

Level 3 Diploma in Vehicle Fitting Supervisory Principles (4290-53)

October 2013 Version 2.2





Qualification at a glance

| | |
|---------------------------------------|----------------------------------------------------------------------------------------------|
| Subject area | Vehicle Fitting |
| City & Guilds number | 4290 |
| Age group approved | 16+ |
| Entry requirements | There are no entry requirements |
| Assessment | Online multiple choice tests (graded Pass, Merit, Distinction) and assignments (graded Pass) |
| Fast track | Not available; automatic approval applies in some cases |
| Support materials | Centre handbook Practical Assessment Workbook |
| Registration and certification | See online catalogue/Walled Garden for last dates. |

| Title and level | City & Guilds number | Accreditation number |
|-----------------------------------------------------------|---------------------------------|-----------------------------|
| Level 3 Diploma in Vehicle Fitting Supervisory Principles | 4290-53 | 600/1215/8 |

| Version and date | Change detail | Section |
|-------------------------|------------------------------------------------------------|---------------------------------|
| 1.1 September 2011 | Assessment method for unit 359 changed | Assessment |
| 2.0 February 2013 | Amendment to assessment information | Assessment |
| 2.1 July 2013 | Corrected Assessment table | Assessment – test specification |
| 2.2 Oct 2013 | Unit supporting information updated with introductory text | Units |



Contents

| | | |
|-------------------|---------------------------------------------------------------------------------------------------------|-----------|
| 1 | Introduction | 4 |
| 2 | Centre requirements | 6 |
| 3 | Delivering the qualification | 8 |
| 4 | Assessment | 10 |
| 5 | Units | 12 |
| Unit 006 | Skills in how to make learning possible through demonstrations and instruction | 13 |
| Unit 008 | Skills to identify and agree motor vehicle customer service needs | 15 |
| Unit 056 | Knowledge of how to make learning possible through demonstrations and instruction | 17 |
| Unit 058 | Knowledge of how to identify and agree motor vehicle customer service needs | 23 |
| Unit 232 | Skills in receiving and storing motor vehicle parts | 27 |
| Unit 233 | Skills in processing payment transactions within a vehicle parts environment | 29 |
| Unit 282 | Knowledge of receiving and storing motor vehicle parts | 31 |
| Unit 283 | Knowledge of processing payment transactions within a vehicle parts environment | 35 |
| Unit 309 | Skills in monitoring procedures to control risks to health and safety | 40 |
| Unit 310 | Skills in helping customers to choose motor vehicle parts products | 42 |
| Unit 311 | Skills in monitoring and solving customer service problems within a vehicle parts environment | 44 |
| Unit 359 | Knowledge in monitoring procedures to control risk to health and safety | 46 |
| Unit 360 | Knowledge of selling motor vehicle parts to customers | 49 |
| Unit 361 | Knowledge of monitoring and solving customer service problems within a vehicle parts environment | 53 |
| Appendix 1 | Sources of general information | 57 |



1 Introduction

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

| Area | Description |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Who is the qualification for? | Candidates wanting to develop skills and understanding in motor vehicle systems. It also gives them the opportunity to learn how to enable the development of others. Successful candidates will have the basic skills needed to apply for an automotive apprenticeship or similar engineering pathway. This qualification could also be used as an 'interest' course for a wide range of learners. |
| What does the qualification cover? | It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the automotive industry. |
| Is the qualification part of a framework or initiative? | This qualification is part of the Automotive Maintenance and Repair Advanced Apprenticeship Framework (framework 1) which will replace current framework 4 from April 2011. |
| Who did we develop the qualification with? | This qualification was developed in collaboration with the Institute of the Motor Industry (IMI) the sector skills council for the automotive retail industry and other awarding organisations. |
| 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"> ILM management and leadership qualifications. |

Structure

| Qualification | Credits |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Level 3 Diploma in Vehicle Fitting Supervisory Principles (4290-53) | The total credit value required is 43 credits |
| | 33 credits from mandatory units |
| | 006, 056, 232, 233, 282, 283, 310, 311, 360, 361 |
| | a minimum of 10 credits from optional units |
| | from either Optional group 1: (008 and 058) Or Optional group 2: (309 and 359) |

| Unit accreditation number | City & Guilds unit | Unit title | Credit value |
|----------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------|---------------------|
| Mandatory | | | |
| Y/601/6282 | 006 | Skills in how to make learning possible through demonstrations and instruction | 5 |
| T/601/6242 | 056 | Knowledge of how to make learning possible through demonstrations and instruction | 5 |
| J/502/6537 | 232 | Skills in receiving and storing motor vehicle parts | 2 |
| L/502/6541 | 233 | Skills in processing payment transactions within a vehicle parts environment | 2 |
| M/502/6077 | 282 | Knowledge of receiving and storing motor vehicle parts | 3 |
| T/502/6081 | 283 | Knowledge of processing payment transactions within a vehicle parts environment | 3 |
| T/502/6548 | 310 | Skills in helping customers to choose motor vehicle parts products | 3 |
| K/502/6546 | 311 | Skills in monitoring and solving customer service problems within a vehicle parts environment | 2 |
| H/502/6089 | 360 | Knowledge of selling motor vehicle parts to customers | 4 |
| Y/502/6087 | 361 | Knowledge of monitoring and solving customer service problems within a vehicle parts | 4 |
| Optional Group 1 | | | |
| M/601/6286 | 008 | Skills to identify and agree motor vehicle customer service needs | 5 |
| R/601/6247 | 058 | Knowledge of how to identify and agree motor vehicle customer service needs | 5 |
| Optional Group 2 | | | |
| A/502/6485 | 309 | Skills in monitoring procedures to control risks to health and safety | 5 |
| T/502/6484 | 359 | Knowledge in monitoring procedures to control risks to health and safety | 5 |



2 Centre requirements

Approval

Centres already approved to offer the Level 3 Certificate in Vehicle Fitting – Vehicle Fitting Operations (4101-67) will be automatically approved to register and certificate candidates on the Level 3 Diploma in Vehicle Fitting Supervisory (4290-53) (unless the centre is already subject to sanctions).

For all other cases, 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 qualifications before designing a course programme.

Resource requirements

Physical resources and site agreements

Centres must have access to sufficient equipment in the college, training centre or workplace to ensure candidates have the opportunity to cover all of the practical activities.

Centre staffing

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

- be occupationally competent or technically knowledgeable in the area(s) 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.

Assessor and verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this 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 these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Please note that for funding purposes, candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

Age restrictions

These qualifications are accredited for candidates aged 16 years or older.



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 these qualifications:

| Description | How to access |
|-------------------------------|----------------------------------------------------------------------------------------|
| Centre handbook | www.cityandguilds.com/automotive |
| Practical assessment workbook | www.cityandguilds.com/automotive |

Recommended delivery strategies

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

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualification.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard

required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Data protection and confidentiality

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Providing City & Guilds qualifications*.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre Manual - Supporting Customer Excellence*). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual - Supporting Customer Excellence*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications on the National Qualifications Framework is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Centre Manual - Supporting Customer Excellence*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.



