

# Level 2 Certificate Retail Knowledge (Beauty) (1013-23)

August 2017 Version 2.2



## Qualification at a glance

<b>Subject area</b>	Retail
<b>City &amp; Guilds number</b>	1013
<b>Age group approved</b>	16+
<b>Assessment</b>	Multiple choice online test or portfolio of evidence
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Certificate In Retail Knowledge (Beauty)	1013-23	600/4820/7
Level 2 Award in Understanding the Evolution of Beauty Retailing	1013-26	600/5817/1
Level 2 Award in Understanding the Retail Sale of Skin Care Products	1013-26	600/5818/3
Level 2 Award in Understanding the Retail Sale of Perfumery Products	1013-26	600/5768/3
Level 2 Award in Understanding the Retail Sale of Cosmetics	1013-26	600/5769/5
Level 2 Award in Understanding the Retail Sale of Nail Care Products	1013-26	600/5767/1

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.2 August 2017	Added TQT details	Qualification at a glance, Structure
	Deleted QCF	Throughout
2.1 Sept 2013	Clarification around online tests	Section 4
2.0 June 2012	Added detail of single unit awards	Section 1
2.0 June 2012	Amended range under unit 264	Section 5



# Contents

<b>1</b>	<b>Introduction</b>	<b>4</b>
	Structure	5
<b>2</b>	<b>Centre requirements</b>	<b>7</b>
	Approval	7
	Resource requirements	7
	Candidate entry requirements	8
<b>3</b>	<b>Delivering the qualification</b>	<b>9</b>
	Initial assessment and induction	9
	Support materials	9
<b>4</b>	<b>Assessment</b>	<b>10</b>
	Assessment of the qualification	10
<b>5</b>	<b>Units</b>	<b>14</b>
<b>Unit 221</b>	<b>Understanding customer service in the retail sector</b>	<b>15</b>
<b>Unit 222</b>	<b>Understanding the retail selling process</b>	<b>18</b>
<b>Unit 223</b>	<b>Understanding how individuals and teams contribute to the effectiveness of a retail business</b>	<b>20</b>
<b>Unit 224</b>	<b>Understand how a retail business maintains health and safety on its premises</b>	<b>23</b>
<b>Unit 260</b>	<b>Understanding the evolution of beauty retailing</b>	<b>26</b>
<b>Unit 261</b>	<b>Understanding the retail sale of skin care products</b>	<b>28</b>
<b>Unit 262</b>	<b>Understanding the retail sale of perfumery products</b>	<b>31</b>
<b>Unit 263</b>	<b>Understanding the retail sale of cosmetics</b>	<b>34</b>
<b>Unit 264</b>	<b>Understanding the retail sale of nail care products</b>	<b>37</b>
<b>Appendix 1</b>	<b>Relationships to other qualifications</b>	<b>41</b>
<b>Appendix 2</b>	<b>Sources of general information</b>	<b>42</b>



# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	Retail Knowledge (Beauty) meets the needs of candidates in who work or want to work in the retail beauty sector
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the retail beauty sector.
Is the qualification part of a framework or initiative?	The Level 2 and 3 Certificates in Retail Knowledge serve as technical certificates, in the Skillsmart Retail Level 2 Apprenticeship and Level 3 Advanced Apprenticeship framework.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"><li>• Level 2 Certificate or Diploma in Retail Skills</li><li>• Level 3 Certificate in Retail Knowledge</li></ul>

## Structure

To achieve the Level 2 Certificate in Retail Knowledge (Beauty), learners must achieve 10 credits from the mandatory units and a minimum of 6 credits from the optional units available.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	GLH
<b>Mandatory</b>				
M/502/5821	221 (211)	Understanding customer service in the retail sector	3	22
A/502/5806	222 (212)	Understanding the retail selling process	2	15
J/502/5789	223 (213)	Understanding how individuals and teams contribute to the effectiveness of a retail business	3	22
A/502/5823	224 (214)	Understand how a retail business maintains health and safety on its premises	2	15
<b>Optional</b>				
R/600/0646	260 (240)	Understanding the evolution of beauty retailing	3	30
A/600/0625	261 (241)	Understanding the retail sale of skin care products	3	30
J/600/0630	262 (242)	Understanding the retail sale of perfumery products	3	30
M/600/0640	263 (243)	Understanding the retail sale of cosmetics	3	30
Y/600/0633	264 (244)	Understanding the retail sale of nail care products	3	30

## 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 guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Certificate In Retail Knowledge (Beauty)	134	160

**Single unit awards**

To achieve the Level 2 Award in Understanding the Evolution of Beauty Retailing learners must achieve 3 credits from unit 240

To achieve the Level 2 Award in Understanding the Retail Sale of Skin Care Products learners must achieve 3 credits from unit 241

To achieve the Level 2 Award in Understanding the Retail Sale of Perfumery Products learners must achieve 3 credits from unit 242

To achieve the Level 2 Award in Understanding the Retail Sale of Cosmetics learners must achieve 3 credits from unit 243

To achieve the Level 2 Award in Understanding the Retail Sale of Nail Care Products learners must achieve 3 credits from unit 244



## 2 Centre requirements

### Approval

If your Centre is approved to offer **Level 2 Certificate in Beauty Therapy Services (3003)** or **Level 2 Diploma in Beauty Therapy (3007)**, **Level 2 Certificate in Retail Knowledge (1013-22)** you can apply for the new **Level 2 Certificate Retail Knowledge (Beauty) (1013-23)** approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

### **Assessors and internal verifiers**

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

### **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

### **Candidate entry requirements**

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

### **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 16 as this qualification is not approved for under 16s.





## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

<b>Description</b>	<b>How to access</b>
Assessment Pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Qualification Handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

### Assessment of the qualification

Candidates must:

- have a completed portfolio of evidence (components 221 – 224 & 260 – 264) **or** multiple choice online test (components 211 – 214 & 240 – 244) for each unit
- the single unit awards are assessed by multiple choice online test only (components 240 – 244).

