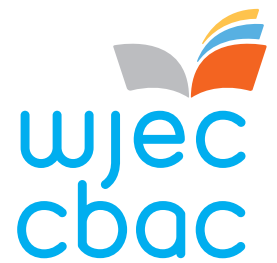


VOCATIONAL



# WJEC LEVEL 1 / 2 AWARD in RETAIL BUSINESS

## SPECIFICATION

Teaching from 2014  
For award from 2015





# **WJEC LEVEL 1/2 VOCATIONAL AWARD IN RETAIL BUSINESS**

## **SPECIFICATION**

**For first teaching from September 2014**

# Contents

	<b>Page</b>
<b>1. Introduction</b>	
<b>1.1 Qualification title and code</b>	<b>3</b>
<b>1.2 Rationale</b>	<b>3</b>
<b>1.3 Prior learning and progression</b>	<b>4</b>
<b>2. Qualification Structure</b>	<b>5</b>
<b>3. Unit Structure</b>	<b>6</b>
<b>4. Assessment</b>	
<b>4.1 External assessment</b>	<b>8</b>
<b>4.2 Internal assessment</b>	<b>9</b>
<b>4.3 Synoptic assessment</b>	<b>12</b>
<b>4.4 Standardisation</b>	<b>13</b>
<b>4.5 Training Lead Assessors</b>	<b>13</b>
<b>5. Grading</b>	<b>14</b>
<b>6. Units</b>	<b>16</b>
<b>7. Entry Procedures</b>	<b>40</b>
<b>8. External Moderation</b>	<b>41</b>
<b>9. Awarding and Reporting</b>	<b>43</b>
<b>10. Access and Special Consideration</b>	<b>44</b>
<b>11. Post-Results Services</b>	<b>45</b>
<b>12. Classification Codes</b>	<b>46</b>
<b>13. The Wider Curriculum</b>	<b>47</b>
<b>Appendices</b>	
<b>1 Gossary</b>	<b>50</b>

# LEVEL 1/2 VOCATIONAL AWARD IN RETAIL BUSINESS

## 1 INTRODUCTION

### 1.1 Qualification Title and Code

This specification covers the following qualification:  
600/8330/X WJEC Level 1/2 Vocational Award in Retail Business

### 1.2 Rationale

The WJEC Level 1/2 Vocational Award in Retail Business offers a learning experience that focuses learning for 14-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The qualification is built from discrete units, but allows for both synoptic learning and assessment. Each unit has an applied purpose which acts as a focus for the learning in the unit. The applied purpose is the vehicle through which the learning contained in the unit is made relevant and purposeful. It is also the means by which learners are enthused, engaged and motivated to study retail business. The applied purpose provides the opportunity for authentic work related learning, but more than this, it will require learners to consider how the use and application of their learning impacts on individuals, employers, society and the environment. The applied purpose will also enable learners to learn in such a way that they develop:

- skills required for independent learning and development;
- a range of generic and transferable skills;
- the ability to solve problems;
- the skills of project based research, development and presentation;
- the fundamental ability to work alongside other professionals, in a professional environment;
- the ability to apply learning in vocational contexts.

The qualification has been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning. This approach mirrors many work related activities in retail business and retail operations and also provides for learning in a range of contexts thus enabling learners to apply and extend their learning. As such, the qualification provides learners with a broad appreciation of work in retail business related industries and wider opportunities for progression into further education, employment or training.

## 1.3 Prior learning and Progression

There is no specific requirement for prior learning with this specification. The qualification has been designed to build on the skills, knowledge and understanding acquired at Key Stage 3, particularly skills related to literacy, numeracy, problem solving and enterprise.

The WJEC Level 1/2 Vocational Award in Retail Business has been designed to develop in learners the skills needed for progression from Key Stage 4 and GCSE learning to further education, employment and training.

The successful completion of this qualification, together with other equivalent qualifications, could provide the learner with opportunities to access a range of Level 3 qualifications including GCE, apprenticeships and vocationally related qualifications. These include:

- GCE in Business;
- Principal Learning Level 3 in Retail Business;
- Apprenticeships in retail.

Equally, the skills and understanding developed, are relevant to any qualification at Level 3, whether 'General' or 'Vocational'.

## 2 QUALIFICATION STRUCTURE

### WJEC Level 1/2 Vocational Award in Retail Business Unit Titles

WJEC Level 1/2 Vocational Award in Retail Business			
Unit Number	Unit Title	Assessment	GLH
9781	Customer Experience	Internal	30
9782	Retail Business	External	30
9783	Retail Operations	Internal	60

**NB For qualifications awarded from 2020 onwards learners must pass each unit in order to achieve the qualification**

## 3 UNIT STRUCTURE

### Unit title

The unit title summarises in a concise manner the content of the unit.

### Guided learning hours (GLH)

Guided learning time represents only those hours in which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lecturers, supervised practical periods and supervised study time.

### Aim and purpose

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

### Unit introduction

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

### Learning outcomes

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

### Assessment criteria

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

### Unit content

The indicative content defines the breadth and depth of learning for each assessment criteria. It is expected that all the indicative content will be delivered during the programme of learning. It is not required to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context. In some learning outcomes unit content is given as an example (e.g.). This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

### Performance bands

These are used to determine the summative unit grade. Performance bands do **not** add additional requirements to the assessment criteria. Performance bands are used to determine the grade for a unit.

## **Assessment**

WJEC Level 1/2 Vocational Award in Retail Business units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

## **Guidance for delivery**

This gives the tutor some ideas on how to deliver the internally assessed units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning. This section also includes details of how the unit supports the development of Skills - PLTS, Key Skills, Functional Skills and Essential Skills (Wales).

## **Resources**

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.



## 4 ASSESSMENT

The WJEC Level 1/2 Vocational Award in Retail Business is assessed using a combination of internal and external assessment.

### 4.1 External assessment

*Unit 2: Retail Business* will be externally assessed. Details of the external assessment are as follows:

- 75 minute examination;
  - Total of 60 marks;
  - Three questions on each paper;
  - Short and extended answer questions, based on stimulus material and applied contexts;
  - Each question will have an applied problem solving scenario;
  - Each paper will assess all four learning outcomes. Assessment criteria will be sampled in each series.
- 
- Each paper will assess learners' ability to interpret data
  - Available in June of each year;
  - Learners are allowed one re-sit opportunity. The highest grade will contribute towards the overall grade for the qualification;
  - WJEC will produce a mark scheme which will be used as the basis for marking the examination papers;
  - Graded Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction.

