



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

**INTERNAL SAMPLE ASSESSMENT  
UNIT 1: CUSTOMER EXPERIENCE**

**For first teaching from September 2014**

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

**MODEL ASSIGNMENT**

**UNIT 1: CUSTOMER EXPERIENCE**

## LEARNER ASSIGNMENT BRIEF

### BRIEF

(*INSERT RETAIL BUSINESS NAME*) are planning to review the quality of the customer experience as part of their business monitoring process. This year, the review will take account of both the shop and their website. Due to the current economic climate, they have decided not to use an external company to complete the review. They have decided to use their own staff, but only those that have been working there for less than six months. The review will include:

- A mystery shopper exercise – both online and in their shop
- Questioning of a range of customers either through a focus group, interview or questionnaire
- Research of any feedback posted on the Internet
- Any customer service standards, policies, charters etc. produced by (*INSERT RETAIL BUSINESS NAME*)

You are one of the members of staff asked to carry out a review. You will report on your findings to your manager.

### TASKS

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

Task Number	Evidence	AC	Controls
1	Research plan which includes a description of the principles of customer service  Research tools	<b>AC1.1</b> Describe principles of customer service <b>AC3.1</b> Design research tools	<b>Time</b> 1.5 hours <b>Resources</b> Access to ICT software and Internet; access to class notes <b>Supervision</b> You will be supervised throughout <b>Collaboration</b> Individual task <b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked
2	Records of secondary information including an evaluation of the validity of the information using  Analysis/interpretation of findings	<b>AC3.2</b> Process information	<b>Time</b> 1.5 hours <b>Resources</b> Access to class notes; results of research undertaken, access to ICT software and Internet <b>Supervision</b> You will be supervised throughout <b>Collaboration</b> Individual task <b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked

3	Written report	<p><b>AC1.2</b> Describe situations when customers interact with retail organisations</p> <p><b>AC1.3</b> Describe how customer service delivery differs across retail channels</p> <p><b>AC2.1</b> Describe needs of different types of retail customers.</p> <p><b>AC2.2</b> Explain how retailers meet the expectations of different types of customers</p> <p><b>AC3.3</b> Present information</p> <p><b>AC3.4</b> Draw conclusions from research</p>	<p><b>Time</b> 3 hours</p> <p><b>Resources</b> Access to class notes; access to ICT software; access to results of research</p> <p><b>Supervision</b> You will be supervised throughout</p> <p><b>Collaboration</b> Individual task</p> <p><b>Feedback</b> You cannot be given feedback on the work you produce until it has been marked</p>
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## **ASSESSOR INFORMATION**

### **WJEC Approach to Assessment**

Units 1 and 3 of the WJEC Level 1/2 Awards in Retail Business are internally assessed and externally moderated. The following principles apply to the assessment of these units:

- All units are assessed through summative controlled assessment. Details of controls for this unit are provided in this model assignment.
- All assessment criteria must be met under controlled conditions, as specified in this model assignment, for the unit learning outcomes to be achieved.
- Performance bands for Level 2 Merit and Level 2 Distinction can only apply once a candidate has achieved all assessment criteria at the level of qualification to be awarded. Evidence must clearly show how the candidate has met the standard for the higher grades.

The WJEC Level 1/2 Award in Retail Business has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document 'GCSE, GCE, ELC, Functional skills, Principal learning in the Diploma and Project Qualifications – instructions for conducting coursework'. 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.

There are three stages of assessment that will be controlled:

- Task setting
- Task taking
- Task marking.

### **Task setting**

WJEC have produced this model assignment for the assessment of this unit. Centres are, however, allowed to modify the assignment, as outlined in the 'Accepted changes to assignments' section of this model assignment. This will allow centres to tailor the assessment to local needs. This 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 a business or society. Further details are in Section 1.2 of the specification.
- 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 candidate with the opportunity to address all assessment criteria and all performance band requirements.
- The assignment must indicate the acceptable forms of evidence.
- 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.

### **How the learner assignment brief meets these controls**

This is a single assignment that addresses all assessment criteria for this unit. There is a clear applied purpose - to review the quality of the customer experience of a retail business. The choice of retail business is at the discretion of the centre however it must have a real business and have a physical and online presence. The context and organisation in the assignment ensure the requirements are realistic. The tasks are all coherently related to the applied purpose. The Summary table makes clear the evidence requirements.

### **Task taking**

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

### **Time**

'Time' has limited control. There are **6** hours available for assessment of this unit. The learner assignment brief suggests how this time can be allocated.

### **Resources**

'Resources' has limited control. The assignment makes clear the type of resources that learners must have access to. Learners may access ICT software to develop their outputs for all tasks. Learners can access the Internet for Tasks 1 and 2. Learners can access class notes throughout all tasks. This can include any outcomes of formative assessment, unless the context for the formative assessment is similar to the context for this summative assessment. For task 2, learners will require access to the findings of research. Findings of primary research can be produced individually by the learner, or as part of a group. Where the learner has been unable to acquire information and data of an appropriate quality to fully complete tasks 2 and 3, this can be provided to the learner.