For online tests 211 – 214 once candidates have sat the tests, a score report will be produced. This is the evidence of the candidate's test result and should be kept on record by the centre for a minimum period of 3 years. This may be checked by City & Guilds at any time to ensuring the quality of the delivery of assessments in the centre.

For online tests 211 – 214 centres will be required to enter candidate results after the test is completed.

### Portfolio assessment of knowledge and understanding

Where a portfolio of evidence is used as evidence for a candidate's achievement of the units within this qualification, the following criteria **must** be met:

- a suitable professionally competent assessor must be responsible for the assessment decision against the unit
- to achieve a unit a candidate must have valid and sufficient evidence for all the learning outcomes in the unit
- evidence against each of the learning outcomes must be clearly mapped
- assessors must be confident that the candidate's work is their own, and is an authentic reflection of their knowledge
- evidence must be available to be externally verified by City & Guilds on request (all evidence of candidate achievement will be sampled as part of City & Guilds' regulatory requirements, and to ensure the reliability of assessment decisions).

In some cases, knowledge tasks can be completed away from the centre in the candidate's own time. This is only appropriate where the assessor is confident that they will be able to accurately authenticate a candidate's evidence as their own.

Methods to support authentication of candidate work may include:

- final write-ups to take place under controlled conditions.

For evidence produced outside controlled conditions:

- requiring candidates to sign a declaration that the work is their own

- requiring the candidates to reference any sources
- supplementary (oral) questioning to gauge familiarity with the topic
- requiring access to evidence of steps in the process eg drafts, notes, planning etc.

For further information on authenticating candidate work, see:

**[www.ofqual.gov.uk/plagiarism-teachers](http://www.ofqual.gov.uk/plagiarism-teachers)**

### **Further guidance on specific types of portfolio knowledge assessment**

A candidate may be given clarification if they are having trouble understanding what they are being asked to do in the assessment, but they must carry out the tasks themselves. Candidates should be made aware that if they refer to their tutors for guidance on understanding tasks, the amount of guidance and support they are given will be taken into account by the assessor when deciding whether the candidate has met the standard.

A knowledge and understanding task should only be provided to a candidate once it is evident that they are ready to undertake the. A realistic timeframe should be set for completion of the task. The submission schedule should be worked out by the centre, governed by the overall assessment plan for the course. The handing out of tasks and the deadlines for their return are matters for agreement between the assessor and the candidates locally.

Tasks candidates are set for this qualification should not prevent access unfairly. If a task is thought to prevent unfair access due to the type of evidence required, advice should be sought from the external verifier on providing the evidence in a different format.

### **Work based tasks / evidence from the workplace**

These tasks will require candidates to undertake a project/assignment or gather evidence within the context of their own organisation or working environment.

The evidence can include a variety of forms (eg workbooks, observation, products of a candidate's work, reflective accounts, professional discussion, case studies, expert witness testimonies, oral/written questions). An **expert witness** is someone other than the assessor who regularly and systematically observes and reports on candidate performance. They should be familiar with the assessment criteria and performance standards required and supply supporting evidence on a candidate's abilities, their testimony should therefore contain appropriate evidence for assessment by the assessor.

Supplementary questions and/or a professional discussion are used to support observation, appraisal of a product and expert witness testimonies to confirm a candidate understands the principles and to authenticate evidence.

Testimony from non-expert witnesses is not sufficient as evidence for any whole task, but may provide supporting evidence where the opinion of a third party is relevant (eg customer satisfaction).

Further information on these forms of evidence can be found in the *Centre Manual – Supporting Customer Excellence*, which can be found on the centre support pages of **[www.cityandguilds.com](http://www.cityandguilds.com)**.

For evidence collected in the workplace it is recommended that candidates use a portfolio to keep, reference to and present their evidence. The evidence must be made available to the assessor, the quality assurance staff at the centre and the external verifier. Forms have been designed to aid candidates and assessors and these are contained in *Recording Forms – for centres and candidates*, which can be found on

the centre support pages of [www.cityandguilds.com](http://www.cityandguilds.com). The following or equivalent forms should be used as appropriate:

- Form 4 Expert / witness status list.
- Form 6 Performance evidence record
- Form 7 Questioning evidence record
- Form 8 Professional discussion record.

Only the knowledge and skills required by the unit(s) may be considered for evidence towards achievement of the unit. Any additional skills displayed but which are not required for the unit (eg high levels of presentation of materials, IT, communication etc) should not influence the assessment decision.

### **Health and safety / Codes of practice**

Safe working practices, the demands of the Health and Safety at Work Act and any Codes of Practice associated with the industry **must** always be adhered to.