Grades will be awarded on the basis of the following performance descriptions. Performance descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades for external assessment. The descriptions must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met these descriptors. Shortcomings in some aspects of the examination may be balanced by better performances in others.

#### **Level 1 Pass**

Learners recall, select and communicate limited knowledge and understanding of retail business. They analyse and evaluate limited information and data to apply limited knowledge and understanding to retail business problems. They show limited use of mathematical techniques in interpreting information.

#### **Level 2 Pass**

Learners recall, select and communicate some knowledge and understanding of retail business. They analyse and evaluate some information and data to apply some relevant knowledge and understanding to solving some retail business problems. They show use of some mathematical techniques in interpreting information.

## Level 2 Distinction

Learners recall, select and communicate detailed knowledge and thorough understanding of retail business. They analyse and evaluate information and data to apply relevant knowledge and understanding to solving a range of retail business problems. They show use of mathematical techniques in interpreting information.

## 4.2 Internal assessment

The following units are internally assessed:

- *Unit 1: Customer Experience*
- *Unit 3: Retail Operations*

For internal assessment, WJEC level 1/2 Vocational Award have adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'instructions for conducting controlled assessment'. This document can be accessed through the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment;
- Controls for assessment of each internally assessed unit are provided in a model assignment;
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit;
- Performance bands are provided for Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction. Evidence must clearly show how the learner has met the standard for the higher grades.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking

### Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place:

- Each unit is assessed through one assignment;
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Further details are in the rationale in Section 1.2;

- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment;
- The assignment must provide each learner with the opportunity to address all assessment criteria and all performance band requirements;
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment;
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose. Sample documentation for this activity is provided with each model assignment.

### **Task taking**

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

### **Time**

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

### **Resources**

The assessor can determine which resources should be provided to all learners to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

### **Supervision**

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have in place systems to ensure learners cannot access evidence they have been developing outside of supervised activities.

### **Authentication**

Supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors are not expected to provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the performance bands and how they can be interpreted. Assessors must intervene where there is a Health and Safety hazard observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged. Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

## Collaboration

The model assignment will indicate whether:

- Group work must take place;
- Group work is forbidden;
- Centres can elect to complete tasks through group work.

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all performance bands for all assessment criteria;
- Learners **must** provide an individual response as part of any task outcome;
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc.) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc.);
- Evidence must be clearly attributable to each individual member of the group;
- Individual contributions must be clearly identified and stated on the accompanying authentication sheet which must be signed by both the teacher and the candidate;
- Assessment of the individual must be based on the individual contribution to the evidence produced;
- Learners achievement must not be affected by the poor performance of other group members;
- Learners achievement must not benefit from the performance of other group members.

## Re-sitting

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, one of the following options **must** be taken:

- the candidate must create a new piece of work within the same group;
- the candidate must create a new piece of work within a new group;
- the candidate must create a new piece of work with non- assessed candidates;
- the candidate must create an individual piece of work.

The same levels of control for group work, as outlined above, will apply to candidates who choose to re-sit.

## Task marking

All marking of evidence must be made against the assessment criteria and performance band statements given in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and performance band requirements.

Performance evidence, for example of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included. Each model assignment that allows performance evidence will include a sample observation record and witness statement.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- Assessment is conducted under specified controlled conditions;
- They are clear about the requirements of the learning outcomes, assessment criteria and performance band statements prior to commencing controlled assessment;
- Evidence presented for assessment is authentic;
- Assessment decisions are accurately recorded;
- Evidence is appropriately annotated;
- Observation records contain sufficient detail for objective corroboration of decisions;
- Judgements are only made against the performance band statements.

## 4.3 Synoptic assessment

Synoptic assessment is

*'a form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task'*

'Qualifications for 14 -16 year olds and Performance Tables: Technical guidance for awarding organisations' DfE p7

All units in the WJEC Level 1/2 Vocational Award in Retail Business have been designed to require learners to develop their learning by working towards work related purposeful tasks. Learners will select and apply their learning in completion of these tasks.

In addition, *Unit 3: Retail Operations* allows learners to reinforce their learning from units 1 and 2 in different contexts in order to propose solutions to problems of retail operations.

## 4.4 Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- Document all activities;
- Ensure that the assignment presented to learners is fit for purpose and complies with all controls;
- Ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions;
- Ensure all assessment activities are in accordance with the task taking controls for the unit;
- Sample assessment judgements at appropriate times to ensure the performance bands are correctly and consistently applied;
- Provide feedback to assessors;
- Provide support to assessors on interpretation of performance band requirements.

## 4.5 Training Lead Assessors

WJEC will provide training for Lead Assessors and assessors each academic year. Assessor support material, including sample documentation, will also be made available to assessors and Lead Assessors.

## 5 GRADING

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of Level 1 Pass, Level 2 Pass, Level 2 Merit or Level 2 Distinction.

### Awarding a summative unit grade

#### *Internally Assessed Units*

Performance bands have been written to enable learners to demonstrate their ability against the assessment criteria. There are no additional requirements to achieve higher grades.

To be awarded a **Level 1 Pass** grade for a unit, a learner must meet all of the minimum requirements of all assessment criteria for the unit, as set out in the Level 1 Pass performance band.

To be awarded a **Level 2 Pass** grade for a unit, a learner must additionally meet all of the Level 2 pass minimum requirements, as set out in the Level 2 Pass performance band.

To be awarded a **Level 2 Merit** grade for a unit, a learner must additionally meet all of the Merit minimum requirements, as set out in the Merit performance band.

To be awarded a **Level 2 Distinction** grade for a unit, a learner must additionally meet all of the minimum requirements, set out in the Distinction performance bands.

#### *Externally Assessed Units*

All Learning Outcomes will be assessed at every assessment opportunity. All Assessment Criteria will be covered within the mark allocation.

#### Assessment Grid

Learning Outcomes	Assessment Criteria	Marks	%
LO1 Understand retail business	AC1.1 Describe forms of retail businesses	15-25	25 - 41%
	AC1.2 Assess forms of ownership for retail businesses		
	AC1.3 Suggest objectives of retail businesses		
LO2 Understand the business environment in which retail businesses operate	AC2.1 Explain how the UK business environment affect retail businesses	20-30	33 – 50%
	AC2.2 Explain the effect of location characteristics on retail businesses		
	AC2.3 Suggest methods used by retail businesses to achieve objectives		
LO3 Be able to recommend solutions to retail business issues	AC3.1 Analyse situations	10-20	16 -32%
	AC3.2 Interpret data		
	AC3.3 Review options for solutions to issues		
<b>TOTAL</b>		<b>60</b>	<b>100%</b>

### Grading the qualification

Each WJEC Level 1/2 Vocational Award in Retail Business will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*. The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Each unit grade achieved by learners will be translated to a Unit point for the purpose of awarding the qualification.

