

WJEC Level 1/2 Vocational Award in Retail Business (Technical Award)

SPECIFICATION

For teaching from 2022
For award from 2024

Summary of Amendments

Version	Description	Page number

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1. Qualification Overview

Qualification Title	Retail Business
DfE Qualification Type	Technical Award
Ofqual QN	603/7021/X
WJEC Qualification Code	
DfE Discount Code	
Age group approved for	14+
First teaching	September 2022
First certification	January 2024
Key documents	Sample Assessment Materials Administration Guide
Guidance for Teaching	Assessment Guide Delivery Guide Unit 1 Guidance for Teaching Unit 2 Guidance for Teaching Unit 3 Guidance for Teaching

1.1 Who is this for?

WJEC Level 1/2 Vocational Awards (Technical Awards) provide learners with opportunities to study vocational subjects alongside GCSEs and other general and vocational qualifications as part of a broad programme of study.

They are primarily designed for learners aged 14-16 and offer an experience that focuses on 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.

Level 1/2 Vocational Awards (Technical Awards) are available in 9 subject areas. Subjects marked with an * below meet Ofqual and DfE requirements for the KS4 performance table qualifications.

- Construction and the Built Environment
- Engineering
- Events
- Health and Social Care
- Hospitality and Catering
- ICT
- Performing Arts
- Retail Business
- Sport and Coaching Principles

1.2 Sector overview for WJEC Level 1/2 Vocational Awards in Retail Business (Technical Awards)

There is a real need for qualifications in retail business and for educational providers to provide education and training for young people to enter this mammoth UK sector. It is difficult to overstate the importance of the retail industry to UK economy; 2019 generated £394 billion¹ in retail sales, 5% of the UK's Gross Domestic Product, and over the past 10 years, UK retail businesses have consistently generated improved turnover figures². The employment opportunities presented by the retail business sector are diverse and expansive; as the largest private sector employer with a current employment rate of almost 3 million³, young people can aspire to many employment opportunities from the shop floor to the showroom, and from head office functions to the warehouse. The value of equipping young people with the knowledge and skills with which to forge careers in this lucrative and diverse sector is enormous.

1.3 Qualification objective

The Vocational Award in Retail Business has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

¹ <https://www.retailconomics.co.uk/library-retail-stats-and-facts>

² <https://www.statista.com/statistics/287867/retail-sales-total-value-monthly-great-britain-gb/>

³ <https://www.retailconomics.co.uk/library-retail-stats-and-facts>

1.4 Prior learning requirements

Although there are no formal entry requirements, learners would find the following learning skills and aptitudes helpful: basic proficiency in literacy and numeracy, some aptitude for working with computers and motivation to work independently.

1.5 What will learners study?

This is a unitised qualification consisting of 3 mandatory units:

Unit	Title	Assessment	GLH
1	The business of retail	External	48
2	Customer service for retail business	Internal	36
3	Merchandising and marketing retail products	Internal	36

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2. Specification at a glance

2.1 Subject content

Unit 1 introduces learners to the business of retail and provides them with the opportunity to explore the dynamic and competitive nature of the retail industry. They will gain knowledge and understanding of different types of retail business and retail activity, as well as the impact of external factors on the industry (page 9).

Unit 2 allows learners to develop knowledge and understanding of the principles of customer service for retail business and offers the opportunity for learners to develop skills in investigating the customer service experience across retail organisations (page 15).

Unit 3 provides learners with the opportunity to develop their understanding of the importance of merchandising and marketing retail products, and how retail businesses use merchandising and marketing to achieve their aims. Learners will also apply their knowledge and understanding to develop skills in designing visual merchandising installations and promotional materials that achieve specific aims (page 19).

2.2 Assessment overview

Summary of Assessment	
Unit 1: The business of retail Written examination: Time of exam –1 hour 30 minutes 40% of qualification	80 marks
Questions requiring objective responses, short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.	
Unit 2: Customer service for retail business Controlled assessment: 6 hours 30% of qualification	60 marks
An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.	
Unit 3: Merchandising and marketing retail products Controlled assessment: 8 hours 30% of qualification	60 marks
An assignment brief will be provided by WJEC that will include a scenario and several tasks available via the WJEC Secure Website.	