### **Verification of assessments**

If a candidate's work is selected for verification, samples of work must be made available to the appointed external verifier who will ensure that

- the quality assurance co-ordinator is undertaking his/her responsibilities
- the quality assurance co-ordinator is given prompt, accurate and constructive feedback on centre operations
- a report is written on centre activities for City & Guilds.

### **Retention of evidence**

In order to fully support candidates, centres are required to retain candidates' evidence until the candidate has certificated and until any final EV sampling has taken place. Candidate assessment **records** (see the centre manual for details) must be retained for **three years** after certification.

### **Recognition of prior learning (RPL)**

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed and is not sector specific.



## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units.

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- learning outcomes which are comprised of a number of assessment criteria
- unit range (where appropriate)
- notes for guidance.

## Unit 221

## Understanding customer service in the retail sector

<b>UAN:</b>	M/502/5821
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the National Occupational Standards for retail.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	The purpose of this unit is to provide learners with the knowledge and understanding of retail customer service. It focuses on standards of customer service and covers how customer complaints and problems are resolved in retail businesses.

<b>Learning outcome</b>
The learner will: 1 Understand the effect of customer service on retail business
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>key features</b> of excellent customer service 1.2 describe how excellent customer service <b>affects</b> a retail business 1.3 describe the key features of unsatisfactory customer service 1.4 describe how unsatisfactory customer service affects a retail business 1.5 describe the <b>main methods</b> used by retail businesses to maintain and increase customer loyalty.

<b>Range</b>
<b>Key Features</b> Timely, responsive, listening and interpersonal skills, exceeding expectations, product and service knowledge. <b>Affects</b> Profits, sales, turnover, company image, customer loyalty. <b>Main methods</b> Loyalty schemes and cards, excellent customer service, targeted promotions, advertising, use of customer data base.

<b>Learning outcome</b>
The learner will: 2 Understand how retail businesses find out about customers' needs and preferences
<b>Assessment criteria</b>
The learner can: 2.1 describe methods of approaching customers on the sales floor and the <b>questioning</b> and <b>listening</b> techniques for finding out what customers are looking for 2.2 describe <b>how customer feedback is collected and used</b> to improve customer service.

<b>Range</b>
<b>Questioning</b> Open, closed.
<b>Listening</b> Active listening.
<b>How customer feedback is collected</b> Formal, informal..
<b>How customer feedback is used</b> To identify customers' needs and preferences, opportunities to improve customer service and delivery.

<b>Learning outcome</b>
The learner will: 3 Understand the importance to a retail business of customer service standards, policies and procedures
<b>Assessment criteria</b>
The learner can: 3.1 explain the difference between customer service standards, customer service policies and customer service procedures 3.2 describe the benefits to the customer of customer service standards, policies and procedures 3.3 describe the benefits to retail businesses of customer service standards, policies and procedures.

<b>Learning outcome</b>
The learner will: 4 Understand how customer complaints and problems are resolved in a retail business
<b>Assessment criteria</b>
The learner can: 4.1 describe the main <b>types of customer complaints</b> and problems 4.2 describe <b>techniques for listening</b> to customers expressing concerns about a product or service, and for <b>reassuring customers</b> that their concerns have been heard and understood 4.3 describe the key stages in resolving complaints to the customers' satisfaction.



**Range****Types of customer complaints**

Product or service related.

**Techniques for listening**

Active.

**Techniques for reassuring customers**

Interpersonal skills, showing empathy, professionalism, using open and closed questions.

## Unit 222

## Understanding the retail selling process

<b>UAN:</b>	A/502/5806
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to the National Occupational Standards for retail.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	The purpose of this unit is to provide learners with the knowledge and understanding of the retail selling process. It focuses on the techniques used for identifying and meeting the needs of customers in retail businesses.

<b>Learning outcome</b>
The learner will: 1 Understand the five steps of the selling model
<b>Assessment criteria</b>
The learner can: 1.1 outline the five steps of the selling model 1.2 explain why an effective rapport needs to be created with customers 1.3 explain the importance of effective questioning to the sales process 1.4 explain how linking benefits to product features helps to promote sales 1.5 explain why products must be matched to customers' needs 1.6 explain the importance of closing the sale.

<b>Learning outcome</b>
The learner will: 2 Understand how questions are used to identify customers' needs
<b>Assessment criteria</b>
The learner can: 2.1 define 'open' and 'closed' questions and state the purpose of each in the selling process 2.2 define what is meant by 'probing' questions and state the purpose of these in the selling process 2.3 identify questions which can be used to establish sales opportunities.

<b>Learning outcome</b>
The learner will: 3 Understand the benefits and uses of product knowledge
<b>Assessment criteria</b>
The learner can: 3.1 explain how comprehensive and up-to-date product knowledge can be used to promote sales 3.2 describe how the features and benefits of products can be identified and matched to customers' needs 3.3 describe a range of <b>methods</b> for keeping product knowledge up-to-date.

<b>Range</b>
<b>Methods</b> Suppliers' training, trade information, colleagues, packaging, company briefings, Internet/Intranet.

<b>Learning outcome</b>
The learner will: 4 Understand how sales are closed
<b>Assessment criteria</b>
The learner can: 4.1 state what is meant by a 'buying signal' and describe the main buying signals the salesperson needs to look for 4.2 describe the main ways of closing sales.