4 Assessment

Assessment of the qualification

City & Guilds has written the following assessments to use with this qualification:

- Assignments (practical assessment workbooks) comprising of practical tasks and knowledge based questions to cover all learning outcomes graded Pass only.
- Multiple choice tests
- Assignments can be downloaded from www.cityandguilds.com/automotive. These assessments are carried out in centres and must be completed to current industry standards and practice. It is important to note that although the units within these qualifications bear a close relationship to the VCQ units, they do not imply occupational competence.

Assessment requirements for all skills units are shown in full in our assessment documentation.

Full details of the assessment requirements relating to these qualifications can be obtained directly from the Institute of the Motor Industry (IMI)

<http://www.motor.org.uk>

Time constraints

The following must be applied to the assessment of this qualification:

Candidates must complete their assessments within their registration period.

Recognition of prior learning (RPL)

Proxy units / credit transfer

Learners transferring from City & Guilds 4101 NQF qualifications or from another awarding organisation may be exempt from taking the 4290/4270/4291/4271 online multiple choice tests, on production of a valid certificate of equivalent units achieved. Proxy units are available in these circumstances. Please note that a certificate of unit credit (CUC) is not available when claiming a proxy unit. For more information on credit transfer please refer to our 9420 Automotive Apprenticeship Framework centre guide available from www.cityandguilds.com

Test specifications

Summary test specifications for all 4290 online tests can be found in the *Automotive online test specifications* document, downloadable from the 4290 website.

Level 3 Diploma in Vehicle Fitting Supervisory Principles

| Unit | Level | Unit title | Credit value | Assessment method |
|-------------|--------------|-----------------------------------------------------------------------------------------------|---------------------|--------------------------|
| 006 | 3 | Skills in how to make learning possible through demonstrations and instruction | 5 | Assignment |
| 008 | 3 | Skills to identify and agree motor vehicle customer service needs | 5 | Assignment |
| 056 | 3 | Knowledge of how to make learning possible through demonstrations and instruction | 5 | Assignment |
| 058 | 3 | Knowledge of how to identify and agree motor vehicle customer service needs | 5 | Assignment |
| 232 | 2 | Skills in receiving and storing motor vehicle parts | 2 | Assignment |
| 233 | 2 | Skills in processing payment transactions within a vehicle parts environment | 2 | Assignment |
| 282 | 2 | Knowledge of receiving and storing motor vehicle parts | 3 | Assignment |
| 283 | 2 | Knowledge of processing payment transactions within a vehicle parts environment | 3 | Assignment |
| 309 | 3 | Skills in monitoring procedures to control risks to health and safety | 5 | Assignment |
| 310 | 3 | Skills in helping customers to choose motor vehicle parts products | 3 | Assignment |
| 311 | 3 | Skills in monitoring and solving customer service problems within a vehicle parts environment | 2 | Assignment |
| 359 | 3 | Knowledge in monitoring procedures to control risk to health and safety | 5 | Assignment |
| 360 | 3 | Knowledge of selling motor vehicle parts to customers | 4 | Assignment |
| 361 | 3 | Knowledge of monitoring and solving customer service problems within a vehicle parts | 4 | Assignment |



5 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS
- learning outcomes which are comprised of a number of assessment criteria

Unit 006

Skills in how to make learning possible through demonstrations and instruction

| | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | Y/601/6282 |
| Level: | Level 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to NOS unit G6 Enable learning through demonstrations and instruction |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs |
| Aim: | This unit covers the skills needed in order to carry out demonstrations and instruction which will help the learner to learn. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback. |

| Learning outcome | The learner will: |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1. | be able to demonstrate skills and methods to learners |
| Assessment criteria | |
| The learner can: | |
| 1.1 | perform demonstrations based on an analysis of the skills needed and the order in which they must be learned |
| 1.2 | perform demonstrations that are accurate and realistic |
| 1.3 | perform structured demonstrations so that the learner can get the most out of it |
| 1.4 | perform demonstrations whilst encouraging learners to ask questions and get explanation at appropriate stages in the demonstration |
| 1.5 | provide positive feedback to learners whilst they are being given the opportunity to practice the skills that have been demonstrated |
| 1.6 | perform additional demonstrations of skills being taught to reinforce learning |
| 1.7 | perform demonstrations in a safe environment which also allows learners to see clearly |

| | |
|-----|------------------------------------------------------------|
| 1.8 | respond to the needs of the learners during demonstrations |
| 1.9 | reduce distractions and disruptions as much as possible. |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 2. | be able to instruct learners |
| Assessment criteria | |
| The learner can: | |
| 2.1 | implement instruction which is matched to the needs of learners |
| 2.2 | use identified learning outcomes which can be achieved through instruction |
| 2.3 | perform instruction, ensuring that the manner, level and speed of the instruction encourages learners to take part |
| 2.4 | perform instruction whilst regularly checking that the learners understand and adapt instruction as appropriate |
| 2.5 | give learners positive feedback on the learning experience and the outcomes achieved |
| 2.6 | carry out a review with the learners to identify anything that prevented learning and adapt instruction as appropriate. |

Unit 008

Skills to identify and agree motor vehicle customer service needs

| | |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | M/601/6286 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to G8 Identify and agree the motor vehicle customer needs. |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs. |
| Aim: | This unit is about the skills required to: gain information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions. |

| | |
|----------------------------|---------------------------------------------------------------------------------------------------------------|
| Learning outcome | The learner will: |
| 1. | be able to obtain relevant information from the customer |
| Assessment criteria | |
| The learner can: | |
| 1.1 | obtain and interpret sufficient, relevant information, from the customer to make an assessment of their needs |
| 1.2 | clarify customer and vehicle needs by referring to vehicle data and operating procedures. |

| | |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Learning outcome | The learner will: |
| 2. | be able to provide relevant information to the customer |
| Assessment criteria | |
| The learner can: | |
| 2.1 | provide customers with accurate, current and relevant advice and information, in a form that the customer will understand |
| 2.2 | demonstrate techniques which encourage customers to ask questions and seek clarification during conversation. |

| | |
|----------------------------|----------------------------------------------------------------------------------|
| Learning outcome | The learner will: |
| 3. | be able to agree work undertaken with the customer |
| Assessment criteria | |
| The learner can: | |
| 3.1 | summarise and record work agreed with the customer, before accepting the vehicle |
| 3.2 | implement confirmation of the agreement by ensuring customer understanding. |

| | |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Learning outcome | The learner will: |
| 4. | be able to ensure recording systems are implemented correctly |
| Assessment criteria | |
| The learner can: | |
| 4.1 | use recording systems which are accurate and complete, in the required format and signed by the customer where necessary |
| 4.2 | perform the next stage in the process by passing on completed records to the correct person promptly |
| 4.3 | demonstrate correct procedures for customer approval where the contracted agreement is likely to be exceeded. |