2.3 Assessment objectives

Below are the assessment objectives for this specification. Learners must:

A01

Demonstrate knowledge and understanding from across the specification.

A02

Apply skills (including practical skills), knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

A03

Analyse and evaluate information, making reasoned judgements and presenting conclusions.

The table below shows the weighting of each assessment objective for each unit and for the qualification as a whole:

	A01	A02	A03	Total
Unit 1	16%	14%	10%	40%
Unit 2	4%	18%	8%	30%
Unit 3	4%	18%	8%	30%
Overall weighting	24%	50%	26%	100%

3. Units

3.1 Unit format

Unit title:	Summarises, in a concise manner, the content of the unit.
Guided learning hours (GLH):	Guided learning means activities such as classroom-based learning, tutorials and online learning, which is directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator. GLH has been allocated per unit to support delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, hours per unit are a recommendation only.
Vocational context:	Provides a vocational rationale for the content of the unit.
Overview of unit:	Provides a summary of the unit content. It sets the context of the unit and highlights the purpose of the learning in the unit.
Topics:	Includes the list of topics covered by the unit.
Assessment:	Summarises the assessment method for the unit.

3.2 Amplification

The amplification provided in the right-hand column 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 subject content is presented in 3 units, each sub-divided into clear and distinct topic areas. Within each topic area the knowledge, understanding and skills are set out with an initial overview and then in two columns. The left-hand column identifies the content to be studied. The right-hand column provides amplification of the knowledge, understanding and skills that learners should develop in this area. Together, these two columns give the full content of the specification. There is no hierarchy implied by the order in which the content is presented, and the order does not imply a prescribed teaching order.

The amplification provided in the right-hand column includes all 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 1

Unit title	The business of retail
Unit entry code	
GLH	48
Vocational context	The retail industry offers a wide range of jobs seeking individuals with a range of skills and knowledge of how the whole retail industry works and is impacted by external factors. This unit explores the base knowledge of these issues and will allow individuals seeking a career in retail to understand the demands and rewards of working in such a dynamic and competitive industry.
Overview of unit	<p>This unit introduces learners to the competitive and dynamic nature of the retail industry. Learners will gain knowledge and understanding of the different types of retail organisations that compete for customers and how these businesses are managed in order to achieve their aims and provide a continuous supply of products. Learners will also gain knowledge and understanding of the external environment in which retailers operate and the impact of external factors on their operations.</p> <p>Learners will use this knowledge and understanding, in addition to retail business data, to identify the issues faced by retail organisations in a highly competitive market and to recommend solutions to business issues.</p>
Topics	<p>1.1 Introduction to retail business</p> <p>1.2 The retail business environment</p> <p>1.3 Using data and recommending solutions to retail business issues</p>
Assessment	<p>This unit is externally assessed through a written examination available in January/February and May/June each year.</p> <p>Duration: 1 hour 30 minutes</p> <p>Number of marks: 80</p> <p>Format: short and extended answer questions based around applied situations. Learners will be required to use stimulus material to respond to questions.</p> <p>This assessment contributes 40% to the overall qualification grade.</p>

1.1 Introduction to retail business

In this section, learners will gain knowledge and understanding of the following key characteristics of retail business:

- 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
- 1.1.5 Functional areas of retail businesses
- 1.1.6 The supply chain of retail businesses.

