



## **WJEC LEVEL 1/2 QUALIFICATIONS IN RETAIL BUSINESS:**

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

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

## **SAMPLE INTERNAL ASSESSMENT**

### **UNIT 3: RETAIL OPERATIONS**

**For first teaching from September 2014**

# Contents

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	Page
<b>Specimen Assignment</b>	<b>1</b>
<b>Specimen Assessment Criteria Grid</b>	<b>11</b>



## **WJEC LEVEL 1/2 QUALIFICATIONS IN RETAIL BUSINESS**

### **MODEL ASSIGNMENT**

#### **UNIT 3: Retail Operations**

## **LEARNER ASSIGNMENT BRIEF**

### **BRIEF**

EIAr Sports is a local independent department store in a small market town. Owned by Ela Arden, the store, covering two floors, is in the Market Square of the town centre. Ela represented her country in many Taekwondo International competitions. She has used her expertise to develop a specialist range of martial arts products including weapons, fight-wear, protective clothing, sparring equipment and accessories. In addition, she sells products related to other sports including tennis, football, rugby, cricket and swimming.

The shop is currently organised into four main 'departments'

- Footwear
- Clothing
- Equipment
- Martial arts

EIAr Sports also has a website providing information on the products and services provided. It also gives details of sports clubs in the area and ways for local people to get involved in sport and active leisure.

The shop opens Monday, Tuesday, Thursday and Friday from 0900 to 1700. On Wednesdays and Saturdays, the shop opens from 0900 to 1300. This is in agreement with all shops within the town centre.

Ela visits the shop infrequently, perhaps once or twice a month. She takes responsibility for marketing and visual merchandising. There is a manager and two full-time and two part-time staff. The manager and one of the full-time staff are key-holders. The manager has a first aid qualification. The part-time staff currently work 16 hours per week. Staff can take 30 minutes lunch break between 1230 and 1400. All staff are over 25 years of age. The layout of the shop is shown in Appendix A.

Ela has received comments from staff and customers that

- There are delays in being served
- The shop is not always tidy in the morning
- Staff often don't have time to take a lunch break
- The shop is too cluttered

At a recent meeting of the retail association of the town, it was agreed that shops would extend their opening hours. Shops would now open from 0900 to 1730 Monday to Saturday and 1000 to 1600 on Sundays. Ela does not want to recruit more staff and plans to increase the hours of existing staff. The extended opening hours will start in November, in the run-up to Christmas. Ela is also planning to introduce online selling through the website. She has contracted an external company to make the necessary changes to the website. The existing staff will deal with any sales or queries that come through the website.