## Unit 223

# Understanding how individuals and teams contribute to the effectiveness of a retail business

<b>UAN:</b>	J/502/5789
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Relationship to NOS:</b>	This unit is linked to the National Occupational Standards for retail.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	The purpose of this unit is to provide learners with the knowledge and understanding of how to monitor their own performance and develop themselves to achieve higher standards. It looks at how working as a team and using effective communication skills can maximise overall productivity. The unit also covers employment rights and responsibilities.

<b>Learning outcome</b>
The learner will: 1 Know the employment rights and responsibilities of an employee and the employer
<b>Assessment criteria</b>
The learner can: 1.1 state the key requirements in a contract of employment in retail business 1.2 state which organisations are able to help individuals in the cases of violation of employee rights 1.3 state the key areas covered by 'equality' legislation 1.4 state the purpose of <b>laws</b> that promote equality within the workplace 1.5 define diversity in relation to promoting equality and diversity within the workplace.

<b>Range</b>
<b>Laws</b> Equal Opportunities, Disability Discrimination Act, Race Relations, Age Discrimination, Sex Discrimination.

**Learning outcome**

The learner will:

- 2 Understand the importance and characteristics of effective team work in retail business

**Assessment criteria**

The learner can:

- 2.1 explain what is meant by 'team work' in retail business
- 2.2 describe the benefits that team work can bring to team members and to retail business as a whole
- 2.3 describe the general **qualities and abilities** required to be an effective member of a team in retail business.

**Range****Qualities and abilities**

Attitudes, behaviours, skills and knowledge.

**Learning outcome**

The learner will:

- 3 Understand the impact of effective communication skills when working in a retail team

**Assessment criteria**

The learner can:

- 3.1 describe the relevance and importance of communication skills in clarifying and resolving misunderstandings
- 3.2 describe effective methods of communication used within teams
- 3.3 describe how poor communication skills can affect a team's performance.

**Learning outcome**

The learner will:

- 4 Understand how the roles and responsibilities of retail teams relate to the structure and function of organisations

**Assessment criteria**

The learner can:

- 4.1 describe broad **functional teams** in retail and identify the different **job roles** and **career pathways** within these
- 4.2 describe the relationships between different job roles within functional teams and identify the lines of accountability in retail business.

<b>Range</b>
<p><b>Functional teams</b> Departments / sections, sales related, non-sales related, internal and external support teams.</p> <p><b>Job roles</b> Customer facing, non-customer facing.</p> <p><b>Career pathways</b> Training and development opportunities, types of organisational structure.</p>

<b>Learning outcome</b>
The learner will: 5 Understand how to improve personal performance
<b>Assessment criteria</b>
The learner can: 5.1 explain the benefit to individual employees and the retail business as a whole of a personal development plan 5.2 describe the range of methods available to identify own learning needs 5.3 explain the <b>main learning styles</b> and state which learning <b>methods and activities</b> suit each style 5.4 identify potential learning resources available for improving own performance.

<b>Range</b>
<p><b>Main learning styles</b> By doing, by observation, by listening, by reading.</p> <p><b>Methods and activities</b> On the job training, off the job learning.</p>

<b>Learning outcome</b>
The learner will: 6 Understand how personal performance contributes to business success
<b>Assessment criteria</b>
The learner can: 6.1 explain how work objectives are agreed and state the benefits they can bring to the individual and the retail business 6.2 explain how a team's goals impact on the roles and responsibilities of individual team members 6.3 describe the benefits to the retail business of identifying more effective ways of working.

## Unit 224

## Understand how a retail business maintains health and safety on its premises

<b>UAN:</b>	A/502/5823
<b>Level:</b>	Level 2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	the National Occupational Standards for retail.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	The purpose of this unit is to provide learners with the knowledge and understanding of the procedures required for maintaining health and safety on the premises of retail businesses. It also covers employers' and employees' responsibilities in terms of legislation and safe working practices.

<b>Learning outcome</b>
The learner will: 1 Know the main provisions of health and safety legislation in relation to a retail business
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>main legal responsibilities of employees and employers</b> in relation to the relevant health and safety legislation 1.2 describe the <b>main responsibilities of employees and employers</b> in relation to the control of substances hazardous to health.

<b>Range</b>
<b>Legal responsibilities of employees</b> Compliance with legislation regarding safety of self and others. <b>Legal responsibilities of employers</b> Provide clearly defined procedures and training for dealing with health and safety legislation. Providing safe working conditions for employees, customers and visitors. <b>Main responsibilities of employees</b> Compliance with COSHH legislation. Understand safe use of potentially hazardous substances in the work place.

**Main responsibilities of employers**

Provide clearly defined procedures and training for dealing with potentially hazardous substances in the work place.

**Learning outcome**

The learner will:

2 Know what actions to take in an emergency

**Assessment criteria**

The learner can:

2.1 state when and how to raise an emergency alarm

2.2 state the actions an employee should take in the event of:

- fire
- a bomb alert
- acute illness or accident

2.3 state the main stages in an emergency evacuation procedure.

**Learning outcome**

The learner will:

3 Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business

**Assessment criteria**

The learner can:

3.1 describe the **hazards** and associated **risks** typically found on the premises of a retail business

3.2 explain why it is **important to notice and report** hazards

3.3 state **when and to whom a personal accident should be reported.**

**Range****Hazards**

Trip hazards, machinery, flammable products, incorrect merchandising, incorrect storage, spillages.