**NB For qualifications awarded from 2020 onwards learners must pass each unit in order to achieve the qualification**

Points available are shown in the following table:

Unit	Points per unit			
	Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Unit 9781	1	2	3	4
Unit 9782	1	2	3	4
Unit 9783	2	4	6	8

The qualification grade is then calculated by comparing the learner's point score to the qualification grade table below.

Qualification		Overall grading points	
<b>WJEC Level 1/2 Vocational Award in Retail Business 9780</b>	L1	Pass	4-6
	L2	Pass	7-10
	L2	Merit	11-13
	L2	Distinction	14-15
	L2	Distinction*	16

Learners who do not achieve the minimum points required for a Level 1 Pass will have their achievement recorded as unclassified.



# 6 UNITS

## Unit 1 Customer Experience

**WJEC unit entry code** 9781

**Guided learning hours** 30

### **Aim and purpose**

The applied purpose of the unit is to review the quality of the customer experience in a retail organisation.

### **Unit introduction**

Why is customer service so important? What do customers want when they shop? Why do customers buy in one store rather than another? Why do customers return and show loyalty to a certain store or chain? Why do customers stop using an organisation? These are all important questions to retailers. By finding answers to these we can learn what customers see as a good or bad experience and help retailers to assess and improve their performance.

In an increasingly competitive environment, knowing your customers' views on their experience enables retailers to focus on delivering a quality customer experience to meet the demanding and diverse needs of their customers. Customer service departments are responsible for developing customer service policies and standards; providing training to staff; collecting and interpreting customer feedback. In store customer service representatives and after sales service representatives ensure that customer service is maintained before, during and after a purchase. Personal shoppers are sometimes employed in certain retailers to provide a personalised and focussed service. Mystery shoppers are used to monitor and assess customer service.

In this unit you will learn about the principles of customer service and how retailers use these to set the standards that are at the heart of the customer experience. You will develop research skills so that you can investigate the quality of the customer experience across different retailers, analysing and presenting your findings. You will explore and gain an understanding of how customer service affects the behaviour of both customers and employees.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> Know customer service standards of retail businesses	<b>AC1.1</b> Describe principles of customer service	<b>Principles of customer service</b> <ul style="list-style-type: none"> <li>• Greeting the customer</li> <li>• Interacting with the customer</li> <li>• Building a rapport</li> <li>• Identifying customer needs</li> <li>• Services and facilities for customers</li> <li>• Encouraging feedback from customers</li> <li>• Responding to feedback from customers</li> <li>• Meeting legal requirements</li> </ul>
	<b>AC1.2</b> Describe situations when customers interact with retail businesses	<b>Situations</b> <ul style="list-style-type: none"> <li>• Sales</li> <li>• Queries</li> <li>• Advice</li> <li>• Provision of product information</li> <li>• After sales</li> <li>• Complaints</li> <li>• Compliments</li> <li>• Across different retail channels</li> </ul>
	<b>AC1.3</b> Describe how customer service delivery differs across retail channels	<b>Retail channels</b> <ul style="list-style-type: none"> <li>• Stores/shops</li> <li>• Online</li> </ul>
<b>LO2</b> Understand how retail businesses meet the expectations of customers	<b>AC2.1</b> Describe needs of different types of retail customers	<b>Needs</b> <ul style="list-style-type: none"> <li>• Information</li> <li>• Health and safety</li> <li>• Security</li> <li>• Accessibility</li> <li>• Communication</li> <li>• Availability</li> <li>• Advice</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
		<b>Types of retail customers</b> <ul style="list-style-type: none"> <li>Existing</li> <li>New</li> <li>Individuals</li> <li>Groups</li> <li>Different age groups</li> <li>Different cultures/ethnicity</li> <li>Those with additional needs</li> </ul>
	<b>AC2.2</b> Explain how retail businesses meet expectations of different types of customers	<b>Expectations</b> <ul style="list-style-type: none"> <li>Meeting needs</li> <li>Quality of service</li> <li>Costs of service</li> <li>Customer relationships</li> <li>Brand image</li> </ul>
<b>LO3</b> Be able to investigate the quality of customer experience in retail businesses	<b>AC3.1</b> Design research tools	<b>Research tools</b> <ul style="list-style-type: none"> <li>Mystery shopper checklists</li> <li>Questionnaires</li> <li>For interviews</li> <li>Secondary research log</li> </ul>
	<b>AC3.2</b> Process information	<b>Process</b> <ul style="list-style-type: none"> <li>Record information</li> <li>Review information for validity</li> <li>Analyse information</li> <li>Interpret information</li> </ul>
	<b>AC3.3</b> Present information	<b>Present</b> <ul style="list-style-type: none"> <li>Structure information</li> <li>Use of diagrams e.g. pie charts, tables, graphs</li> <li>Use written communication</li> </ul>
	<b>AC3.4</b> Draw conclusions from research	<b>Conclusions</b> <ul style="list-style-type: none"> <li>Evidence based</li> </ul>

Learning Outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
LO1 Know customer service standards of retail businesses	AC1.1 Describe principles of customer service	Outline principles of customer service	Describes principles of customer service in a retail business		
	AC1.2 Describe situations when customers interact with retail businesses	Outlines a limited range of situations when customers interact with retail businesses	Describes a limited range of situations when customers interact with retail businesses. Some situations may be described with limited detail	Describes a wide range of situations when customers interact with retail businesses. Some situations may be described with limited detail	
	AC1.3 Describe how customer service delivery differs across retail channels	Outline customer service delivery in different retail channels	Describes customer service delivery in different retail channels	Describes customer service delivery in different retail channels highlighting some differences	Clearly describes differences in customer service delivery across different retail channels
LO2 Understand how retail businesses meet the expectations of customers	AC2.1 Describe needs of different types of retail customers	Outlines needs of a limited range of customers	Describes needs of a limited range of customers. Needs may be described with limited exemplification	Describes with exemplification needs of a wide range of customers	
	AC2.2 Explain how retail businesses meet the expectations of different types of customers	Simple explanation of how a retail business meets expectations of a limited range of customer types	Explain how retail businesses meet the expectations of a limited range of customer types. Evidence is mainly descriptive with limited reasoning	Clear well reasoned explanation of how retail businesses meet the expectations of a limited range of customer types	Clear well reasoned explanation of how retail businesses meet expectations of a wide range of customer types