Unit 056

Knowledge of how to make learning possible through demonstrations and instruction

| | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | T/601/6242 |
| Level: | Level 3 |
| Credit value: | 5 |
| GLH: | 45 |
| Relationship to NOS: | This unit is linked to NOS unit G6 Enable learning through demonstrations and instruction |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs |
| Aim: | This unit enables the learner to develop an understanding of how to carry out demonstrations and instruction which will help the learner to learn. It includes demonstrating equipment, showing skills, giving instruction, deciding when to use demonstration or instruction, potential of technology based learning, checking on learners' progress and giving feedback. |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------|
| 1. | understand the nature and role of demonstrations and instruction |
| Assessment criteria | |
| The learner can: | |
| 1.1 | classify the separate areas of demonstrations which encourage learning |
| 1.2 | identify which types of learning are best achieved and supported through demonstrations |
| 1.3 | explain how to identify and use different learning opportunities |
| 1.4 | explain how to structure demonstrations and instruction sessions |
| 1.5 | explain how to choose from a range of demonstration techniques. |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------|
| 2. | understand the principles and concepts of demonstration and instruction |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe how to put learners at ease and encourage them to take part |
| 2.2 | justify the choice between demonstration and instruction as a learning method |
| 2.3 | explain how to identify individual learning needs |
| 2.4 | clarify which factors are likely to prevent learning and how to overcome them |
| 2.5 | explain how to check learners' understanding and progress |
| 2.6 | explain how to choose and prepare appropriate materials |
| 2.7 | explain the separate areas of instructional techniques which encourage learning |
| 2.8 | describe which types of learning are best achieved and supported through instruction. |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 3. | understand the external factors influencing human resource development |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how to make sure everybody acts in line with health, safety and environmental protection, legislation and best practice |
| 3.2 | analyse developments in technology based learning and new ways of delivery. |

Unit 056 Knowledge of how to make learning possible through demonstrations and instruction

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Separate areas of demonstration which encourage learning

To include:

- a. Demonstration is particularly applicable to learning manual skills.
- b. learning to do something usually involves:
 - i. purpose – the aim or objective
 - ii. procedure - the most effective way of completing the task
 - iii. practice – all skills require practice to improve.
- c. Practical tasks are more quickly learnt through demonstration.
- d. Emphasis is required to body movements when demonstrating.
- e. The demonstrator should encourage learners to ask questions.
- f. Emphasis should be placed upon key points whilst demonstrating.
- g. Any demonstration should ensure that all safety aspects are covered.

Types of learning which are best achieved and supported through demonstrations to include:

- a. Types of learning:
 - i. psychomotor – measurement of manual skill performance
 - ii. cognitive – learning involving thought processes
 - iii. affective – demonstration of feelings, emotions or attitudes.
- b. Demonstration - involves learning to do something (Psychomotor Domain).
- c. Combination of instruction and practical demonstrations are very effective means of learning practical skills.

How to structure demonstration and instruction sessions

To include:

- a. Before the demonstration and/or instruction ensure that the following good practice is recognised:
 - i. identify key points
 - ii. relate theoretical underpinning knowledge to key points
 - iii. rehearse to ensure that all equipment is working
 - iv. ensure all students can see even small equipment and processes
 - v. time the demonstration
 - vi. consider how to make students participate
 - vii. consider how to emphasise safe working practices.

- b. During the demonstration and/or instruction good practice is to:
 - i. give a clear introduction
 - ii. identify any tools/equipment
 - iii. determine the current audience level of knowledge
 - iv. complete the demonstration correctly (do not show how not to do it)
 - v. stress key points and show links between them
 - vi. monitor safety aspects
 - vii. check learner understanding.
- c. After the demonstration (if possible)
 - i. enable the audience to practice the techniques
 - ii. provide feedback on their performance.

How to identify individual learning needs

- a. Diagnose the learning needs of your audience to include:
 - i. what competencies they already have
 - ii. what experience they have of the subject area
 - iii. what competencies they need to achieve
 - iv. what demonstration techniques are best suited to their needs
 - v. how you will assess their needs have been met.

What factors are likely to prevent learning, to include:

- a. Language barriers.
- b. Physical barriers.
- c. Specialist knowledge.
- d. Pace of learning.
- e. Method of delivery.
- f. Environmental factors.
- g. Teaching styles.
- h. Dyslexia.

How to check learners understanding and progress

- a. Questionnaires.
- b. Verbal questioning.
- c. Observation.
- d. Assessment.
- e. Role play.
- f. Projects/assignments.
- g. Multi-choice questions.
- h. Simulation.
- i. Tests.

How to organise information and prepare materials

- a. Identify the course aim.
- b. Identify the subject aim.
- c. Identify the lesson aim.
- d. Complete a lesson plan - plan the teaching.
- e. Identify a series of 'cues' to be used during the lesson.
- f. Logically organise the information.
- g. Use suitable resources and equipment to maximise learning opportunities.
- h. Assess the learner's progress and understanding.

Instructional techniques

- a. Types of instructional techniques to include:
 - i. lectures
 - ii. handouts
 - iii. team teaching
 - iv. peer teaching
 - v. discussion – individual, group and peer
 - vi. question and answer
 - vii. multimedia
 - viii. seminars
 - ix. case studies
 - x. project/assignments.

Environmental factors that effect learning

- a. Environmental factors that should be considered before demonstration/instruction to include:
 - i. loud noises
 - ii. bright colours
 - iii. bright lights
 - iv. strong smells
 - v. atmosphere
 - vi. temperature
 - vii. classroom seating
 - viii. classroom layout
 - ix. bright lights.

Health and safety factors that effect learning

- a. Health and safety factors that should be considered before demonstration/instruction to include:
 - i. assessment of risk and hazards
 - ii. condition of electrical/electronic equipment
 - iii. position of cables and wires
 - iv. safety of equipment used in demonstration/instruction
 - v. condition of classroom equipment/furniture/structure
 - vi. suitable protective clothing/equipment.

Analysis of demonstration/instruction

- a. Analysis of demonstration/instruction to include:
 - i. feedback from students
 - ii. feedback from colleagues
 - iii. organisational quality assessment
 - iv. feedback from external organisations
 - v. awarding body requirements.

Developments in learning to include:

- a. Multimedia based materials.
- b. Web based materials.
- c. Interactive materials.

How to choose and prepare appropriate materials to include:

- a. Putting information in order.
- b. Deciding whether the language used is appropriate.
- c. Type of material i.e. paper and technology based etc.