Content	Amplification
<p>1.1.1 Types of retail business activity</p>	<p>Learners should know and understand the following different types of retail business activity and retail products:</p> <ul style="list-style-type: none"> • different retail channels including physical stores/shops, e-commerce, m-commerce, multi-channels, hybrid, concessions, temporary (pop-up) shops, markets and catalogues • the advantages and disadvantages of using different retail channels • different types of retailers including department, supermarket, warehouse, clothing/fashion, speciality (e.g., cosmetic, sport, optician, car dealership and travel agent), convenience, discount, independent and charity • online retailing including its continuing growth and importance to the retail industry and the advantages and disadvantages of it to retail businesses. Online retailing includes retailer's own website, a third-party marketplace, (such as Amazon, eBay, Etsy, etc.) and social media, (such as Facebook, Twitter and Pinterest, etc.) • different types of retail products including mass and specialised/niche, branded and own-label, perishable, restricted, high volume and low volume and high value.
<p>1.1.2 Types of retail business ownership</p>	<p>Learners should know and understand:</p> <ul style="list-style-type: none"> • the features of different types of business ownership, including sole traders, partnerships, private and limited companies, co-operatives, not-for-profit and charities • the differences between limited and unlimited liability, including understanding the concept and implications on retail business owners • the advantages and disadvantages of choosing different types of business ownership.

<p>1.1.3 The different scale of retail businesses</p>	<p>Learners should know and understand the different scale of retail businesses, which are:</p> <ul style="list-style-type: none"> • local - including small and medium size retailers, independent stores, market stalls, convenience stores, online and other retail channels that operate in a single or small locality • national - including supermarkets, department stores, fashion stores, online and other retail channels that operate nationally and have multiple outlets selling the same products and services • global - including multinational businesses that sell throughout the world in stores, online and other retail channels selling global brands. <p>Learners should know and understand how the different scale of retail businesses will impact: ownership, finance, product range, promotion, production, purchasing, employees and use of technology.</p>
<p>1.1.4 Aims of retail businesses</p>	<p>Learners should know and understand:</p> <ul style="list-style-type: none"> • the main types of aims of retail businesses include survival/break even, profit maximisation, to increase sales, to increase market share, to give customer satisfaction, diversification, to be ethical, environmental awareness, to be socially responsible, and specific retail aims (e.g., develop a multi-channel approach, introduce self-serve checkouts and introduce click and collect) • how aims will differ for different types of retail business ownership and the different scale of retail business • how aims are used by retail businesses to reach future targets and to measure business performance.
<p>1.1.5 Functional areas of retail businesses</p>	<p>Learners should be aware of:</p> <ul style="list-style-type: none"> • the different functional areas of retail businesses including purchasing, logistics, warehousing, sales, customer service, marketing, finance, human resources, administration and ICT • online functional areas and how these are similar/different from physical stores and shops. <p>Learners should be aware of the activities in different functional areas.</p>

1.1.6

The supply chain of retail businesses

Learners should know and understand the following three stages of the supply chain of retail businesses:

- **sourcing** – including cost, quality, delivery time, reliability of supplier and ethical and environmental factors
- **logistics** – including transport from source, storage (warehousing), packaging, security and distribution to the customer
- **stock control** – including having sufficient stock, recording stock and stock movements, checking stock levels, re-ordering stock, rotating stock and dealing with damaged, returned and out-of-date stock.

Learners should be aware of how different types of stock are stored including perishable, non-perishable, frozen, high value, fragile, restricted, large items and living stock.

Learners should be aware of:

- **the use of technology in stock control** including the use of computerised systems, databases, EPOS and automated ordering
- **the benefits** of using technology in stock control.

1.2 The retail business environment

In this section, learners will gain the following knowledge and understanding of the retail business environment:

- 1.2.1 The competitive and dynamic environment
- 1.2.2 The location of retail businesses
- 1.2.3 External factors and retail businesses
- 1.2.4 Seasonality and retail businesses.

