing to pay and that makes a profit for the business; with effective promotion that informs and persuades the customer to buy; in the right place to allow a customer to access it.
Mass market	The entire market for a product, who are most people in the general public, consisting of various age groups, gender, lifestyles and incomes. A mass market product, such as breakfast cereal, coffee, petrol or clothes, is considered useful to many different types of customers. Mass market products are usually produced in large quantities to a general specification.
Mobile advertising	These are adverts on mobile devices such as smartphones and tablets. They include text ads through SMS and banner adverts on mobile websites. With the increasing number of customers that own smartphones, mobile adverting is an important and growing advertising platform for retail businesses.
Packaging	Packaging is an important tool in selling products as well as protecting the product. Every product a customer buys has to be packaged, so packaging is an essential part of the marketing mix and helps to differentiate the product. Packaging is used to protect and contain a product, provide information, promote the brand, and help display and transport the product easily.
Penetration pricing	This is when a retail business charges a very low price when the product is introduced in order to get lots of people interested in it. This will help gain market share very quickly. The product will be advertised as a special introductory offer. This is a useful method of pricing if the market is very competitive. When the product has become established the retail business will increase the price. This pricing strategy can help establish brand loyalty and when the price of the product does rise from the initially low level, customers will continue to purchase it.
Point of sale displays (POS)	An example of visual merchandising, this is a display positioned near or next to the point where a customer pays for products. It is used to encourage impulse buys and is often used for new products, products on special offer or for seasonal events.

Term	Definition
Pop-up adverts	These are small windows that pop up over the top of web pages when using an internet browser. They are a popular form of online advertising and can be effective in attracting customers as they are highly visible. However, they are also considered a nuisance by some online users.
Principles of visual merchandising	The principles used when designing visual merchandising installations. They include storytelling, landscaping, colour and lighting, detail, texture, technology and safety. The choice and extent of each principle will depend on the space available, the purpose, and the products being used.
Product differentiation	Product differentiation is used by retail businesses to make their products different from other products they sell and to make them different from those offered by competitors. By altering the design, features, or some other aspect of its product, the business can target certain customer segments, attract more customers, and charge higher prices. Sometimes this can be a very small variation of the product, such as Pepsi and Pepsi Max, or Gillette Venus and Gillette Fusion razor blades.
Promotional design features	When designing promotional materials, the following design features should be used: persuasive language, grammar, spelling, punctuation, use of images, use of colour, suitable for target audience (existing and new customers) and supporting the marketing mix.
Promotional design principles	When designing promotional materials, the following design principles should be used: easy to understand, clear message, eye-catching and consistent with brand image.
Promotional materials	The range of promotional material that can be used to promote a retail business; it includes posters, leaflets, print adverts, online adverts, mobile adverts, blogs, pop-up adverts and social media adverts. The choice of material will depend on the type of retail business, the product, the business aims and its scale.
Psychological pricing	The business wants the consumer to respond to its prices on an emotional, rather than on a rational basis. The policy of pricing goods just a little below a round figure, such as £19.99, is an example of psychological pricing. Most businesses use this aspect of psychological pricing, whether it is for a 99p product or a car priced at £29.999. Businesses using this tactic hope to convince potential purchasers to buy their goods in the belief that they are getting value for money. Using words such as 'only' and 'best deal' are other examples of this strategy that tries to convince customers that they are getting a good deal.

Term	Definition
Sales promotion	Sales promotion is an attempt to give a short-term boost to sales and there are many methods a business can use. Businesses will carry out sales promotion in addition to advertising. Examples include BOGOF and other variations, special offers, discounts, competitions, free gifts, customer loyalty cards and product trials. The type of sales promotion used will depend on the type of product, its price, aim of the business and the scale of the retail business.
Search engine advertising	This is a technique used to place adverts in search engine result pages. When the customer carries out a search for a product, adverts for similar products are displayed so they target the needs of the customer. This is also known as sponsored ads, search-engine marketing, pay-per-click marketing and cost-per-click marketing. Retail businesses which advertise in the search results are not charged until somebody clicks on one of their adverts, which explains why it is known as pay-per-click (PPC) advertising. This advertising technique is offered by search-engine companies such as Google.
Skimming pricing	This is setting a high price when the product is introduced to the market, which will then be lowered later. There should be a potential high demand for the new product for this strategy to be effective. This strategy will result in high profits but not high sales. It is often used for new technological products such as game consoles, smart televisions, computers, etc. It is also used if the product has a USP and gives something new to consumers. This strategy helps to make the product desirable.
Store layout	The retail store floor plan. The store layout should allow all the products the store sells to be placed accordingly and can be designed to improve the customer experience. The store layout will also include all the product merchandising displays, the tills, dressing rooms, and other additional services. The layout can be redesigned to allow for visual merchandising and the introduction of new products.
Target marketing	A marketing process that breaks down the entire (mass) market into various segments with common characteristics. The retail business identifies its target markets and offers products that those customers are likely to buy.
Unwanted stock	Products that a retail business wants to get rid of, either because they are taking up too much shelf space and the space is needed for new products, they are not selling very well or they are becoming out of date (such as perishable products).

Term	Definition
USP (Unique Selling Point)	This is something that sets the product or service apart from its competitors in the eyes and minds of potential customers. A USP may encourage and give potential customers a reason to purchase the products of one business rather than those of another business. Having a USP will help to maintain customers and create customer loyalty. Many premium brands will have at least one unique selling point.
Visual merchandising	This is the practice in the retail industry of designing and displaying products to highlight their features and benefits and engage customers and increase sales. Effective visual merchandising can tempt customers into the store and capture their attention.
Visual merchandising installation	The actual display being created to display the products. There are many examples of visual merchandising installations including window displays, interior displays, mannequins, point of sale displays, seasonal displays and interactive digital displays.
Window displays	An example of visual merchandising; a display that fills the windows of the store, usually adopting a theme, displaying a range of products or products aimed at a specific group of customers or a seasonal event. The aim is to draw customers into the store as the display can only be seen from the outside.

Acknowledgements:

Fig. 1	Image by Steven Yu from Pixabay