Unit 058

Knowledge of how to identify and agree motor vehicle customer service needs

| | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | R/601/6247 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 45 |
| Relationship to NOS: | This unit is linked to G8 Identify and agree the motor vehicle customer needs. |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs. |
| Aim: | This unit enables the learner to develop an understanding of how to gain: information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions. |

| Learning outcome | The learner will: |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | understand legislative and organisational requirements and procedures |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe the fundamental legal requirements of current consumer legislation and the consequences of their own actions in respect of this legislation |
| 1.2 | describe the content and limitations of company and product warranties for the vehicles dealt with by their company |
| 1.3 | explain the limits of their own authority for accepting vehicles |
| 1.4 | explain the importance of keeping customers informed of progress |
| 1.5 | describe their workplace requirements for the completion of records |
| 1.6 | explain how to complete and process all the necessary documentation. |

| | |
|----------------------------|---------------------------------------------------------------------------------------------------|
| Learning outcome | The learner will: |
| 2. | understand how to communicate and care for customers |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain how to communicate effectively with customers |
| 2.2 | describe how to adapt their language when explaining technical matters to non-technical customers |
| 2.3 | explain how to use effective questioning techniques |
| 2.4 | describe how to care for customers and achieve customer satisfaction. |

| | |
|----------------------------|-----------------------------------------------------------------------------------------------------------|
| Learning outcome | The learner will: |
| 3. | understand company products and services |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe the range of options available to resolve vehicle problems |
| 3.2 | describe the range and type of services offered by their company |
| 3.3 | explain the effect of resource availability upon the receipt of customer vehicles and the completion work |
| 3.4 | explain how to access costing and work completion time information. |

Unit 058 Knowledge of how to identify and agree motor vehicle customer service needs

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Organisational requirements

- a. Explain the organisation's terms and conditions applicable to the acceptance of customer vehicles.
- b. Explain the content and limitations of vehicle and component warranties for the vehicles dealt with by your organisation.
- c. Detail what, if any, limits there are to the authority for accepting vehicles.
- d. Detail why it is important to keep customers advised of progress and how this is achieved within the organisation.
- e. Detail the organisation's procedures for the completion and processing of documentation and records, including payment methods and obtaining customer signatures as applicable.

Principles of customer communication and care

- a. First impressions.
- b. Listening skills – 80:20 ratio.
- c. Eye contact and smiling.
- d. Showing interest and concern.
- e. Questioning techniques and customer qualification.
- f. Giving clear non-technical explanations.
- g. Confirming understanding (statement/question technique, reflective summary).
- h. Written communication – purpose, content, presentation and style.
- i. Providing a high quality service – fulfilling (ideally exceeding) customer expectations within agreed time frames.
- j. Obtaining customer feedback and corrective actions when dissatisfaction expressed.
- k. Dealing with complaints.

Company products and services

- a. Service standards:
 - i. national
 - ii. manufacturer
 - iii. organisational.

- b. The range and type of services offered by the organisation:
 - i. diagnostic
 - ii. servicing
 - iii. repair
 - iv. warranty
 - v. MOT testing
 - vi. fitment of accessories/enhancements
 - vii. internal.
- c. The courses of action available to resolve customer problems:
 - i. the extent and nature of the work to be undertaken
 - ii. the terms and conditions of acceptance
 - iii. the cost
 - iv. the timescale
 - v. required payment methods.
- d. The effect of resource availability upon the receipt of customer vehicles and the completion of work:
 - i. levels and availability of equipment
 - ii. levels and availability of technicians
 - iii. workshop loading systems.
- e. How to access costing and work completion time information:
 - i. manuals
 - ii. computer based.

Vehicle information systems, servicing and repair requirements

- a. Accessing technical data including diagnostics.
- b. Servicing to manufacturer requirements/standards.
- c. Repair/operating procedures.
- d. MOT standards/requirements.
- e. Quality controls – interim and final.
- f. Requirements for cleanliness of vehicle on return to customer.
- g. Handover procedures.

Consumer legislation to include:

- a. Consumer protection.
- b. Sale of goods.
- c. Data protection.
- d. Product liability.
- e. Health and safety.
- f. Discrimination.

Unit 232

Skills in receiving and storing motor vehicle parts

| | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | J/502/6537 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 18 |
| Relationship to NOS: | This unit is linked to NOS VP04 Receive and Store Motor Vehicle Parts |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit will help the learner develop the skills they need to receive and store motor vehicle parts to meet customer requirements |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------|
| 1. | be able to prepare to receive and store motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 1.1 | wear suitable personal protective equipment when receiving and storing parts |
| 1.2 | ensure the goods inwards area is clear before the arrival of expected deliveries |
| 1.3 | ensure there is sufficient storage space before the arrival of expected deliveries. |

| Learning outcome | The learner will: |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | be able to receive motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 2.1 | ensure deliveries are unloaded safely and securely, observing all manual handling requirements |
| 2.2 | ensure the parts received are: <ul style="list-style-type: none">• checked against requirements / stock orders• match part number, description and quantity• fit for resale. |
| 2.3 | ensure that delivery documentation is complete, accurate and processed promptly. |
| 2.4 | check delivery records to ensure organisational requirements have been met by individual suppliers. |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | be able to store motor vehicle parts after receiving them |
| Assessment criteria | |
| The learner can: | |
| 3.1 | place parts into storage correctly and within required timescales, taking account of relevant stock rotation requirements. |
| 3.2 | ensure that parts can be accessed easily. |
| 3.3 | organise storage facilities to take account of: <ul style="list-style-type: none"> • known operational needs • safety requirements • the need to preserve the condition of parts • legal requirements |
| 3.4 | maintain a routine for checking the movement of stock to ensure that health and safety and other organisational requirements are being met. |

| Learning outcome | The learner will: |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 4. | be able to maintain records relating to receiving and storing motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 4.1 | keep complete, accurate and up-to-date stock records that can be accessed by everyone who needs them. |
| 4.2 | update stock records accurately upon receipt of stock orders. |
| 4.3 | report any discrepancies or problems identified during receipt and storage of stock orders to the relevant person(s) promptly. |

Unit 233

Skills in processing payment transactions within a vehicle parts environment

| | |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | L/502/6541 |
| Level: | 2 |
| Credit value: | 2 |
| GLH: | 18 |
| Relationship to NOS: | This unit is linked to NOS VP08 Process Payment Transactions Within a Vehicle Parts Environment |
| Assessment requirements specified by a sector or regulatory body | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs. |
| Aim: | This unit will help the learner develop the skills they need to calculate the cost of parts and process both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------------|
| 1. | be able to calculate prices for motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 1.1 | identify the price of items |
| 1.2 | resolve any problems in pricing parts promptly by using the available sources of information |
| 1.3 | calculate the total price of the transaction correctly |
| 1.4 | inform customers of the amount due clearly and accurately. |

| Learning outcome | The learner will: |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | be able to process payments for motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 2.1 | confirm the cash amount given by the customer and the change given to them, if relevant |
| 2.2 | verify the identity of account holders following organisational procedures prior to debiting their account |
| 2.3 | gain authorisation for accepting non-cash payments and processing account debits when the value of the order exceeds the limit that can be personally authorised |
| 2.4 | inform the customer in a suitable manner when authorisation for payment cannot be obtained for non-cash transactions |
| 2.5 | complete and process all documentation required clearly and accurately |
| 2.6 | store payments securely and protect them from theft. |

| Learning outcome | The learner will: |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|
| 3. | be able to provide an appropriate level of customer service when processing payments |
| Assessment criteria | |
| The learner can: | |
| 3.1 | ensure customers are treated courteously at all times |
| 3.2 | balance the need to give attention to individual customers whilst ensuring that others are not left without attention. |