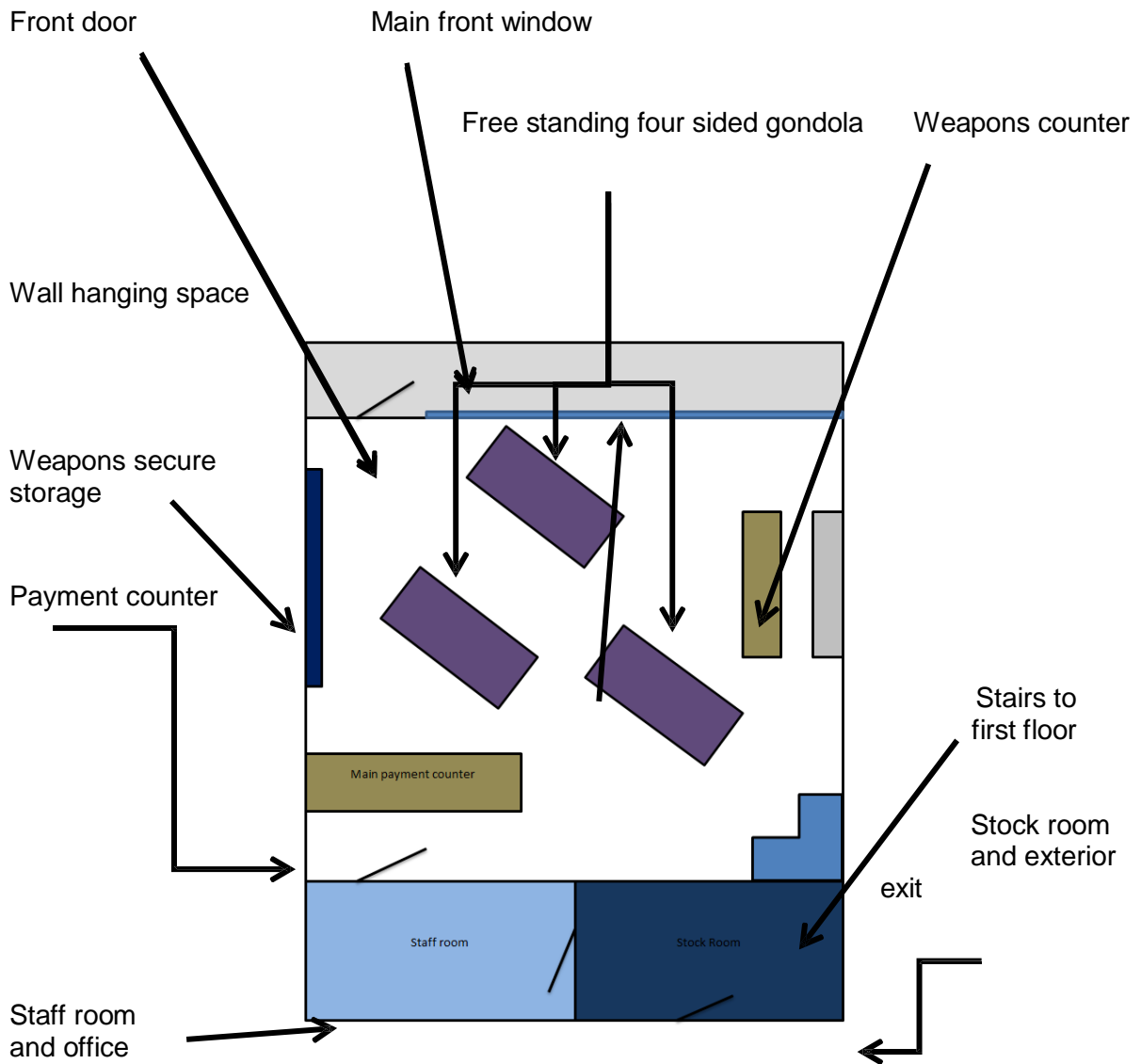
In response to the comments and planned changes, Ela has asked for the layout and operation of EIAr Sports to be reviewed and recommendations to be made. You have been asked to produce a report to Ela.

### **TASKS**

1. Analyse the information provided and identify key issues faced by EIAr Sports
2. Propose how EIAr Sports should respond to change

Task Number	Evidence	AC	Controls
1	Report (analysis)	<p><b>AC1.1</b> Describe activities of retail functional areas</p> <p><b>AC1.2</b> Describe rights of retail employees</p> <p><b>AC1.3</b> Summarise responsibilities of retail employees</p> <p><b>AC1.4</b> Describe effects of legislation on retail operations</p> <p><b>AC2.1</b> Assess methods used by retail businesses to encourage sales</p> <p><b>AC2.2</b> Explain how technology is used to interact with customers</p> <p><b>AC3.1</b> Explain the effects of seasonality on retail operations</p> <p><b>AC4.1</b> Identify issues to resolve</p>	<p><b>Time</b> 5 hours</p> <p><b>Resources</b> access to ICT software and Internet; access to class notes</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>
2	Report (recommendations)	<p><b>AC1.1</b> Describe activities of retail functional areas</p> <p><b>AC2.1</b> Assess methods used by retail businesses to encourage sales</p> <p><b>AC2.2</b> Explain how technology is used to interact with customers</p> <p><b>AC3.2</b> Explain measures retail businesses use to prepare for unplanned situations in daily retail operations</p> <p><b>AC4.2</b> Suggest actions in response to issues</p> <p><b>AC4.3</b> Justify suggestions for change</p>	<p><b>Time</b> 5 hours</p> <p><b>Resources</b> access to class notes; access to ICT software and Internet</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>