**Risks**

Trips, slips and falls, injury and electrocution, burns and scalds.

**Important to notice and report**

Minimise potential risks, comply with legislation, minimise opportunity of litigation.

**When and to whom a personal accident should be reported**

When and to whom a personal accident should be reported – In a timely manner to an authorised and/or nominated person.



<b>Learning outcome</b>
The learner will: 4 Understand safe handling, storage and disposal
<b>Assessment criteria</b>
The learner can: 4.1 describe <b>safe methods for lifting and carrying</b> 4.2 describe <b>methods for safely handling</b> , removing and disposing of <b>waste and rubbish</b> 4.3 describe where and <b>how to store dangerous substances and items</b> 4.4 state the importance and relevance in handling, storing and disposing of substances hazardous to health.

<b>Range</b>
<b>Safe methods for lifting and carrying</b> Consideration of size, weight and types of items. <b>Methods for safe handling</b> Correct use of personal protective equipment, lifting and carrying methods. <b>Waste and rubbish</b> Recyclable, hazardous and non-hazardous. <b>How to store</b> Comply with legislation. <b>Dangerous substances and items</b> Chemicals, sharp items, corrosive products, perishable goods, equipment.

<b>Learning outcome</b>
The learner will: 5 Understand safe working practices
<b>Assessment criteria</b>
The learner can: 5.1 describe the <b>routine practices</b> which employees need to follow to minimise health and safety risks at work 5.2 explain why equipment and materials should be used in line with the employer's and manufacturer's instructions.

<b>Range</b>
<b>Routine practices</b> Awareness of hazards and risks, keeping up to date with safe working procedures and legislation.

## Unit 260

## Understanding the evolution of beauty retailing

<b>UAN:</b>	R/600/0646
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	The knowledge parts of the following retail NOS are related to this unit: SSR.C101, SSR.C205, SSR.C208, SSR.C253, SSR.C254, SSR.E208
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	This unit provides learners with the knowledge and understanding of the retail beauty sector and its development. Learners will review the changes that have taken place within the sector since the late 1970s and will also review how international influences have affected the retail beauty sector. The unit will allow learners to review the roles and responsibilities of different staff in retail beauty and to gain an understanding of how these roles affect the success of the organisation.

<b>Learning outcome</b>
The learner will: 1 Understand how beauty retailing contributes to the success of the retail sector
<b>Assessment criteria</b>
The learner can: 1.1 describe how beauty retailing developed into a separate area of retailing 1.2 describe the <b>financial contribution</b> made to the retail sector by the sale of beauty products 1.3 outline the sale of beauty products through the different types of <b>retail outlet</b> , such as department stores and stores which sell only beauty products 1.4 outline the role and responsibilities of the beauty sales consultant in different types of <b>retail outlet</b> , including relationships with colleagues.

<b>Range</b>
<p><b>Financial contribution</b> Profit, new business.</p> <p><b>Retail outlet</b> Salon, spa, nail/brow bar, hairdressing salon, department store, chemists, clinic, tanning shop, franchises.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>2 Understand the significance of recent changes in beauty retailing</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 describe how beauty retailing has responded to <b>international influences</b></p> <p>2.2 describe how changes in consumer protection law have affected beauty retailing</p> <p>2.3 describe how <b>technology</b> has affected the sale and distribution of beauty products to consumers and retailers</p> <p>2.4 describe the effects which competition and alternative selling methods have had on the retail beauty sector.</p>

<b>Range</b>
<p><b>International influences</b> Cultural, fashion, media, e-commerce, economic factors.</p> <p><b>Technology</b> TV shopping channels, e-commerce/shopping, mobile technology.</p>

<b>Guidance note</b>
<p><b>Guidance note 2.1</b> - e-commerce for example, web based selling, internet, mobile technology.</p> <p><b>Guidance note 2.2</b> - consumer protection law covering areas of transparency, safety, advertising, labelling.</p> <p><b>Guidance note 2.4</b> - effects such as increased accessibility, development of niche markets, price comparison.</p>

## Unit 261

## Understanding the retail sale of skin care products

<b>UAN:</b>	A/600/0625
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	The knowledge parts of the following retail NOS are related to this unit: SSR.B102, SSR.C101, SSR.C205, SSR.C206, SSR.C207, SSR.C208, SSR.C214, SSR.C253, SSR.C254
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	This unit provides learners with the knowledge and understanding of skin care retailing. It will cover the basic anatomy and physiology of skin. It will allow the learner to explore the range of different skin types and understand why the market and products are segmented according to skin type. The importance of product knowledge is covered and how such knowledge can be used to recommend and advise the customer on the best type of product to use.

<b>Learning outcome</b>
The learner will: 1 Understand the basic composition and structure of the skin
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>structure of the skin</b> 1.2 describe how skin cells renew themselves 1.3 describe the principal <b>skin types</b> and their characteristics 1.4 outline common <b>skin conditions</b> which may restrict or prevent product use 1.5 identify the <b>situations</b> where the beauty consultant may need to suggest that the customer seeks medical advice.

<b>Range</b>
<b>Structure of the skin</b> Epidermis, dermis, subcutaneous layer, sebaceous gland, hair follicle, sensory nerves, sudoriferous glands, blood vessels, collagen, elastin, hyaluronic acid.