<b>LO3</b> Be able to investigate the quality of customer experience in retail businesses	<b>AC3.1</b> Design research tools	Basic research tools produced. There may be frequent language errors	Research tools designed with appropriate language	Research tools are structured and designed for ease of use with appropriate language	
	<b>AC3.2</b> Process information	Records information from secondary sources and basic analysis of information	Records appropriate information from secondary sources and analyses information	Records appropriate information from secondary sources, analysing information from primary and secondary sources, commenting on validity	Records appropriate information from secondary sources, analysing and interpreting information from primary and secondary sources and evaluating validity of information
	<b>AC3.3</b> Present information	Presentation with limited structure and content	Structured presentation with use of images. Some content and language is appropriate	Structured presentation with appropriate use of content, images and language	
	<b>AC3.4</b> Draw conclusions from research	Limited range of straightforward conclusions drawn from research	Limited range of conclusions with some reference to research findings	A limited range of substantiated conclusions with some clear references to research findings	A range of substantiated conclusions are drawn with clear references to research findings

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

#### **Task setting:**

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

#### **Task taking:**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Directions on where direct supervision is provided in the model assignment.
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

#### **Task marking:**

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging masterclasses from retailers such as how to be a mystery shopper
- Visits to retailers such as a large shopping centre
- Carrying out a practical activity based around a work-based scenario such as a customer questionnaire designed to investigate the customer experience of retailers in a local area from the perspective of young people.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to investigate the quality of customer service in a retailer.

#### Example 1

A local independent retailer provides learners with a masterclass on customer service standards. Learners participate in role play activities devised by the retailer. They peer assess each performance against standards set by the retailer. Learners produce a blog of their views of the retailer based upon their observations and then summarise their comments in a presentation to the retailer.

#### Example 2

A Shopping Centre Manager sets learners a research project investigating the quality of the customer experience in retailers within the centre. Learners work in groups, each focussing on a retailer. They carry out secondary research identifying customer service standards and any feedback provided on a retailer. They also review the websites of their allocated retailer. Learners analyse results of their findings and present to the Shopping Centre Manager.

#### Example 3

An online retailer gives a presentation to learners on the design of a website using remote communication technology. Learners are provided with a number of retail customer related scenarios and investigate the website to obtain information. Learners then provide feedback to the retailer on their experience as customers of engaging with their online store.

### Making Contacts

Examples of organisations that may be approached to provide help include:

- Retail businesses
- Trading Standards
- Market research organisations
- Social enterprises
- Citizen Advice Bureau
- Town Centre Manager

## **Skills**

This unit provides opportunities for learners to develop a range of skills. Appendix 3 in the specification shows the links to Personal, learning and thinking skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

## **Resources**

### **Websites**

[www.skillsmartretail.com](http://www.skillsmartretail.com)

[www.brc.org.uk](http://www.brc.org.uk)

[www.maryportas.com/](http://www.maryportas.com/)

[www.mrs.org.uk](http://www.mrs.org.uk)

[www.tradingstandards.gov.uk](http://www.tradingstandards.gov.uk)

[www.drapersonline.com](http://www.drapersonline.com)

[www.talkingretail.com](http://www.talkingretail.com)

[www.welcometoexcellence.co.uk](http://www.welcometoexcellence.co.uk)

## **Journals**

The Grocer

Retail Week



## Unit 2                      Retail Business

**WJEC unit entry code**     9782

**Guided learning hours**    30

### **Aim and purpose**

The purpose of this unit is to enable learners to propose business solutions for a range of issues in the retail sector.

### **Unit introduction**

How does my local newsagent survive when a major supermarket chain opens a new store just across the road from them? Why do supermarkets sell bananas for less than the cost price? Do loyalty cards work?

Retail businesses operate in a changing, global environment where enterprise and innovation are key to successfully competing in changing local, national and international markets. In recent years, a host of retail names have disappeared from our high streets leaving empty units and depressed urban areas. Not all is doom and gloom however – many retailers have developed successful competitive and technologically advanced strategies. Merchandisers, buyers, store managers, town centre and shopping centre managers are some examples of those working in the retail sector that need to be aware of what is happening both within and outside of the retail sector and are making decisions on how retail businesses will respond.

Through this unit you will learn about the issues faced by retailers in today's highly competitive market. You will gain knowledge of the retail sector and how its retailers organise their businesses to respond to change. You will be able to use the knowledge and understanding you gain in order to recommend how different types of retailers can respond to issues.

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> Understand retail business	<b>AC1.1</b> Describe forms of retail businesses	<b>Forms of retailing</b> <ul style="list-style-type: none"> <li>• Stores/shops</li> <li>• Online retailing</li> <li>• Multi-channels</li> <li>• Hybrid</li> <li>• Concessions</li> <li>• Temporary shops</li> <li>• Markets</li> <li>• Franchises</li> </ul>
	<b>AC1.2</b> Assess forms of ownership for retail businesses	<b>Forms of ownership</b> <ul style="list-style-type: none"> <li>• Sole traders</li> <li>• Partnerships</li> <li>• Limited companies</li> <li>• Co-operatives</li> <li>• Not for profit</li> </ul>
	<b>AC1.3</b> Suggest objectives of retail businesses	<b>Objectives</b> <ul style="list-style-type: none"> <li>• Financial e.g. increase profit/turnover</li> <li>• Social e.g. ethical trading</li> <li>• Business e.g. growth</li> <li>• Retail specific e.g. establish 'click and collect'</li> </ul>

<p><b>LO2</b> Understand the business environment in which retail businesses operate</p>	<p><b>AC2.1</b> Explain how the UK business environment affect retail businesses</p>	<p><b>UK business environment</b></p> <ul style="list-style-type: none"> <li>• Economic factors                             <ul style="list-style-type: none"> <li>○ Disposable income</li> <li>○ Tax rates</li> <li>○ Employment levels</li> </ul> </li> <li>• Environmental factors                             <ul style="list-style-type: none"> <li>○ Sustainability</li> </ul> </li> <li>• Social factors                             <ul style="list-style-type: none"> <li>○ Demographic changes</li> </ul> </li> </ul>
	<p><b>AC2.2</b> Explain the effect of location characteristics on retail businesses in different locations</p>	<p><b>Locations</b></p> <ul style="list-style-type: none"> <li>• Urban</li> <li>• Rural</li> <li>• Local</li> <li>• Transport hubs</li> <li>• Shopping centres</li> <li>• Out-of-town retail parks</li> </ul> <p><b>Location characteristics</b></p> <ul style="list-style-type: none"> <li>• Rents/rates</li> <li>• Parking</li> <li>• Access</li> <li>• Infrastructure</li> <li>• Competition</li> <li>• Local demographics</li> </ul>
	<p><b>AC2.3</b> Suggest methods used by retail businesses to achieve objectives</p>	<p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Marketing initiatives e.g. local loyalty schemes</li> <li>• Diversification</li> <li>• Staff training</li> <li>• Using stakeholder support e.g. lobbying</li> <li>• New retail channels</li> <li>• Improvements to stores/shops</li> </ul>