Content

Amplification

1.2.1

The competitive and dynamic environment

Learners should know and understand the competitive and dynamic environment, in that:

- **the retail industry is competitive** – retail businesses have to compete for customers with competitors by methods such as cheaper prices, quality products, offering a wider range of products, customer service, advertising, promotional activities, design of store, use of multi-channels and staff training
- **the retail industry is dynamic** – the retail environment is constantly changing, and retail businesses have to respond to remain competitive. Drivers of change include technology,

	<p>consumer taste, consumer expectations, social factors and economic factors and the action of competitors.</p>
<p>1.2.2 The location of retail businesses</p>	<p>Learners should know and understand the location of retail businesses, including:</p> <ul style="list-style-type: none"> • the different types of location for retail businesses including urban, rural, high street, local, shopping centres, out-of-town retail parks and transport hubs • the characteristics of the different types of location including cost, infrastructure, size, access, competition, parking and footfall • how location characteristics influence where retail businesses locate.
<p>1.2.3 External factors and retail businesses</p>	<p>Learners should know and understand that the retail industry is affected by the external environment and that there are a number of external factors that will impact on retail businesses, including:</p> <ul style="list-style-type: none"> • economic factors – changes to the economic climate over time will impact on retail businesses including levels of consumer disposable income, levels of employment and unemployment, interest rates, tax rates and inflation • technological factors – new technology can affect operations of retail businesses including the internet, websites, apps, availability of hi-speed broadband, cloud-based storage, digital media, social media, Wi-Fi access, smart phones, self-serve checkouts, contactless payments, delivery drones and virtual mannequins • social factors – the changing structure of the population (demographics) will affect retail businesses. Issues include the size of the population, the age structure of the population, changing consumer lifestyles, tastes and attitudes and cultural changes • ethical factors – ethical and unethical practices can impact on a retail business, including sourcing of materials, treatment of workers, animal rights, Fairtrade, marketing and promotional activities • environmental factors – retail activity can have a negative effect on the environment including contributing to climate change, pollution, congestion, destruction of the environment and waste disposal. Learners should understand how retail businesses can reduce their impact through adapting environmentally friendly practices and acting in a sustainable way such as reusable shopping bags, alternative energy and less plastic packaging.

<p>1.2.4 Seasonality and retail businesses</p>	<p>Learners should know and understand that:</p> <ul style="list-style-type: none"> • the retail industry is affected by seasonality which impacts several areas including product range, services offered, opening hours, staffing, sales revenue and profits, promotions and customer types • seasonality includes spring/summer/autumn/winter, calendar events such as Christmas, Halloween, Black Friday, Valentine's Day, Mother's Day, Eid, Easter etc., special events such as Olympics, royal events, music festivals, Football World Cup etc.
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1.3 Using data and recommending solutions to retail business issues

In this section, learners will gain the following knowledge and understanding of using data and recommending solutions to retail business issues:

- 1.3.1 Using retail business data in a variety of different formats
- 1.3.2 Using mathematical techniques to calculate retail business data
- 1.3.3 Interpreting retail business data
- 1.3.4 Making judgements and offering solutions to retail business issues.

Content	Amplification
<p>1.3.1 Using retail business data in a variety of different formats</p>	<p>Learners should be able to use retail business data, including qualitative and quantitative data, tables, charts and graphs in different retail contexts including sales quantities, sales revenue, profit/loss, market share, footfall and economic data.</p>
<p>1.3.2 Using mathematical techniques to calculate retail business data</p>	<p>Learners should be able to use mathematical techniques to calculate retail business data, including calculations of percentages, percentage changes, averages, sales revenues and profit/loss.</p>
<p>1.3.3 Interpreting retail business data</p>	<p>Learners should be able to interpret data by filtering, selecting and analysing data in different retail business contexts.</p>
<p>1.3.4 Making judgements and offering solutions to retail business issues</p>	<p>Learners should be able to make judgements and offer solutions to retail business issues, including to:</p> <ul style="list-style-type: none"> • evaluate qualitative and quantitative data • make informed judgements to solve problems for retail businesses.