**Skin types**

Balanced, dry, oily, combination.

**Skin conditions**

Mature, dehydrated, sensitive, roseacea, acne.

**Situations**

Contra-indications, contra-actions.

**Guidance**

**Guidance note 1.2** - terminology to include mitosis.

**Guidance note 1.5** - medical advice can include GP, pharmacist, dermatologist, practice nurse.

**Learning outcome**

The learner will:

- 2 Understand skin care products and the selection of products to suit the customer's skin type

**Assessment criteria**

The learner can:

- 2.1 explain why it is important to provide the best possible advice and information when selling **skin care products**
- 2.2 describe the features and benefits of **skin care products** and their use with different skin types
- 2.3 describe how **skin analysis** can help in selecting suitable products for the customer
- 2.4 describe the **factors** that should be considered during **skin analysis** and explain their significance.

**Range****Skin care products**

Face: cleansers, toners, day moisturisers, night creams, lip and eye products, exfoliators, masks, hydroxy acids, glycolic acids, sun protection, serums, ampoules, anti-aging products.

Body: washes, moisturisers, exfoliators/scrubs, masks, hydroxy acids, glycolic acids, sun protection, serums, ampoules, anti-aging products, sculpting, firming detoxifying products, deodorants and antiperspirants, foot and hand care.

**Skin analysis**

Visual, touch, oral questions.

**Factors**

Pore size, skin temperature, sun damage, skin type, skin condition, contra-indications, imperfections and characteristics, elasticity, age, ethnicity, skin texture, occupation, lifestyle.

**Learning outcome**

The learner will:

3 Understand how to help customers to choose skin care products

**Assessment criteria**

The learner can:

- 3.1 describe effective **questioning techniques** used to establish customers' requirements for skin care products
- 3.2 describe ways of helping customers to understand the features and benefits of skin care products
- 3.3 describe **opportunities** for selling additional or associated products.

**Range****Questioning techniques**

Open questions, closed questions, active listening.

**Opportunities**

Link selling, up selling, chance remarks, promotions, coffrets.

**Guidance**

**Guidance note 3.1** - ways of helping customers by tailoring the features and benefits to the clients individual needs, desires and priorities.

## Unit 262

## Understanding the retail sale of perfumery products

<b>UAN:</b>	J/600/0630
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	The knowledge parts of the following retail NOS are related to this unit: SSR.B102, SSR.C101, SSR.C205, SSR.C206, SSR.C208, SSR.C214, SSR.C253, SSR.C254
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	This unit provides learners with the knowledge and understanding of fragrance retailing. It examines the construction of perfumes and identifies 'fragrance families'. Also covered are the main ingredients and the geographical source of ingredients. The unit explores the history and development of perfumes and the link with fragrance families and customer preferences. The unit will cover the techniques for identifying customers' needs.

<b>Learning outcome</b>
The learner will: 1 Understand the composition and historical development of perfumes
<b>Assessment criteria</b>
The learner can: 1.1 explain the key stages in the <b>history and development</b> of perfumes 1.2 describe the ' <b>fragrance families</b> ' and indicate fragrances that have similar ingredients 1.3 identify the <b>key ingredients</b> of perfumes and explain how these ingredients are used to construct perfumes 1.4 describe <b>natural ingredients</b> of perfumes including their origin, their qualities and how they influence the fragrance.

<b>Range</b>
<p><b>History and development</b> Religious use, hygiene, methods of extraction and production, culture, media, Middle Eastern influences, Far Eastern influences, America's influences, European influences.</p> <p><b>Fragrance families</b> Traditional; single floral, floral bouquet, oriental, woody, fougere, citrus/hesperide, fruity, chypre, leather/tobacco. Modern: ozonic, citrus/fruity, aquatic/oceanic, green, gourmand .</p> <p><b>Key ingredients</b> Ethanol, oils, water, aromatic compounds (synthetic and natural – plant and animal).</p> <p><b>Natural ingredients</b> Plant based - barks, flowers, fruits, leaves/twigs, resins, roots, rhizomes, resins, seeds, wood, herbs and spices, seaweed, lichens. Animal based – musk, ambergris, civet, castoreum, honeycomb.</p>

<b>Learning outcome</b>
The learner will: 2 Understand what types of perfumery products are available
<b>Assessment criteria</b>
The learner can: 2.1 describe the range of <b>perfumery products</b> available 2.2 explain the <b>principal differences</b> between types of perfumery products.

<b>Range</b>
<p><b>Perfumery products</b> Pure parfum, esprit de parfum, eau de parfum, eau de toilette, eau de cologne, splash, mist, bathing and body products.</p> <p><b>Principal differences</b> Concentration, cost, application/use.</p>

<b>Learning outcome</b>
The learner will: 3 Understand how to help customers to choose perfumery products
<b>Assessment criteria</b>
The learner can: 3.1 describe effective <b>questioning techniques</b> used to establish customers' requirements for perfumery products 3.2 describe the criteria for matching perfumery products to customers' needs and preferences 3.3 describe <b>opportunities</b> for selling additional or assorted products, including opportunities to recommend 'fragrance families' to customers.



<b>Range</b>
<b>Questioning techniques</b> Open questions, closed questions, active listening.
<b>Opportunities</b> Link selling, up selling, chance remarks, promotions, coffret/gift sets, fragrance preference.