<b>LO3</b> Be able to recommend solutions to retail business issues	<b>AC3.1</b> Analyse situations	<ul style="list-style-type: none"> <li>• Filter information</li> <li>• Synthesise information</li> <li>• Identify salient points</li> </ul>
	<b>AC3.2</b> Interpret data	<b>Interpret</b> <ul style="list-style-type: none"> <li>• Manipulates data using mathematical techniques</li> <li>• Evaluate data                     <ul style="list-style-type: none"> <li>○ Relevance</li> <li>○ Source</li> </ul> </li> </ul> <b>Data</b> <ul style="list-style-type: none"> <li>• Size of sector</li> <li>• Ownership</li> <li>• Footfall</li> <li>• Sales</li> <li>• Relationships between footfall and sales</li> <li>• New forms of retailing</li> </ul>
	<b>AC3.3</b> Review options for solutions to issues	<b>Review</b> <ul style="list-style-type: none"> <li>• Summarise different options</li> <li>• Advantages/disadvantages of different options</li> <li>• Use supporting information</li> </ul>

### Assessment

This unit is externally assessed. The external assessment will be available in the June of each year. The specification for the external assessment is as follows:

*Duration:* 1 hour 15 minutes

*Number of marks:* 60

*Weightings of Learning Outcomes*

	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>
<b>%</b>	<b>25%-41%</b>	<b>33%-50%</b>	<b>16%-32%</b>
<b>Marks</b>	<b>15-25</b>	<b>20-30</b>	<b>10-20</b>

*Grading:* Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction

*Format:* short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging guest speakers to give input on how retail businesses have responded to change. For example, town centre managers and independent store owners
- Arranging visits to local retailers in different locations to investigate the local issues and retailers responses
- Carrying out activities around a work based scenario set by employers

The following are examples of approaches to delivery which could be used to enhance the learners recommending solutions to retail business problems:

#### Example 1

Your local fitness club has a good range of facilities: gym, fitness classes, badminton court, weights room and a small coffee shop. Recently members have been inquiring where they can purchase fitness equipment and sportswear. The club manager sets learners a project to investigate the opportunities for a start-up retail business. Learners work in groups and prepare a written report on their findings. They peer assess each other's reports and agree a final version to be submitted to the manager.

#### Example 2

A local Parish Council sets learners a project. They have received complaints from residents regarding a local parade of shops. There are a number of vacant units and an increase in graffiti and criminal damage. Initial discussions with individual shop owners suggest the shops that do exist are struggling to survive. Learners are asked to present ideas for how the parade of shops could improve footfall to representatives of the Parish Council.

#### Example 3

A Town Centre Manager visits the centre to outline measures that have been taken within the town centre to respond to changes in the external environment. The manager then presents learners with a number of problem solving scenarios. The learners propose solutions based on the information the manager has provided.

### Making Contacts

Examples of organisations that may be approached to provide help include:

- Local authorities – economic development, town planning
- Shopping/retail centres
- Business development organisations
- Business analysts
- Marketing organisations

## **Skills**

This unit provides opportunities for learners to develop a range of skills.

## **Resources**

### **General Retail Business websites**

[www.bis.gov.uk/policies/business-sectors/retail](http://www.bis.gov.uk/policies/business-sectors/retail)

[www.igd.com](http://www.igd.com)

[www.brc.org.uk](http://www.brc.org.uk)

[www.maryportas.com/](http://www.maryportas.com/)

[www.skillsmartretail.com](http://www.skillsmartretail.com)

### **Retail trends & initiatives**

[www.deloitte.com/assets/Dcom-UnitedKingdom/Local%20Assets/Documents/Industries/Consumer%20Business/UK\\_CB\\_UK-Retailing-turning-point.pdf](http://www.deloitte.com/assets/Dcom-UnitedKingdom/Local%20Assets/Documents/Industries/Consumer%20Business/UK_CB_UK-Retailing-turning-point.pdf)

[www.retailerconomics.co.uk/top-10-retailers/](http://www.retailerconomics.co.uk/top-10-retailers/)

[www.retailtrust.org.uk/news-detail/vinspired-retail-trust-team-up-to-launch-retail-ready-people/140/1/8/244](http://www.retailtrust.org.uk/news-detail/vinspired-retail-trust-team-up-to-launch-retail-ready-people/140/1/8/244)

### **Types of Retail Businesses**

**Below are some websites for organisations representing different types of retail organisations. We have not listed the websites of individual retail businesses as there are many and not difficult for you to access.**

[www.charityretail.org.uk/](http://www.charityretail.org.uk/)

[www.shoppingvillages.com/](http://www.shoppingvillages.com/)

[www.nabma.com/](http://www.nabma.com/)

[www.capital-shopping-centres.co.uk/](http://www.capital-shopping-centres.co.uk/)

[www.bira.co.uk/](http://www.bira.co.uk/)

[www.plunkett.co.uk](http://www.plunkett.co.uk)

[www.british-towns.net/uk\\_retailers.asp](http://www.british-towns.net/uk_retailers.asp)

[www.waitrose.com/inspiration/waitroseeducation.aspx](http://www.waitrose.com/inspiration/waitroseeducation.aspx)

[www.footfall.experian.co.uk](http://www.footfall.experian.co.uk)

[www.customercounting.com/](http://www.customercounting.com/)

### **Educational websites with retail blogs and masses of resources**

[www.Tutor2u.net](http://www.Tutor2u.net)

[www.bized.co.uk/current/mind/2008\\_9/091008.htm](http://www.bized.co.uk/current/mind/2008_9/091008.htm)

### **Publications**

[www.maryportas.com/wp-content/uploads/The\\_Portas\\_Review.pdf](http://www.maryportas.com/wp-content/uploads/The_Portas_Review.pdf)

[www.retail-week.com](http://www.retail-week.com)

[www.thegrocer.co.uk](http://www.thegrocer.co.uk)

### **Museums**

[www.museumofbrands.com](http://www.museumofbrands.com)

## Unit 3                      Retail Operations

**WJEC unit entry code**      9783

**Guided learning hours**    60

### **Aim and purpose**

The purpose of this unit is for learners to apply their knowledge and understanding of retail operations to propose responses to change.