Unit 282

Knowledge of receiving and storing motor vehicle parts

| | |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | M/502/6077 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 24 |
| Relationship to NOS: | This unit is linked to NOS VP04 Receive and Store Motor Vehicle Parts |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs. |
| Aim: | This unit will help the learner develop the knowledge and understanding they need to select motor vehicle parts to meet customer needs and issue those parts to the customer |

| Learning outcome | The learner will: |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Understand the legal requirements and regulations that cover receiving and storing motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 1.1 | summarise current legislation, including health and safety requirements, relating to receiving and storing motor vehicle parts, including the use of personal protective equipment |
| 1.2 | describe an organisation's legal rights as a customer. |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | Understand organisational systems relevant to receiving and storing motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe organisational systems and procedures for: <ul style="list-style-type: none">a. receiving and accepting partsb. storing and moving parts stock, including maintaining the quality of stock susceptible to damage and/or deteriorationc. dealing with discrepancies and late deliveriesd. record keeping, documentation and parts stock controle. health, safety and security requirements when receiving and moving partsf. checking stock condition and the storage of stock |

| | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2 | describe organisational systems and procedures for: <ol style="list-style-type: none"> a. relevant parts identification b. parts storage, rotation and management c. handling damaged parts d. documentation completion and keeping records e. the receiving into stock of new parts on to organisational systems. |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Understand the importance of receiving and storing vehicle parts correctly |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain why it is important to check incoming parts stock against requirements, after unloading and receiving parts |
| 3.2 | describe the business and customer satisfaction related factors governing why: <ol style="list-style-type: none"> a. deliveries should be checked promptly b. shortfalls should be rectified promptly c. purchasing records should be maintained accurately |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. | Know how to store motor vehicle parts after receiving them |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe how to issue parts locations to new parts that have been added to the “standard” stock list |
| 4.2 | describe how to put new locations for new part numbers on to organisational systems |
| 4.3 | describe how to handle and move parts safely, including: <ol style="list-style-type: none"> a. the requirements for and importance of, wearing personal protective equipment b. manual handling techniques and weights that can be moved without assistance c. how to check and use relevant mechanical handling equipment |
| 4.4 | explain the implications of failing to put stock away correctly. |

Unit 282 Knowledge of receiving and storing motor vehicle parts

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Legal requirements and regulations that cover receiving and storing motor vehicle parts

- a. Current legislation, including health and safety requirements, relating to receiving and storing motor vehicle parts, including the use of personal protective equipment:
 - i. Personal Protective Equipment
 - ii. Manual Handling Regulations
 - iii. The Control of Substances Hazardous to Health Regulations
 - iv. The Health & Safety at Work Act
 - v. Explosives Act.
- b. An organisation's legal rights as a customer
 - i. Current legislation.

Organisational systems relevant to receiving and storing motor vehicle parts

- a. Organisational systems and procedures for:
 - i. Receiving and accepting parts
 - ii. Storing and moving parts stock, including maintaining the quality of stock susceptible to damage and/or deterioration
 - iii. Dealing with discrepancies and late deliveries
 - iv. Record keeping, documentation and parts stock control
 - v. Health, safety and security requirements when receiving and moving parts
 - vi. Checking stock condition and the storage of stock..
- b. Organisational systems and procedures for:
 - i. Relevant parts identification
 - ii. Parts storage, rotation and management (FIFO, LIFO)
 - iii. Handling damaged parts
 - iv. Documentation completion and keeping records
 - v. The receiving into stock of new parts on to organisational systems.

Importance of receiving and storing vehicle parts correctly

- a. Importance of checking incoming parts stock against requirements, after unloading and receiving parts.
 - i. Customer Service
 - ii. Invoicing / Credits (Supplier)
 - iii. Liability.
- b. The business and customer satisfaction related factors governing why:
 - i. Deliveries should be checked promptly
 - ii. Shortfalls should be rectified promptly
 - iii. Purchasing records should be maintained accurately.
- c. Action to take when there are problems with deliveries.
 - i. Contacting suppliers.
 - ii. Informing Customers (Internal & External).

How to store motor vehicle parts after receiving them

- a. How to issue parts locations to new parts that have been added to the 'standard' stock list.
 - i. Organisational Procedure.
- b. How to put new locations for new part numbers on to organisational systems.
 - i. Organisational Procedure.
- c. How to handle and move parts safely, including:
 - i. The requirements for and importance of, wearing personal protective equipment
 - ii. Manual handling techniques and weights that can be moved without assistance
 - iii. How to check and use relevant mechanical handling equipment.
- d. The implications of failing to put stock away correctly
 - i. Damaged Parts
 - ii. Risks to Health & Safety
 - iii. Lost / missing stock.

Unit 283

Knowledge of processing payment transactions within a vehicle parts environment

| | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | T/502/6081 |
| Level: | 2 |
| Credit value: | 3 |
| GLH: | 25 |
| Relationship to NOS: | This unit is linked to NOS VP08 Process Payment Transactions Within a Vehicle Parts Environment |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit will help the learner develop the knowledge needed to calculate the cost of parts and process both cash and other forms of payment, including credit and debit card payments, account payments and credit transfers |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1. | know legal and regulatory requirements relating to the processing of payment transactions |
| Assessment criteria | |
| The learner can: | |
| 1.1 | describe current relevant legislation, regulations, codes of practice and guidelines relating to processing payment transactions. |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | understand organisational requirements relating to the processing of payment transactions |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe organisational systems and procedures for: a. authorising non-cash and credit account transactions b. verifying account holders c. calculating and taking payments d. booking purchases to customer accounts e. dealing with suspected fraud. |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | understand how to deal with customers when processing payments |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain the value and importance of customer service to effective trading operations |
| 3.2 | describe how to balance giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods |
| 3.3 | describe how to deal with customers when authorisation cannot be obtained for their non-cash payments |
| 3.4 | describe how to deal with customers offering suspect tender or non-cash payments |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------------|
| 4. | know how to calculate prices for motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 4.1 | describe how to identify and check prices in a parts operation |
| 4.2 | describe how to get information and advice to deal with pricing problems |
| 4.3 | describe how to identify current discounts and special offers (e.g. campaigns and promotions) |
| 4.4 | explain the features of any current parts campaigns and promotions. |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 5. | know how to process payments for motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 5.1 | describe common methods of calculating payments, including the use of point of sale equipment and manual calculations |
| 5.2 | describe the types of payment that are acceptable |
| 5.3 | explain the limits of own authority for processing payments |
| 5.4 | describe how to identify counterfeit payments |
| 5.5 | describe how to check for stolen credit cards, charge cards or debit cards |
| 5.6 | explain the types of transaction errors that can occur and the consequences of failure to report errors. |

| Learning outcome | The learner will: |
|----------------------------|--------------------------------------------------------------------|
| 6. | know how to maintain the security of payments |
| Assessment criteria | |
| The learner can: | |
| 6.1 | describe how to keep cash and other payments safe and secure |
| 6.2 | explain relevant security issues surrounding payment transactions. |

Unit 283 Knowledge of processing payment transactions within a vehicle parts environment

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Legal and regulatory requirements relating to the processing of payment transactions

- a. Current legislation, regulations, codes of practice and guidelines relating to processing payment transactions.
 - i. Sales of Goods Act
 - ii. Data Protection Act
 - iii. Distance Selling Regulations
 - iv. Chip & Pin.