<b>Guidance</b>
<b>Guidance note 3.2</b> - ways of helping customers by tailoring the features and benefits to the clients needs, desires and preferences.

## Unit 263

## Understanding the retail sale of cosmetics

<b>UAN:</b>	M/600/0640
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	The knowledge parts of the following retail NOS are related to this unit: SSR.B102, SSR.C101, SSR.C205, SSR.C208, SSR.C214, SSR.C253, SSR.C254, SSR.E107, SSR.E109
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	This unit is designed to provide the learner with the knowledge and understanding of how cosmetics are sold. It covers product knowledge required in the role of a beauty consultant as well as the principles of preparing for a make-up demonstration. The unit will explore the techniques for identifying customer needs as well as the factors which determine whether cosmetics can be applied to a customer.

<b>Learning outcome</b>
The learner will: 1 Understand customers' requirements for cosmetics for different purposes and occasions
<b>Assessment criteria</b>
The learner can: 1.1 describe the different types of <b>make-up products</b> that are available to customers 1.2 describe the <b>consultation techniques</b> used to identify customers' requirements for cosmetics 1.3 describe the <b>factors</b> that should be taken into account when selecting cosmetic products for a customer.

<b>Range</b>
<b>Make-up products</b> Primers and fixers (face, eye, lip, lash), concealers, foundation/bases, powders, eye shadows, blushers, eye liners, mascara, lipliners, lipsticks, lip gloss, lip care, bronzers, brow products, bushes, sponges, lash curlers, tweezers, false lashes and adhesives.

<p><b>Consultation techniques</b> Verbal, non verbal, visual aids.</p> <p><b>Factors</b> Skin type, skin condition, contra-indications, imperfections and characteristics, age, ethnicity, skin texture, occupation, lifestyle, level of client expertise, occasion, gender, skin tone, trends, season, budget, client preference.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2 Understand the factors to take into account when deciding whether to apply cosmetics to a customer</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 identify the factors to be taken into account when deciding whether cosmetics can be applied to a customer, including <b>legal considerations</b></p> <p>2.2 identify the <b>situations</b> where the beauty consultant may need to suggest that the customer seeks medical advice.</p>

<p><b>Range</b></p> <p><b>Legal considerations</b> Contra-indications, contra-actions, minors, safeguarding issues, product shelf life, hygiene considerations, health and safety considerations, cosmetic products safety regulations, insurance.</p> <p><b>Situations</b> Contra-indications, contra-actions</p>
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<p><b>Guidance</b></p> <p><b>Guidance note 2.2</b> - medical advice can include GP, pharmacist.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3 Understand the importance of product knowledge to the beauty consultant's role</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 explain why <b>product knowledge</b> is important in the retail sale of cosmetics</p> <p>3.2 explain why it is important to understand the <b>laws governing the application and sale of cosmetics.</b></p>

<b>Range</b>
<p><b>Product knowledge</b> Features, actions, benefits ingredients.</p> <p><b>Laws governing the application and sale of cosmetics</b> Trade Description Act, Data Protection Act, Control of Substances Hazardous to Health Regulations (COSHH), The Consumer Protection Act Supply of Goods and Services Act, Sale of Goods Act and Sale and Supply of Goods Act Advertising Standards, Equality and Diversity Act, Health and Safety at Work Act.</p>

<b>Learning outcome</b>
The learner will: 4 Know the techniques used to demonstrate cosmetics
<b>Assessment criteria</b>
The learner can: 4.1 state the <b>preparation</b> for self, customer and area when demonstrating cosmetic application 4.2 state the purpose of <b>tools</b> used to apply cosmetics 4.3 describe the <b>techniques</b> used by beauty consultants when applying cosmetics to customers.

<b>Range</b>
<p><b>Preparation</b> Self – personal presentation, hygiene. Customer – clothing protection, preparing skin, securing hair. Area – hygiene, accessibility, health and safety, comfort, ventilation, lighting, temperature, sufficient stock supplies and tools.</p> <p><b>Tools</b> Sponges, palette, spatulas, brushes, disposables.</p> <p><b>Techniques</b> Blending, shading, highlighting, corrective techniques, contouring, colour correction.</p>

## Unit 264

## Understanding the retail sale of nail care products

<b>UAN:</b>	Y/600/0633
<b>Level:</b>	Level 2
<b>Credit value:</b>	3
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	The knowledge parts of the following retail NOS are related to this unit: SSR.B102, SSR.C101, SSR.C205, SSR.C207, SSR.C208, SSR.C214, SSR.C253, SSR.C254
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by Skillsmart Retail, the Sector Skills Council for Retail.
<b>Aim:</b>	<p>This unit provides learners with the knowledge and understanding of nail care products used in retailing. Learners will have the opportunity to investigate nail structures, shapes, growth and common nail diseases and disorders.</p> <p>Learners will explore cuticle and skin corrective products and treatments and the range of finishing products and varnishes.</p>

<b>Learning outcome</b>
The learner will: 1 Understand the characteristics of nail structures and disorders
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>structure of the nail</b> 1.2 describe the features of different <b>nail shapes</b> including how nails vary in strength 1.3 describe how nails grow and the <b>factors</b> which affect their growth 1.4 describe <b>common nail disorders</b> 1.5 identify which nail <b>disorders are treatable</b> .