### **Unit introduction**

Does the summer really affect retailers? Would I have to work overtime if my boss decides to open late? Why are fitting rooms at the back of a shop? Why does womenswear appear first on a website? Can a shop sell anything it wants? Who opens up the shop when the manager is off? Successful retailers have to consider all of these questions and more when organising the operation of their business.

Store and department managers will have responsibilities for organising their retail operations. They have to adapt those operations for different seasons and special events and for changes in the law. Regardless of the size of the retail business, its retail channel and its location, a retail business is organised to deal with the routine and non-routine. With this unit you will learn about the everyday activities of a retailer and how different retailers organise these activities. You will also learn how retailers prepare for changes by re-organising their operations. You will use what you learn to propose to retailers how they could organise their operations to respond to change.



Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO1</b> Know how retail operations are organised	<b>AC1.1</b> Describe activities of retail functional areas	<b>Retail</b> <ul style="list-style-type: none"> <li>• Stores/shops</li> <li>• Online</li> </ul> <b>Functional areas</b> <ul style="list-style-type: none"> <li>• Sales</li> <li>• Warehousing</li> <li>• Customer Service</li> <li>• Marketing</li> <li>• Administration</li> <li>• Finance</li> <li>• Human Resource</li> <li>• ICT and systems operations</li> </ul>
	<b>AC1.2</b> Describe rights of retail employees	<b>Rights</b> <ul style="list-style-type: none"> <li>• Working hours</li> <li>• Health and safety</li> <li>• Contract</li> <li>• Equality</li> </ul>
	<b>AC1.3</b> Summarise responsibilities of retail employees	<b>Responsibilities</b> <ul style="list-style-type: none"> <li>• Legal             <ul style="list-style-type: none"> <li>○ Health and Safety</li> <li>○ Equalities</li> <li>○ Contractual</li> </ul> </li> <li>• Company policies</li> </ul>
	<b>AC1.4</b> Describe effects of legislation on retail operations	<b>Legislation relating to</b> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Consumer protection</li> <li>• Security</li> <li>• Equality and diversity</li> <li>• Age restriction laws</li> <li>• Restricted products</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
<b>LO2</b> Understand interaction between customers and retail activities	<b>AC2.1</b> Assess methods used by retail businesses to encourage sales	<b>Methods</b> <ul style="list-style-type: none"> <li>• Signage</li> <li>• Customer flows</li> <li>• Product mix</li> <li>• Product location</li> <li>• Loyalty cards</li> <li>• Promotions</li> <li>• Services provided e.g. personal shopper</li> <li>• Link sales</li> </ul>
	<b>AC2.2</b> Explain how technology is used to interact with customers	<b>Technology</b> <ul style="list-style-type: none"> <li>• Mobile applications</li> <li>• Internet</li> <li>• Management Information Systems</li> <li>• Digital media</li> <li>• Electronics</li> </ul>
<b>LO3</b> Understand how retail businesses prepare for changes in the retail environment	<b>AC3.1</b> Explain the effects of seasonality on retail operations	<b>Seasonality</b> <ul style="list-style-type: none"> <li>• Summer/Spring/Autumn/Winter</li> <li>• Calendar events</li> <li>• Special events e.g. Olympics, local festivals</li> </ul> <b>Effects</b> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Opening hours</li> <li>• Promotions</li> <li>• Product range</li> <li>• Health and safety</li> <li>• Customer types</li> <li>• Services provided</li> <li>• Customer expectations</li> </ul>

Learning outcomes	Assessment criteria	Content
<i>The learner will:</i>	<i>The learner can:</i>	
	<b>AC3.2</b> Explain measures retail businesses use to prepare for unplanned situations in daily retail operations	<b>Situations related to</b> <ul style="list-style-type: none"> <li>• Security</li> <li>• Health and safety</li> <li>• Staffing</li> <li>• Stock</li> </ul>
<b>LO4</b> Be able to propose changes to retail store operations	<b>AC4.1</b> Identify issues to resolve	
	<b>AC4.2</b> Suggest actions in response to issues	
	<b>AC4.3</b> Justify suggestions for change	<b>Justify</b> <ul style="list-style-type: none"> <li>• Identify benefits of suggestions</li> <li>• Consider different perspectives</li> <li>• Draw on successful examples to support conclusions</li> </ul>

Learning Outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>LO1</b> Know how retail operations are organised	<b>AC1.1</b> Describe activities of retail functional areas	Outlines activities of most retail functional areas	Describe activities of retail functional areas. There may be limited application to a specific retail business	Accurately describes activities appropriate for a retail business's functional areas	
	<b>AC1.2</b> Describe rights of retail employees	Outline rights of retail employees	Describe rights of retail employees		
	<b>AC1.3</b> Summarise responsibilities of retail employees	Outline responsibilities of retail employees	Summarise responsibilities of retail employees		
	<b>AC1.4</b> Describe effects of legislation on retail operations	Outline effects of legislation on retail operations	Describe effects of legislation on general retail operations	Describe effects of legislation on retail operations. There may be limited application to a specific retail business	Clear and accurate description of effects of legislation on a retail business's operations
<b>LO2</b> Understand interaction between customers and retail activities	<b>AC2.1</b> Assess methods used by retail businesses to encourage sales	Methods used by retail businesses are outlined. There is an attempt to make judgements on suitability	Assess methods used by retail businesses to encourage sales. There is limited reasoning to support conclusions	Reasoned assessment of methods used by a retail business to encourage sales	
	<b>AC2.2</b> Explain how technology is used to interact with customers	Explanation of how technology is used to interact with customers is mainly descriptive	Explain how technology is used to interact with customers. Evidence is mainly descriptive with limited application	Reasoned explanation of how a retail business uses technology to interact with customers	Clear and well reasoned explanation of how a retail business uses technology to interact with customers
<b>LO3</b> Understand how retail businesses prepare for changes in the retail environment	<b>AC3.1</b> Explain the effects of seasonality on retail operations	Explanation of the effects of seasonality on retail operations is mainly descriptive	Explain the effects of seasonality on retail operations. Evidence is mainly descriptive with limited application	Reasoned explanation of the effects of seasonality on a retail business's operations	Clear and well reasoned explanation of the effects of seasonality on a retail business's operations