Organisational requirements relating to the processing of payment transactions

- a. Organisational systems and procedures for:
 - i. Authorising non-cash and credit account transactions
 - ii. Verifying account holders
 - iii. Calculating and taking payments
 - iv. Booking purchases to customer accounts
 - v. Dealing with suspected fraud.

Understand how to deal with customers when processing payments

- a. The value and importance of customer service to effective trading operations.
 - i. Trust
 - ii. Professionalism
 - iii. Return trade.
- b. Balancing giving the correct amount of attention to individual customers whilst maintaining a responsibility towards other customers in busy trading periods.
 - i. Polite / Professional
 - ii. Keeping customer informed.
- c. How to deal with customers when authorisation cannot be obtained for their non-cash payments.
 - i. Obtain another form of Payment (Professionally).
- d. How to deal with customers offering suspect tender or non-cash payments.
 - i. Refer to Line Manager

- ii. Follow Company Policy.

How to calculate prices for motor vehicle parts

- a. How to identify and check prices in a parts operation.
 - i. Company / supplier procedures
 - ii. Manual Calculations
 - iii. Computer / electronic calculations.
- b. How to get information and advice to deal with pricing problems.
 - i. Supervisor
 - ii. Manager
 - iii. Company Policy.
- c. How to identify current discounts and special offers (e.g. campaigns and promotions).
 - i. Company / Supplier Policies.
- d. Features of any current parts campaigns and promotions.
 - i. Marketing awareness
 - ii. Company Policy.

How to process payments for motor vehicle parts

- a. Describe common methods of calculating payments
 - i. Point of sale equipment
 - ii. Manual calculations.
- b. Describe the types of payment that are acceptable.
 - i. Cash
 - ii. Credit / Debit Card
 - iii. Account
 - iv. Cheque.
- c. Explain the limits of own authority for processing payments.
 - i. Company Policy
 - ii. Referral to line Manager.
- d. Describe how to identify counterfeit payments.
 - i. Counterfeit Money checks (i.e. UV Light, holograms etc.)
 - ii. False cards / incorrect information.
- e. Describe how to check for stolen credit cards, charge cards or debit cards.
 - i. Check other forms of ID
 - ii. Company Policy.
- f. Explain the types of transaction errors that can occur and the consequences of failure to report errors.
 - i. Incorrect change
 - ii. Incorrect amount accepted
 - iii. Incorrect data entry to Point of Sale equipment
 - iv. Non-authorisation.

How to maintain the security of payments

- a. Describe how to keep cash and other payments safe and secure.
 - i. Securing payments after they are taken
 - ii. Regular Security Risk Assessments.
- b. Explain relevant security issues surrounding payment transactions.
 - i. Fraud

- ii. Theft
- iii. Violence.

Unit 309

Skills in monitoring procedures to control risks to health and safety

| | |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | A/502/6485 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to NOS G14 Monitor procedures to control health and safety |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit covers statutory and workplace procedures for controlling risks to health and safety within work areas. The unit will help the learners develop the skills to ensure that health and safety procedures are followed and that risks are controlled safely and effectively |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | be able to check that health and safety procedures are followed |
| Assessment criteria | |
| The learner can: | |
| 1.1 | ensure that all reports contain accurate details about the cause of hazards |
| 1.2 | check that other people possess the most up-to-date information, instructions and training regarding health and safety on a regular basis |
| 1.3 | monitor procedures according to workplace requirements at agreed intervals |
| 1.4 | utilise information obtain from feedback relating to workplace procedures |
| 1.5 | respond promptly to any breaches of health and safety procedures |
| 1.6 | keep records relating to health and safety matters in the correct format on a regular basis |
| 1.7 | suggest recommendations for changes to workplace procedures to a responsible person. |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 2. | be able to ensure that risks are controlled safely and effectively |
| Assessment criteria | |
| The learner can: | |
| 2.1 | ensure that accurate records are kept regarding workplace risks identified |
| 2.2 | adhere to workplace procedures regarding the reporting of hazards and high risks |
| 2.3 | ensure that appropriate precautions to control risks are agreed |
| 2.4 | check on a regular basis that other persons are aware of any risks and the appropriate action to take to reduce the risks |
| 2.5 | review on a regular basis that the precautions to reduce risks are minimised |
| 2.6 | report promptly and accurately any conflicts which exist between workplace and statutory requirements |
| 2.7 | ensure that all reports contain accurate details about the cause of hazards. |

Unit 310

Skills in helping customers to choose motor vehicle parts products

| | |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | T/502/6548 |
| Level: | 3 |
| Credit value: | 3 |
| GLH: | 20 |
| Relationship to NOS: | This unit is linked to NOS VP16 Knowledge of selling motor vehicle parts to customers |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit will help the learner develop the skills they need to provide information to vehicle parts operations customers in order to sell products that are suitable for their needs |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1. | be able to provide the customer with a choice of motor vehicle parts to meet their needs |
| Assessment criteria | |
| The learner can: | |
| 1.1 | locate and select the appropriate parts number/s that the customer is looking for from the information they provide |
| 1.2 | give clear explanations and suggestions about alternatives if the customer's requirements cannot be met or appear unrealistic |
| 1.3 | check whether the parts most likely to meet the customer's requirements are available |
| 1.4 | give accurate advice on other courses of action when the customer's preferred part is not available. |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------------------------------|
| 2. | be able to help customers choose motor vehicle parts that meet their needs |
| Assessment criteria | |
| The learner can: | |
| 2.1 | explain the features and benefits of parts and how they meet the customer's requirements |
| 2.2 | spend enough time with customers whilst making sure that the parts operation or other customers are not ignored |
| 2.3 | provide customers with enough time to ask questions seek clarification and make buying decisions |
| 2.4 | handle objections and queries in a way that promotes sales and keeps the customer's confidence |
| 2.5 | promote sales and goodwill through being courteous to customers and interacting with them effectively. |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------|
| 3. | be able to complete the sale of motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 3.1 | identify and take opportunities for selling associated or additional parts |
| 3.2 | clearly acknowledge the customer's buying decisions |
| 3.3 | clearly explain any after sales service and customer rights that apply |
| 3.4 | process payments promptly. |