<b>Range</b>
<b>Structure of the nail</b> Nail bed, hyponychium, eponychium, matrix, lunula, cuticle, nail plate, nail wall, free edge. <b>Nail shapes</b> Oval, tapered, square, squoval, claw, fan, pointed.

<p><b>Factors</b> Health, season, lifestyle, diet, product use, occupation, onychophagy, nail disorders and diseases.</p> <p><b>Common nail disorders</b> Anonychia, hang nail, koilonychia, leukonychia, furrows, habit tic, onychophagy, onycholysis, paronychia, onychocryptosis, pterygium, severely bruised nail, splinter haemorrhage, lamellar dystrophy, pitting, onychomycosis, onychorrexis, ridges.</p> <p><b>Nail disorders – treatable</b> Hang nail, furrows, habit tic, pterygium, lamellar dystrophy, pitting, ridges.</p>
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<p><b>Guidance</b></p> <p><b>Guidance note 1.3</b> - growth terminology to include mitosis. <b>Guidance note 1.5</b> - treatable indicates that the symptoms of the nail disorder can be improved with retail nail products.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2 Understand corrective products and treatments for nails, cuticles and the skin of the hands</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 identify the <b>types of products</b> used to treat common disorders of nails, cuticles and the skin of the hands</p> <p>2.2 describe the features and benefits of <b>corrective treatments</b> for nails, cuticles, and the skin of the hands.</p>

<p><b>Range</b></p> <p><b>Types of products</b> Buffing paste, exfoliator, cuticle cream/oil cuticle remover, nail conditioners, nail strengtheners, treatment oil, treatment base coats, specialist treatment polish, hand cream/lotion, nail files, buffer, serums, masks, whitener, hoof stick, orange wood sticks, mask brush</p> <p><b>Corrective treatments</b> Nails - filing, conditioning, hydration, cleaning, buffing. Cuticles - conditioning, hydration, softening, removal of eponychium. Skin of the hands - exfoliation, conditioning, hydration, balancing hyper-pigmentation, cleansing, softening, anti ageing.</p>
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<b>Learning outcome</b>
The learner will: 3 Understand how to use product knowledge to select the right products
<b>Assessment criteria</b>
The learner can: 3.1 explain how <b>nail and skin analysis</b> help in selecting the most effective products for the individual customer 3.2 describe the range of <b>nail care products</b> 3.3 describe the features and benefits of nail care products and how to match these to the needs of individual customers.

<b>Range</b>
<b>Nail and skin analysis</b> Visual, touch, oral questions. <b>Nail care products</b> Polish remover (containing acetone and acetone free), buffing paste, exfoliator, cuticle cream/oil cuticle remover, nail conditioners, nail strengtheners, treatment oil, base coat, treatment base coats, cream polish, crystalline polish, topcoat, nail drying product, hand cream/lotion, nail files, buffer, serums, masks, whitener, hoof stick, orange wood sticks, mask brush

<b>Guidance</b>
<b>Guidance note 3.1 &amp; 3.3</b> - by tailoring the features and benefits to the clients individual needs, desires and priorities

<b>Learning outcome</b>
The learner will: 4 Understand how to prepare and conduct a nail care treatment
<b>Assessment criteria</b>
The learner can: 4.1 describe how to set up the <b>working area</b> with the correct tools, materials and products 4.2 describe how to select and recommend nail treatments and products to suit the needs of the individual customer 4.3 describe how to carry out a <b>nail care treatment</b> to meet the customer's requirements.

<b>Range</b>
<b>Working area</b> Tools, materials, products, hygiene, health and safety considerations, accessibility, comfort, ventilation, lighting, temperature, sufficient stock supplies

### **Nail care treatment**

Correct polish removal, filing, softening cuticles, pushing back cuticles, exfoliation, conditioning, mask/serum use, degreasing ('squeaking') the nail plate, buffing, application of treatment basecoat/ polish/ topcoat/ dryer, massage

### **Guidance**

**Guidance note 4.2** - by tailoring the features and benefits to the clients individual needs, desires and priorities.

### **Learning outcome**

The learner will:

- 5 Understand how to promote a range of aftercare treatments and products to the customer

### **Assessment criteria**

The learner can:

- 5.1 describe the types of **follow-up treatments** available to the customer after an initial treatment
- 5.2 identify the range of **products** available to meet the customer's future requirements, and describe the use of these products
- 5.3 identify the **aftercare plans** available for the customer to use at home and describe their use and effects
- 5.4 describe the **harmful reactions** which may result if products are combined incorrectly.

### **Range**

#### **Follow-up treatments**

Further treatment, additional product recommendation, link selling, maintenance.

#### **Products**

Polish remover (containing acetone and acetone free), buffing paste, exfoliator, cuticle cream/oil cuticle remover, nail conditioners, nail strengtheners, treatment oil, base coat, treatment base coats, cream polish, crystalline polish, coloured polish, topcoat, nail drying product, hand cream/lotion, nail file, buffer, serums, masks, whitener, hoof stick, orange wood sticks, mask brush.

#### **Aftercare plans**

Product recommendations, further treatment needs, maintenance advice.

#### **Harmful reactions**

Severe erythema, allergic reactions to products, skin irritation, contact dermatitis.





## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

This qualification has connections to the:

- Level 2 Certificate in Retail Knowledge

### Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

***Centre Manual - Supporting Customer Excellence*** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

***Our Quality Assurance Requirements*** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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