Learning Outcome	Assessment criteria	Performance bands			
		Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction
	<b>AC3.2</b> Explain measures retail businesses use to prepare for unplanned situations in daily retail operations	Explanation of how retail businesses prepare for unplanned situations in daily store operations is mainly descriptive	Explain how retail businesses prepare for unplanned situations in daily store operations. Evidence is mainly descriptive with limited application	Reasoned explanation of how a retail business prepares for unplanned situations in daily operations	
<b>LO4</b> Be able to propose changes to retail operations	<b>AC4.1</b> Identify issues to resolve	Identify issues to resolve	Identify relevant issues for a retail business to resolve		
	<b>AC4.2</b> Suggest actions in response to issues	Suggestions are made to a limited range of retail operations. Suggestions are mainly general and lack detail	Suggest changes to retail operations. Some suggestions are not realistic and lack detail	Suggests realistic actions for changes to a retail business's operations. Suggestions may lack detail	Suggests realistic and detailed actions for changes to a retail business's operations.
	<b>AC4.3</b> Justify suggestions for change	Benefits of suggestion are referred to and there is reference to examples used by other retail businesses.	Limited justification of suggestions with some use of examples in support of conclusions	Reasoned justification of suggestions relevant to some issues faced by a retail business using relevant examples in support of conclusions	Well reasoned justification of suggestions relevant to issues faced by a retail business using relevant examples in support of conclusions

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

#### **Task setting:**

To assist centres in the assessment of this unit, WJEC has provided a model assignment along with guidance and criteria related to using it. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the usage of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

#### **Task taking:**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Directions on where direct supervision is provided in the model assignment.
- Directions on where collaboration is allowed within this unit will be detailed in the model assignment for this unit.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give consortia additional guidance to help to manage the assessment task.

#### **Task marking:**

The centre must mark learner's assessment evidence against the performance bands for each assessment criteria. The performance bands describe the depth which the assessment criterion has been achieved by the learner.

## Guidance for Delivery

### Making teaching vocationally relevant

It is important that learners recognise the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Virtual visits to a retailers business to observe its operations over a day
- Guest speakers such as from Trading Standards Officers to provide input on legal issues retail businesses face
- Carrying out a practical activity based around a work-based scenario such as reorganising operations for a local retailer planning a sale

The following are examples of approaches to delivery which could be used to enhance the learners ability to propose responses to change.

#### Example 1

A local independent book shop has set the learners a project. It is making changes to its product range to include high cost comic books and is introducing an online sales option to its website. Learners are asked to report on how this will affect the operation. Learners prepare a mock up of the website and store and present their ideas to the owner.

#### Example 2

Learners are provided with a masterclass on website design, including marketing and security aspects that can be included. Learners design a website for a local retail business, presenting their ideas to the website design expert.

#### Example 3

A retail apprentice visits the centre to work with learners. The apprentice gives details of incidents experienced when working at a retail business. Learners propose ways in which retail operations could be reorganised to respond to incidents.

### Making Contacts

Examples of organisations that may be approached to provide help include:

- Manager from local stores (number of different sizes and types)
- Citizens Advice Bureau
- Police
- Trading Standards
- Health and Safety Inspectors
- Local authority environmental waste department
- Web designers
- Police anti-fraud specialists

## **Skills**

This unit provides opportunities for learners to develop a range of skills.

## **Resources**

### **Websites**

[www.retailtechnologyreview.com](http://www.retailtechnologyreview.com)

[www.teachers.tv](http://www.teachers.tv)

[www.Tutor2u.net](http://www.Tutor2u.net)

[www.instoreshow.co.uk](http://www.instoreshow.co.uk)

[www.retail-week.com](http://www.retail-week.com)

[www.thegrocer.co.uk](http://www.thegrocer.co.uk)

[www.electronic-payments.co.uk](http://www.electronic-payments.co.uk)

[www.ofc.gov.uk](http://www.ofc.gov.uk)

[www.trumedia.co.uk](http://www.trumedia.co.uk)

[www.worksmart.org.uk](http://www.worksmart.org.uk)

[www.british-shops.co.uk](http://www.british-shops.co.uk)



## 7 ENTRY PROCEDURES

The WJEC Level 1/2 Vocational Award in Retail Business will be available for certification from June 2015.

Thereafter, each qualification will be available for certification each June. Entries for the June series must be submitted no later than 21 February.

### **Unit entry**

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

### **Qualification entry**

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically: it is necessary to enter the relevant code for aggregation to take place.

## 8 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below.

<i>Total number of candidates</i>	<i>Work to be submitted (Numbers relate to alphabetical order)</i>
1 – 10	All
11 - 19	1st and every second (1, 3, 5, 7 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	1st and every fifth (1, 6, 11, 16 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	1st and every eleventh (1, 12, 23, 34 etc.) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

\* The score is based upon the total points the learners obtain for their units before converting to a qualification grade.

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- The controlled assignment brief used to set the assessment activity;
- A controlled assessment activities sheet completed and signed by the assessor to confirm that the controls for the unit, including authenticity of evidence, have been applied;
- Completed mark record sheets outlining which performance bands are met by the evidence;
- All evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor.

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- Task setting – were tasks set within the controls set by WJEC in the model assignment?
- Task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- Performance bands – does the evidence support assessor's judgement of a learner against national standards?
- Annotation – is the evidence produced by learners appropriately annotated?
- Authentication- is it clear that the evidence submitted was authentically produced by the learner?
- Standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

### **Timetable**

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC by 5 May for the June series. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

### **Feedback**

The outcome of moderation will be to either accept or amend a centre's assessment decisions. Guidance on actions needed before re-sitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided through a centre moderator's report for each certification title, covering the units entered by the centre and will be accessible through WJEC secure website. The report will address the criteria referred to above. A Principal Moderator's report will be provided for each series.

## 9 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 1/2 Vocational Award will take place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the

- Title
- Level
- Grade of qualification (Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction\*)
- Unit titles contributing to the qualification

# 10 ACCESS AND SPECIAL CONSIDERATION

Qualifications at this level often require assessment of a broad range of competencies. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It has been reviewed to identify whether any of the competences required by the subject pose a potential barrier to any of the nine protected characteristics covered by the Equality Act 2010. None were identified.

It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available, and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC. Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments e.g. candidates are allowed access to a Sign Language Interpreter, using British Sign Language or Irish Sign Language. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *Regulations and Guidance Relating to Candidates who are eligible for Adjustments in Examinations*. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

# 11 POST-RESULTS SERVICE

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

## 12 CLASSIFICATION CODES

Every specification is assigned a national classification code indicating the subject area to which it belongs. The classification code for this specification is BC. Centres should be aware that candidates who enter for more than one qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

Centres may wish to advise candidates that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two qualifications. The same view may be taken if candidates take two specifications that have different classification codes but have significant overlap of content. Candidates who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

# 13 THE WIDER CURRICULUM

## **Opportunities for use of technology**

Learners are expected to make effective use of ICT in ways that are appropriate to these qualifications. Opportunities will arise during normal classroom activities as follows:

- use spreadsheets for data analysis;
- use the Internet as sources of secondary evidence;
- using multi-media software to present information.