**Appendix A**  
Front of store

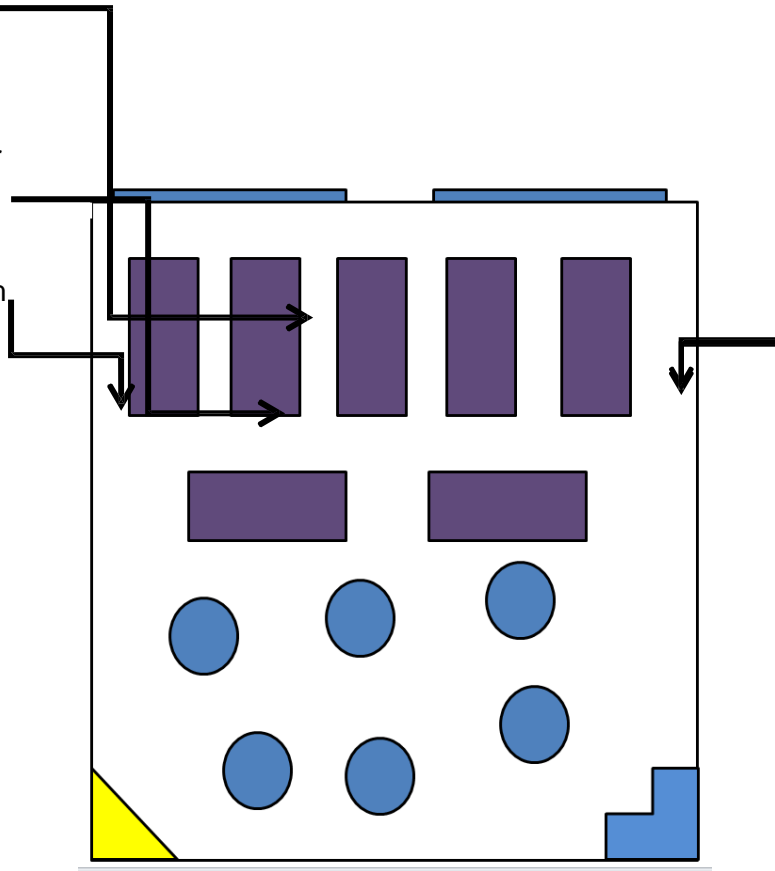


1st Floor  
7 four sided gondolas

6 small circular  
freestanding  
gondolas

Changing room

Stairs



## **ASSESSOR INFORMATION**

### **WJEC Approach to Assessment**

Units 1 and 3 of the WJEC Level 1/2 Qualifications 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 Qualifications 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 propose responses to change in retail operations. Although the context and organisation in the scenario is fictitious, it has been developed through discussions with representatives of a real organisation to 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 **10** 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 cannot access the Internet, they must use the knowledge and understanding they have acquired to produce their summative assessment evidence. 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.

### **Supervision**

'Supervision' has medium control. Learners must be supervised by an assessor whilst completing all tasks. 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.

## **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. Data and information on individuals may need to be provided and employer engagement negotiated.
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.
7	Learners complete task 2 under direct supervision.
8	Assessor meets with employer representatives for feedback.
9	Evidence is annotated and marked against the performance bands and assessment criteria. All assessment documentation is completed.
10	Assessment decisions are quality assured
11	Learners present their report to employer representative. 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 realistic and credible. 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. The scenario must present staffing and layout issues for analysis. Learners must be provided with a plan showing layout.

### **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

**WJEC LEVEL 1/2 QUALIFICATIONS IN RETAIL BUSINESS MARK RECORD SHEET**

**UNIT 3: RETAIL OPERATIONS**

**Learner Name:**

I confirm that the evidence submitted for assessment has been produced by me without any assistance beyond that allowed.

**Signature:**

**Date:**

**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.

The overall grade awarded for this unit is \_\_\_\_\_

**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:**

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

<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>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 in 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	