### **Supervision**

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. The primary research phase of the assignment is not assessed and learners do not have to be supervised for this activity. 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.

Candidates can review and redraft evidence independently within the time controls for the assessment. Candidates cannot redraft based on feedback from an assessor.

Learners must sign the declaration in this model assignment to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration in this model assignment to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

### **Collaboration**

'Collaboration' refers to group work and has limited control. For this model assignment group work is not allowed when learners are producing evidence for assessment. Learners can work in groups to undertake primary research.

## **Task marking**

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

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

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 of 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



## SUGGESTED ASSESSMENT PLAN

<b>Stage</b>	<b>Activity</b>
1	Assessor meets with employers, agree to use set brief or change context of brief, data and information on individuals and employer engagement.
2	Assignment brief is quality assured
3	Prior to commencing summative assessment, learners presented with assignment brief, but not tasks. Learners advised of date when the employer will visit the centre to provide further details of the brief.
4	Learners may conduct initial research, including preparation of questions for employer, unsupervised and outside of time controls.
5	Employer representative meets with learners to present the brief and tasks. Learners have opportunity to ask questions of employer representative.
6	Learners complete task 1 under direct supervision. Assessor marks evidence submitted.
7	Learners undertake primary research in groups. Learners agree the design of the research tools. If the research tools developed would not allow for appropriate information to be obtained and is likely to limit their potential to achieve higher grades in later tasks, the assessor may provide learners with the research tools to be used. This task is not completed under controlled conditions.
8	Learners complete task 2 under direct supervision. Secondary research is undertaken individually. The results of the primary research are shared for analysis. Learners individually carry out the analysis.
9	Learners complete task 3 under direct supervision.
10	Assessor meets with employer representatives for feedback.
11	Evidence is annotated and marked against the performance bands and assessment criteria. All assessment documentation is completed.
12	Assessment decisions are quality assured
13	Learners present their report to employer representatives. They receive feedback from employers. This is not part of the assessment task but will contribute to learning and development of communication skills

## **ACCEPTED CHANGES TO THIS MODEL ASSIGNMENT**

### **Assignment Brief (Task setting)**

#### **Type of evidence**

No format is specified within the assignment brief for the type of evidence. Any format is acceptable. Learners can present their reports using ICT software or handwritten. Learners can use images, supported by annotation, where they deem it to be appropriate. Learners can also present their reports orally. Observation records will be needed as evidence, together with any notes produced and support materials used. Observation records will include a description of candidate 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. A standard pro-forma should be developed and used for all learners. Learners should receive a copy of the pro-forma in advance.

#### **Tasks**

No changes allowed, except for references to the specific context of the assignment brief.

#### **Purpose**

No changes allowed.

#### **Context**

The context must be real. The retail business must have an online and physical presence. Learners only need to focus on one store/shop if the retail business has a number of outlets. If the retail business has a number of departments, the learner only has to research the customer experience for one department. Learners must complete a mystery shopper exercise and there must be at least one other type of primary research used as well as secondary research. The purpose to 'review the quality of the customer experience as part of their business monitoring process' can be changed but it must be credible and must not require learners at this level to make recommendation for change.

### **How Assessment is Managed (Task taking)**

#### **Time**

The time suggested for each task, as set out in the learner assignment brief, takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for controlled assessment, as set out in this model assignment. Centres can, however, amend the suggested time available for each task.

#### **Resources**

Learners must have access to an assessment grid. Details of essential resources are provided in the Summary table of the Learner Assignment Brief and the Task taking: resource section of this Assessor Guidance. There should be no changes to these.

#### **Collaboration**

Group work is not allowed for this unit when learners are producing evidence for assessment.

#### **Supervision**

No changes are allowed.

#### **Feedback**

No changes are allowed.



**LEVEL 1/2 AWARD IN RETAIL BUSINESS  
CONTROLLED ASSESSMENT MARK RECORD SHEET**

**UNIT 1: CUSTOMER EXPERIENCE**

Centre Name ..... Centre Number .....

Candidate Name ..... Candidate Number.....

**DECLARATION BY CANDIDATE**

I confirm that the evidence submitted for assessment has been produced by me without any assistance other than is acceptable within the specification.

**Assessor Name** .....

The assignment brief used for summative assessment is attached, together with evidence of quality assurance.

I confirm that the evidence submitted by the learner has been produced under the controlled conditions set out in the qualification specification and model assignment.

**Signature** ..... **Date** .....

**Lead Assessor Name** .....

I confirm that the evidence submitted by this learner for summative assessment has been quality assured and the grade awarded is confirmed as accurate.

**Signature** ..... **Date** .....

**THE OVERALL GRADE AWARDED FOR THIS UNIT IS**

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Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC1.1</b> Describe principles of customer service	Outline principles of customer service	Describes principles of customer service in a retail business			
<b>AC1.2</b> 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		
<b>AC1.3</b> 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	

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<b>AC2.1</b> 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		
<b>AC2.2</b> 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	

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
<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		

Assessment Criteria	Performance bands				Grade Awarded
	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	
AC3.4 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	