Unit 2

Unit title	Customer service for retail business
Unit entry code	
GLH	36
Vocational context	Customer service is an essential part of the modern retail environment and individuals seeking employment in the retail industry will flourish if they are able to understand customer expectations and display customer service skills. The knowledge and skills in this unit will allow them to understand the importance of providing high quality customer service to a range of customers in different situations.
Overview of unit	<p>This unit introduces learners to the importance of customer service to retail organisations. Learners will gain knowledge and understanding of the principles of customer service and how retail organisations use these to give their customers a positive experience. Learners will gain knowledge and understanding of the importance of meeting the expectations of different types of customers in physical stores and online and how this can be achieved in different retail environments.</p> <p>Learners will develop research skills to gather data in order to investigate the quality of customer experience across different retail organisations, analysing and presenting findings.</p>
Topics	<p>2.1 Introduction to customer service</p> <p>2.2 Meeting customer expectations</p> <p>2.3 Investigate customer experiences in retail businesses</p>
Assessment	<p>This unit is internally assessed through controlled assessment available in January and May each year.</p> <p>Duration: 6 hours</p> <p>Number of marks: 60</p> <p>Format: Candidates will undertake a research project into the customer service provision of a retail business of the candidate's choosing. The assignment brief will include a scenario and several tasks issued to centres in a candidate assessment pack via the WJEC Secure Website. Tasks are not intended to change for the lifetime of the qualification.</p> <p>If candidates choose to resit this unit's assessment at a later date, they must choose another retail business.</p> <p>This assessment contributes 30% to the overall qualification grade.</p>

2.1 Introduction to customer service

In this section, learners will gain knowledge and understanding of customer service, including:

- 2.1.1 Importance of customer service to retail businesses
- 2.1.2 Features of good customer service
- 2.1.3 Principles of good customer service
- 2.1.4 Situations when retail businesses interact with customers
- 2.1.5 Online customer services.

Content	Amplification
<p>2.1.1 Importance of customer service to retail businesses</p>	<p>Learners should know and understand the importance of customer service to retail businesses, in that:</p> <ul style="list-style-type: none"> • customer service is the interaction between a retail business and its customers, taking care of customers' expectations through professional, high quality assistance • the success of a retail business can be affected by the quality of its customer service and this includes by increasing customer spend, increasing customer loyalty, encouraging repeat purchase, attracting new customers, giving a competitive advantage and improving reputation.
<p>2.1.2 Features of good customer service</p>	<p>Learners should know and understand the features of good customer service, including greeting the customer, interacting with the customer, identifying customer expectations, building a rapport with the customer, encouraging feedback from customers, responding to feedback from customers and providing services and facilities for customers.</p>
<p>2.1.3 Principles of good customer service</p>	<p>Learners should know and understand the principles of good customer service, including listening and responding, patience, empathy, courtesy, knowledge of products and services and being a team player.</p>
<p>2.1.4 Situations when retail businesses interact with customers</p>	<p>Learners should know and understand the different situations when retail businesses interact with customers, including when selling products and services, responding to queries, giving advice, providing product information, providing additional services such as finance or insurance, resolving complaints and after-sales.</p> <p>Learners should be able to apply knowledge of the importance, features and principles of customer service to different retail situations for different products and in different types of retail organisations.</p>
<p>2.1.5 Online customer services</p>	<p>Learners should know and understand how customer service is carried out online, and how the features, principles and situations of customer service are adapted for e-commerce and m-commerce.</p>

2.2 Meeting customer expectations

In this section, learners will gain knowledge and understanding of meeting customer expectations, including:

2.2.1 Types of retail customers

2.2.2 Expectations of different types of retail customers

2.2.3 How retail businesses meet the expectations of different types of customers.

Content	Amplification
<p>2.2.1 Types of retail customers</p>	<p>Learners should know and understand the different types of retail customers including existing, new, individuals, groups (e.g., families), different age groups and customers with additional needs.</p> <p>Learners should know and understand how a retail business will adapt/personalise its customer service.</p>
<p>2.2.2 Expectations of different types of retail customers</p>	<p>Learners should know and understand the expectations of different types of retail customers, including that customers are able to access information about the product or service, communication, advice, product availability, choice of retail channels, methods of payment, secure payment, delivery and after-sales support.</p> <p>Learners should be aware that the modern retail customer is well-informed and aware of the choices available in a competitive market and that the expectations of a retail customer may differ depending on the type of product purchased and its value.</p>
<p>2.2.3 How retail businesses meet the expectations of different types of customers</p>	<p>Learners should know and understand how retail businesses meet the expectations of different types of customers, including meeting and surpassing expectations, quality of service, developing customer relationships, offering a seamless experience across different retail channels and with the use of the latest instore technology.</p> <p>Learners should know and understand how retail businesses meet the expectations of different types of customers online through services such as click and collect and multi-channel options, express delivery, free delivery, delivery tracking, easy product returns process, communication, privacy and data and financial security.</p>

2.3 Investigate customer experiences in retail businesses

In this section, learners will gain the knowledge, understanding and skills to investigate customer experiences in retail businesses, including:

- 2.3.1 Research tools used to gather customer feedback information on retail businesses
- 2.3.2 Good practice in carrying out customer research
- 2.3.3 Presenting research information on retail businesses
- 2.3.4 Using research information on retail businesses to inform decision making.

Content	Amplification
<p>2.3.1 Research tools used to gather customer feedback information on retail businesses</p>	<p>Learners should be able to create and use research tools, including:</p> <ul style="list-style-type: none"> • primary – questionnaires, mystery shopper checklists, interview questions and focus group questions • secondary – internet/website research log. <p>Learners should be able to test research tools to make sure they are correct, error free and fit for purpose.</p>
<p>2.3.2 Good practice in carrying out customer research</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • conduct a survey on customer experiences in a retail business using a combination of primary and secondary research • select a suitable sample of participants to take part in the research and recognising sampling bias • record information accurately.
<p>2.3.3 Presenting research information on retail businesses</p>	<p>Learners should be able to use suitable presentation techniques to structure research findings including a range of diagrams such as charts, tables and graphs, and extended written communication to present qualitative and quantitative information.</p>
<p>2.3.4 Using research information on retail businesses to inform decision making</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • interpret research findings in order to analyse customer experiences in retail businesses • make informed judgements and draw conclusions from the research findings.

Unit 3

Unit title	Merchandising and marketing retail products
Unit entry code	
GLH	36
Vocational context	<p>The retail industry is not just about selling, there are many opportunities for creative individuals in the merchandising and marketing of products for retail organisations. The knowledge and skills in this unit will allow them to understand the importance of being creative in the retail industry and develop practical skills needed by retailers to give them a competitive advantage.</p>
Overview of unit	<p>This unit introduces learners to the importance of visual merchandising and marketing to retail organisations.</p> <p>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.</p> <p>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.</p> <p>Learners will need to make use of their knowledge and understanding gained from Units 1 and 2 throughout this unit, including:</p> <ul style="list-style-type: none"> 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

Topics	<p>3.1 Visual merchandising for retail business 3.2 Marketing retail businesses and products</p>
Assessment	<p>This unit is internally assessed through controlled assessment available in January and May each year.</p> <p>Duration: 8 hours Number of marks: 60 Format: Candidates will undertake a series of set tasks that are to be applied to a prescribed context set annually by WJEC and issued to centres in an assessment pack via the WJEC Secure Website.</p> <p>This assessment contributes 30% to the overall qualification grade.</p>

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3.1 Visual merchandising for retail business

In this section, learners will gain the following knowledge and understanding of visual merchandising:

- 3.1.1 The purposes of visual merchandising
- 3.1.2 Types of visual merchandising
- 3.1.3 Principles of visual merchandising
- 3.1.4 Adapting principles for different retail channels
- 3.1.5 Adapting principles for different retail types, scale and products
- 3.1.6 Designing visual merchandising installations.

Content	Amplification
3.1.1 The purposes of visual merchandising	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.
3.1.2 Types of visual merchandising	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.
3.1.3 Principles of visual merchandising	Learners should know and understand the principles of visual merchandising, including: <ul style="list-style-type: none"> • 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.