Unit 311

Skills in monitoring and solving customer service problems within a vehicle parts environment

| | |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | K/502/6546 |
| Level: | 3 |
| Credit value: | 2 |
| GLH: | 15 |
| Relationship to NOS: | This unit is linked to NOS VP14 Monitor and solve customer service problems within a vehicle parts environment |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs. |
| Aim: | This unit will help the learner develop the skills they need for solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations |

| Learning outcome | The learner will: |
|----------------------------|------------------------------------------------------------------------------------------------------------------|
| 1. | be able to solve immediate customer service problems |
| Assessment criteria | |
| The learner can: | |
| 1.1 | respond positively to customers' problems according to organisational guidelines |
| 1.2 | solve customer problems when it is within own area of authority |
| 1.3 | work with others when necessary to solve customer's problems |
| 1.4 | keep customers informed of the action being taken |
| 1.5 | confirm with customers that they are satisfied with the action taken |
| 1.6 | solve problems within service systems and procedures which might affect customers before they come aware of them |
| 1.7 | inform the relevant person and colleagues of the steps taken to solve specific problems. |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------------------------------------|
| 2. | be able to identify repeat customer service problems and options to solve them |
| Assessment criteria | |
| The learner can: | |
| 2.1 | work individually or with colleagues to identify repeated customer service problems |
| 2.2 | identify the options for dealing with repeated problems and consider the advantages and disadvantages of each option |
| 2.3 | work with others to determine an agreed way forward for solving repeated problems |
| 2.4 | select the best option for customers and the organisation. |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | be able to take action to avoid repeat customer service problems |
| Assessment criteria | |
| The learner can: | |
| 3.1 | negotiate with the relevant person changes to customer service systems and procedures that will reduce the chance of problems being repeated |
| 3.2 | implement the solution agreed with relevant colleagues |
| 3.3 | keep customers informed in a positive and clear manner of steps being taken to solve any service problems |
| 3.4 | monitor the solutions that have been implemented and make any suitable changes to ensure that no further problems occur |
| 3.5 | action changes to customer service systems and procedures brought in by the organisation. |

Unit 359

Knowledge in monitoring procedures to control risk to health and safety

| | |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | T/502/6484 |
| Level: | 3 |
| Credit value: | 5 |
| GLH: | 40 |
| Relationship to NOS: | This unit is linked to NOS G14 Monitor procedures to control health and safety |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit covers statutory and workplace procedures for controlling risks to health and safety within work areas. The unit will help the learners develop the knowledge to ensure that health and safety procedures are followed and that risks are controlled safely and effectively. |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------------------|
| 1. | understand health and safety legislation and workplace policies |
| Assessment criteria | |
| The learner can: | |
| 1.1 | explain the employers' and employees, legal duties for health and safety within the workplace |
| 1.2 | identify their own responsibilities for health and safety as defined by legislation covering their job role |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------|
| 2. | understand risks to health and safety |
| Assessment criteria | |
| The learner can: | |
| 2.1 | identify the difference between a risk and a hazard |
| 2.2 | identify what hazards may exist in their workplace |
| 2.3 | identify particular risks that may exist for their specific job role |
| 2.4 | explain what precautions can be taken to reduce these risks |
| 2.5 | explain the importance of being alert to the presence of hazards |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------|
| 3. | understand the importance of monitoring and controlling health and safety |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain their workplace health and safety policies and procedures |
| 3.2 | explain how to keep health and safety records |
| 3.3 | identify effective communication methods |
| 3.4 | identify effective methods for monitoring activities with respect to health and safety |
| 3.5 | explain the importance of promptly dealing with significant risks in the workplace |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------|
| 4. | understand the scope of their role regarding health and safety |
| Assessment criteria | |
| The learner can: | |
| 4.1 | identify the work areas and the people they are responsible for |
| 4.2 | identify the scope of their job and capabilities regarding health and safety matters. |

Unit 359 Knowledge in monitoring procedures to control risk to health and safety

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Health and safety legislation and legal duties within the work place

- a. Management of Health and Safety at Work Regulations 1999
- b. Provision and Use of Work Equipment Regulations 1998
- c. Workplace (Health, Safety and Welfare Regulations 1992
- d. Health and Safety (Display Screen Equipment) Regulations 1992
- e. Manual Handling Operations Regulations 1992
- f. Personal Protective Equipment at Work Regulations 1992
- g. Health and Safety at Work etc Act 1974
- h. Disability Discrimination Act 1995

Risk: a hazard with a potential for being realised

Hazard: something with potential to cause harm

Precautions:

- a. training in health and safety procedures
- b. using health and safety procedures
- c. use of equipment and working practices (such as safe carrying procedures)
- d. safety notices,
- e. advice and instruction from colleagues and supervisors
- f. use of PPE

How to keep records: name, date/time of incident, date/time of report, location, weather conditions, lighting conditions, persons involved, sequence of events, injuries sustained, damage sustained, actions taken, witnesses, supervisor/manager notified

Unit 360

Knowledge of selling motor vehicle parts to customers

| | |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | H/502/6089 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 30 |
| Relationship to NOS: | This unit is linked to NOS VP16 Knowledge of selling motor vehicle parts to customers |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit will help the learner develop the knowledge and understanding they need to provide information to vehicle parts operations customers in order to sell products that are suitable for their needs |

| Learning outcome | The learner will: |
|----------------------------|--------------------------------------------------------------------------------------------------------------|
| 1. | understand the legal requirements, regulations and codes of practice relevant to selling motor vehicle parts |
| Assessment criteria | |
| The learner can: | |
| 1.1 | summarise the legal rights and obligations of retailers and customers, including the Sale of Goods Act. |

| Learning outcome | The learner will: |
|----------------------------|-------------------------------------------------------------------------------------------------|
| 2. | know how to identify different options for motor vehicle parts that might meet customer needs |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe available product information that is relevant to providing a customer with options |
| 2.2 | explain how to identify the different options that are available to meet customer needs |
| 2.3 | describe how to access information about the options that are available to meet customer needs. |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | understand how to give motor vehicle parts customers information on the features and benefits of different parts |
| Assessment criteria | |
| The learner can: | |
| 3.1 | explain how to identify the features of parts, including the use of reference materials |
| 3.2 | explain the difference between the features of a part and the benefits of a part |
| 3.3 | describe methods for comparing and contrasting the features, advantages and benefits of parts to help customers make decisions about which parts to buy. |

| Learning outcome | The learner will: |
|----------------------------|--------------------------------------------------------------------------------------------------------------|
| 4. | understand how to assist motor vehicle parts customers to make a buying choice |
| Assessment criteria | |
| The learner can: | |
| 4.1 | explain how to use questioning techniques to clarify and confirm customer's buying needs |
| 4.2 | describe how to talk to different types of customers and help them to understand the information you provide |
| 4.3 | explain how to recognise buying signals from customers |
| 4.4 | explain how to handle customer objections and queries effectively. |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------------------|
| 5. | understand the importance of building customer confidence and loyalty during the selling process |
| Assessment criteria | |
| The learner can: | |
| 5.1 | explain the importance of customer confidence and loyalty to the organisation |
| 5.2 | explain own personal contribution to building customer confidence and loyalty when selling parts. |

| Learning outcome | The learner will: |
|----------------------------|----------------------------------------------------------------------|
| 6. | understand how to complete a sale with motor vehicle parts customers |
| Assessment criteria | |
| The learner can: | |
| 6.1 | describe techniques for closing the sale |
| 6.2 | describe acceptable methods of payment |
| 6.3 | describe the payment process including customer credit checks. |

Unit 360 Knowledge of selling motor vehicle parts to customers

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Legal requirements, regulations and codes of practice relevant to selling motor vehicle parts

- a. Legal rights and obligations of retailers and customers, including the Sale of Goods Act:
 - i. Sale of Goods Act
 - ii. Trade Descriptions Act.