## **Spiritual, Moral, Ethical, Social and Cultural Issues**

Developing Retail Business outcomes that have applications to individuals, societies and businesses require learners to consider the points of view of others, including employers, employees, communities and customer, in both written and spoken forms, presented in a variety of ways.

Learners will have opportunities to develop critical and analytical skills in their study of information on Retail Business achievements. They will also have opportunities to reflect on their reading, their own wider experience, and the experience of others, in both written and oral form. In classroom discussion and writing, they will be required to reflect on a range of spiritual, moral, ethical, social, and cultural issues when discussing applications of Retail Business.

## **Citizenship**

The applications and implications of Retail Business in society, which are inherent in this specification, encourage the development of a responsible attitude to citizenship. An understanding that individuals have a collective responsibility is fostered in relation to various ethical issues included in the specification.

The specification gives learners opportunities to develop the skills of critical and analytical reading and listening. It also allows them to both express and develop their point of view in writing and speaking, whilst encouraging them to consider critically and constructively the views of others. This ability to make informed and considered judgements is a skill vital in the development of individual citizenship. This specification also underpins the development of a range of skills which are of vital importance to individuals in the wider world.

## **Environmental Issues**

This specification affords candidates the opportunity to read about, write about, and discuss environmental issues associated with Retail Business processes and materials. Whether considering packaging, waste disposal or sustainability there are opportunities to develop an awareness of environmental issues and controversies.



## **Health and Safety Consideration**

At all times both teachers and candidates should be aware of Health and Safety issues arising from work both within and outside the centre. Risk assessments are required for all practical work whether it takes place in a Retail Business mockshop or IT room. The specifications require candidates to develop the relevant skills and awareness of Health and Safety issues, particularly as applied to retail operations.

## **The European Dimension**

The approach used in constructing the specification lends itself to the establishment of links with other areas of study, particularly those involving economic understanding. It may also be used to illustrate the European dimension and requires consideration of the issues posed by different perspectives.

# APPENDICES

# Appendix 1 Glossary

## A 2.1 Knowledge learning outcomes

Knowledge learning outcomes are effectively assessed through the learner giving the 'facts' of a situation.

### Differentiators

Differentiators in performance are often given using the following terms.

#### Accuracy

Is what they are claiming as fact actually correct?

#### Breadth/range

Is there an expectation of breadth rather than depth i.e. they should have superficial knowledge of a lot of facts rather than in-depth knowledge of a few.

#### Clarity

This is often related to communication skills, but you can anticipate that someone who really knows something knows how to organise what they are saying and doesn't mix with information that is incorrect or irrelevant. People who waffle tend to be less certain of their knowledge than those who can be succinct and to the point.

#### Depth/detail

Have they given sufficient detail to confirm that they really do know something?

#### Relevance/application

Do the facts have to be relevant to the situation? Is it simply pure theory or do you want them to show knowledge through their discarding of what they consider is not relevant.

### Command Verbs

A consideration of the command verbs used in the AC, can help determine which differentiators could be used. Below are definitions of knowledge related command verbs.

**Describe** – paint a picture in words, provide information with detail. Using this analogy, you would expect there to be some detail in what they know. Describe could be extended to merit and/or distinction, but could also be pass only. If it is to be extended to distinction, then there will probably need to be a number of qualifiers.

**Define** – state the meaning of a term. It is unlikely this could be extended to merit or distinction level.

**Identify** – recognise, distinguish and establish what something is. It is unlikely that this could be extended to distinction level. Differentiation is likely to be about relevance and accuracy.

**Illustrate** – exemplify, describe with reference to examples. This could be extended to merit and distinction level.

**Outline** – a general, preliminary, or rough plan or account of something that concentrates on the main features and ignores detail, e.g. a list of the main points covered or to be covered in a speech. This is unlikely to be extended to merit and distinction level. A good outline becomes a description!

**State** – make an assertion. This would not extend beyond pass.

**Summarise** – to give a shortened version of something that has been said or written, stating its main points.

## A 2.2 Understand learning outcomes

Understanding learning outcomes are effectively assessed through the learner showing how they have applied their knowledge through effective reasoning.

### Differentiators

#### Clarity

Is the reasoning explicit or implicit. Where reasoning is implicit the level of understanding has to be interpreted. Explicit reasoning shows the understanding clearly exists.

#### Depth

How detailed is the reasoning?

#### Justification

Are you persuaded of their argument and reasoning?

#### Substantiation

Has the learner drawn on evidence to support any conclusions made.

#### Validity

Is the reasoning valid? Is it accurate? Is it based on the context of the situation? Is it based on theory?

### Command Verbs

Below are definitions of understanding related command verbs.

**Analyse** – examine in detail, break into component parts, examine relationships.

**Assess** – make a judgement about the quality or value of something

**Compare** – explain similarities and differences

**Evaluate** – make judgements against criteria, usually based on analysis and data

**Explain** – give reasons

**Justify** – persuade someone of the validity of an argument, to validate a proposal

## A 2.3 Be able to learning outcomes

'Be able to' learning outcomes focus on learner's development of skills. They involve practical, hands on activities. Related AC's are often assessed through the production of ephemeral evidence, such as witness testimonies and observation records.

### Differentiators

#### Accuracy

Were they able to elicit accurate information by using the skills?

#### Adaptation

Can they use the skill in different contexts?

#### Appropriate

Was the skill used appropriately, taking account of the situation/location?

#### Confidence

Very difficult to assess as it is an intrinsic feeling so assessors will find this challenging to determine. It is sometimes used, however. Consider hesitation as a sign of a lack of confidence, so fluidity and consistency can be aspects of confidence.

#### Effectiveness

Did the use of the skill produce the expected outcomes?

#### Independence

Were the learners able to demonstrate the skill without support or guidance from others?

### Command Verbs

Below are definitions of 'be able to' related command verbs.

**Collaborate** – make a contribution to the work of a team, supporting team members as required

**Communicate** – ensure information is received effectively

**Display** – organise and present information diagrammatically

**Handle** – manipulate a tool/equipment to a desired effect

**Monitor** – observe and record activity, could also include ensuring expected progress is maintained

**Maintain** - to keep in an appropriate condition

**Plan** – organise a range of components into a logical sequence. This could also include timings. It could also include how this organisation is presented.

**Present** – organise and communicate in a way that can be clearly followed and understood. Often refers to oral communication skills and may include use of supporting information.

**Process** – use a series of actions to elicit results

**Record** – obtain and store data and information

**Use** – employ something for a purpose