<p>3.1.4 Adapting principles for different retail channels</p>	<p>Learners should know and understand how merchandising principles are adapted for different retail channels, including:</p> <ul style="list-style-type: none"> • 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.
<p>3.1.5 Adapting principles for different retail types, scale and products</p>	<p>Learners should know and understand:</p> <ul style="list-style-type: none"> • 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.
<p>3.1.6 Designing visual merchandising installations</p>	<p>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.</p> <p>Learners should be able to apply the principles of visual merchandising to the designs.</p> <p>Learners should know and understand how the designed visual merchandising installations targets customers and the aims of retail businesses.</p>

3.2 Marketing retail businesses and products

In this section, learners will gain the following knowledge and understanding of marketing retail businesses:

- 3.2.1 Identifying and targeting customers
- 3.2.2 The marketing mix
- 3.2.3 Designing promotional materials for retail businesses
- 3.2.4 Use of technology in promotion
- 3.2.5 How marketing activities contribute to aims.

Content	Amplification
3.2.1 Identifying and targeting customers	<p>Learners should know and understand:</p> <ul style="list-style-type: none"> • 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.
3.2.2 The marketing mix	<p>Learners should know and understand the marketing mix, including:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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.
<p>3.2.3 Designing promotional materials for retail businesses</p>	<p>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.</p> <p>Learners should be able to use:</p> <ul style="list-style-type: none"> • 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. <p>Learners should know and understand how the designed promotional material targets customers and the aims of retail businesses.</p>
<p>3.2.4 Use of technology in promotion</p>	<p>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.</p>

3.2.5

How marketing activities contribute to aims

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.**

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4. Assessment

4.1 External assessment (Unit 1)

Unit 1 is assessed through an external examination available in January/February and May/June each year (first assessment in January 2024).

Each external examination will:

- be set and marked by WJEC
- consist of a 1 hour 30 minute paper
- assess content from each topic in the unit each series
- include 80 marks
- include a balance of short and extended answer questions, based on stimulus material and applied contexts
- only use the command verbs listed in the Assessment Guide
- 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*.

All content in each topic area will be assessed over the lifespan of the specification. WJEC will produce a mark scheme which will be used as the basis for marking the examination papers.

For external assessments, centres must follow the Joint Council for Qualifications (JCQ) *Instructions for Conducting Examinations*, a copy of which can be accessed from the JCQ website.

(www.jcq.org.uk).

4.2 Internal assessment (Units 2 and 3)

Units 2 and 3 are assessed through controlled assessment, submitted for external moderation in January and May each year (first submission in January 2023). 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.

4.3 Synoptic assessment

Unit 3 is synoptic and requires learners to draw on knowledge and understanding gained through Units 1 and 2 (see page 19 for details).

4.4 Candidate and assessor packs

Candidate and Assessor Assessment Packs are available on the secure website for centres to download. Candidates must not have access to the Candidate Packs until the start of the assessment which will be available during the September of each academic year. Sample Assessment Materials are available on the wjec.co.uk website.

4.5 Managing the assessments

Centres are required to manage and conduct internal assessments in line with the arrangements outlined in the Administration Guide. There are four areas that are controlled: supervision, guidance, and time collaboration. Specific details for Unit 2 and Unit 3 can be found in the SAMs and the corresponding unit guide.

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5. Guided Learning Hours and Total Qualification Time

5.1 Guided Learning Hours

Guided learning hours (GLH) means activities such as classroom-based learning, tutorials and online learning, which are directly supervised by a teacher, tutor or invigilator. It also includes all forms of assessment which take place under the immediate guidance or supervision of a teacher, supervisor or invigilator.

The total number of GLH assigned to this qualification is 120 hours.

Guided learning hours are allocated per unit to support centre planning and delivery. It is acceptable for centres to deliver this qualification holistically and, therefore, guided learning hours per unit are a recommendation only.