How to identify different options for motor vehicle parts that might meet customer needs

- a. Available product information that is relevant to providing a customer with options:
 - i. Reference material (Paper and Electronic Based)
 - ii. Verbally
 - iii. Company Policy.
- b. How to identify the different options that are available to meet customer needs:
 - i. Company Policy
 - ii. Supplier specific.
- c. How to access information about the options that are available to meet customer needs:
 - i. Company Policy
 - ii. Supplier specific.

How to give motor vehicle parts customers information on the features and benefits of different parts

- a. How to identify the features of parts, including the use of reference materials:
 - i. Reference material
 - ii. Research and product knowledge.
- b. The difference between the features of a part and the benefits of a part:
 - i. Features tell
 - ii. Benefits sell.
- c. Comparing and contrasting the features, advantages and benefits of parts to help customers make decisions about which parts to buy:
 - i. Features
 - ii. Benefits.

How to assist motor vehicle parts customers to make a buying choice

- a. How to use questioning techniques to clarify and confirm customer's buying needs:
 - i. Open questions
 - ii. Closed questions
 - iii. Probing questions.
- b. How to talk to different types of customers and help them to understand the information you provide:
 - i. Retail Customers
 - ii. Trade Customers
 - iii. Internal Customers
 - iv. Company Policy.
- c. How to recognise buying signals from customers:
 - i. Body Language
 - ii. Tone of voice.
- d. How to handle customer objections and queries effectively:
 - i. Refer to line manager
 - ii. Company Policy.

Importance of building customer confidence and loyalty during the selling process

- a. Importance of customer confidence and loyalty to the organisation:
 - i. Customer Retention
 - ii. Impact upon Targets and Profit.
- b. Own personal contribution to building customer confidence and loyalty when selling parts:
 - i. Professionalism at all times.

How to complete a sale with motor vehicle parts customers

- a. Techniques for closing the sale:
 - i. Assertiveness
 - ii. Offers
 - iii. Persuasiveness
 - iv. Suggesting terms
 - v. Company Policy.
- b. Acceptable methods of payment:
 - i. Cash
 - ii. Credit / Debit Card
 - iii. Cheque
 - iv. Account
 - v. Company Policy.
- c. The payment process including customer credit checks:
 - i. Company Policy.

Unit 361

Knowledge of monitoring and solving customer service problems within a vehicle parts environment

| | |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | Y/502/6087 |
| Level: | 3 |
| Credit value: | 4 |
| GLH: | 30 |
| Relationship to NOS: | This unit is linked to NOS VP14 Monitor and Solve Customer Service Problems Within a Vehicle Parts Environment |
| Assessment requirements specified by a sector or regulatory body: | This unit was developed by the IMI, the sector skills council for the automotive retail industry. Refer to the IMI Assessment Strategy for VRQs |
| Aim: | This unit will help the learner develop the knowledge and understanding they need for solving immediate customer service problems effectively and about changing systems to avoid repeated customer service problems within vehicle parts operations |

| Learning outcome | The learner will: |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | understand the legal requirements, regulations and codes of practice relevant to vehicle parts customer service |
| Assessment criteria | |
| The learner can: | |
| 1.1 | summarise the relevant legal and regulatory requirements that affect the way products and services can be delivered to customers, including: a. health and safety b. data protection c. equal opportunities d. disability discrimination |
| 1.2 | summarise the relevant industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers |
| 1.3 | explain what the customers' rights are and how these rights affect customer service when the customer has a problem or returned parts for credit. |

| Learning outcome | The learner will: |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | understand the organisational context for working with vehicle parts customers |
| Assessment criteria | |
| The learner can: | |
| 2.1 | describe any contractual agreements that customers may have with the organisation with regards to payment for parts |
| 2.2 | identify the products or services offered by the organisation relevant to own customer service role |
| 2.3 | explain the limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers service issues/complaints |
| 2.4 | identify who to refer to for guidance when customer needs cannot be adequately met |
| 2.5 | describe any organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met |
| 2.6 | explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer. |

| Learning outcome | The learner will: |
|----------------------------|---------------------------------------------------------------------------------------------|
| 3. | understand how to solve customer service problems |
| Assessment criteria | |
| The learner can: | |
| 3.1 | describe how to communicate in a clear, polite, confident way and why this is important |
| 3.2 | explain how to negotiate with and reassure customers whilst their problems are being solved |
| 3.3 | explain organisational procedures and systems for dealing with customer service problems. |

Unit 361 Knowledge of monitoring and solving customer service problems within a vehicle parts environment

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.

Legal requirements, regulations and codes of practice relevant to vehicle parts customer service

- a. Legal and regulatory requirements that affect the way products and services can be delivered to customers, including:
 - i. health and safety
 - ii. data protection
 - iii. equal opportunities
 - iv. disability discrimination.
- b. Industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers:
- c. customers' rights are and how these rights affect customer service when the customer has a problem or returned parts for credit:
 - i. Contract law
 - ii. Product liability
 - iii. The Sale of Goods Act
 - iv. The Trade Description Act
 - v. Satisfactory Quality
 - vi. Fitness For Purpose
 - vii. Distance Selling Regulations.

Organisational context for working with vehicle parts customers

- a. Contractual agreements that customers may have with the organisation with regards to payment for parts:
 - i. account terms
 - ii. returns policy
 - iii. special order policy.
- b. Identify the products or services offered by the organisation relevant to own customer service role:
 - i. Parts
 - ii. Accessories
 - iii. Merchandise
 - iv. Customer service
 - v. Parts Warranty
 - vi. Exchange

- vii. Expert advice.
- c. The limits of own authority and when it is important to seek agreement with or permission from other people in the organisation when dealing with customers service issues/complaints:
 - i. Supervisor
 - ii. Manager
 - iii. Company Policy.
- d. Identify who to refer to for guidance when customer needs cannot be adequately met:
 - i. Colleague
 - ii. Supervisor
 - iii. Manager
 - iv. Company Policy.
- e. Organisational targets relevant to own job, own role in meeting them and the implications for the organisation if those targets are not met:
 - i. First Time Fix (Correct Part/Pick)
 - ii. Customer Service (Retention/Advocacy).
- f. How the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with the internal customer:
 - i. Customer retention and advocacy
 - ii. Improved working relationships
 - iii. Improved trust.

How to solve customer service problem

- a. How to communicate in a clear, polite, confident way and why this is important.
 - i. Professionalism
 - ii. Adherence at all times.
- b. How to negotiate with and reassure customers whilst their problems are being solved.
 - i. Empathy
 - ii. Customers are kept informed
 - iii. Professionalism.
- c. Organisational procedures and systems for dealing with customer service problems.
 - i. Specific company complaints procedure.



Appendix 1 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.

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.

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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** information on how to register for GOL/e-volve assessments.

Useful contacts

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres 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: centresupport@cityandguilds.com |
| Single subject qualifications 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: singlesubjects@cityandguilds.com |
| International awards 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: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLLA, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

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

About City & Guilds

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).

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

WW-08-4290