5.2 Total Qualification Time

Total qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both the guided learning hours (GLH) and additional time spent in preparation, study and some formative assessment activities.

The total qualification time for this qualification has been calculated as 180 hours. This includes:

- 120 hours of guided learning and/or supervised assessment
- 60 hours of self-directed study which may include additional assignments and tasks set by the teacher (homework) and independent use of online learning resources.

6. Entries

6.1 Centre approval

In order to offer our qualifications, centres must have WJEC centre approval. The approval process involves completion of the relevant application form(s) and an assessment of the ability of the centre to meet WJEC and relevant JCQ requirements.

If your centre already offers General Qualifications and has been issued with an NCN centre number, please read the WJEC Conditions for Registered Centres and contact us to request an application form.

If you are a new institution, please read the following documents before contacting us to discuss your prospective centre:

- JCQ General Regulations for Approved Centres
- JCQ Instructions for Conducting Examinations
- WJEC Conditions for Registered Centres.

If your centre wishes to submit entries and is not yet registered as a centre, please contact the Centre Support department at WJEC (centres@WJEC.co.uk) for an application form. The completed form must be returned to WJEC no less than five months prior to the relevant entry deadline.

WJEC approved centres must adhere to the **General Conditions for WJEC Centres** and the appropriate **JCQ regulations**. All WJEC approved centres with a National Centre Number (NCN) must complete the **annual declaration sent by NCN**. Failure to do so will result in suspension of WJEC registration.

6.2 Entry procedure

WJEC Level 1/2 in Retail Business will be available for certification from January 2024. Thereafter, each qualification will be available for certification each January and June.

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.

Entry codes

		Entry Code
Unit 1	External assessment	
Unit 2	Internal assessment	
Unit 3	Internal assessment	
Cash in code		

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7. Awarding, grading and reporting

Vocational Awards are awarded on an 8-point scale: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass. Candidates who do not achieve the uniform marks required to achieve a Level 1 Pass will have their achievement recorded as U (unclassified) and will not receive a certificate.

Individual units are recorded on a Uniform Mark Scale (UMS) with the following grade equivalences:

Unit	Max	Level 2				Level 1			
		D*	D	M	P	D*	D	M	P
Unit 1	120	108	96	84	72	60	48	36	24
Unit 2	90	81	72	63	54	45	36	27	18
Unit 3	90	81	72	63	54	45	36	27	18
Qualification	300	270	240	210	180	150	120	90	60

8. Resit arrangements

8.1 Resitting units prior to certification

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

Candidates may resit the **externally** assessed unit; however, this qualification has a 40% terminal requirement which must be satisfied by the externally assessed unit. Therefore, only the uniform mark score from the attempt made in the series in which the candidate is cashing in the qualification will be used in calculating the final overall grade, even if this is lower than the previous attempt.

8.2 Resitting units following certification

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 externally assessed unit, 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. The candidate does not need to resit the internally assessed unit as marks for the internally assessed unit may be carried forward for the lifetime of the specification.

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.

8.3 Post-results services

Following the publication of results for each examination series, WJEC offers a range of post-results services relating to reviews of marking and moderation and access to examination scripts. Information on post-results services can be found on the Eduqas website.

9. Malpractice

Information regarding malpractice is available in our [Malpractice, A Guide for Centres](#) document.

All cases of suspected or actual malpractice must be reported to WJEC. If candidates commit malpractice, they may be penalised or disqualified from the examinations.

In all cases of malpractice, centres are advised to consult the JCQ booklet [Suspected Malpractice: Policies and Procedures](#).

9.1 Preventing malpractice

Candidates must not:

- submit work which is not their own.
- make available their work to other candidates through any medium.
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;
- use books, the internet or other sources without acknowledgement or attribution;
- submit work that has been word processed by a third party without acknowledgement;
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet – <https://www.jcq.org.uk/exams-office/information-for-candidates-documents/>.

Heads of centre and senior leaders must ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice itself.

Teaching staff must:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations;
- report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to WJEC.