

Level 3 Awards, Certificates & Diploma in Social Media for Business (7513-03/13)

October 2017 Version 4.1



Qualification at a glance

Subject area	Social Media
City & Guilds number	7513
Age group approved	16 +
Entry requirements	None
Assessment	By Portfolio of Evidence / Assignment
Support materials	Qualification handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Principles of Social Media Advertising and Promotion	7513-13	600/7154/0
Level 3 Award in Principles of Mobile Social Media for a Business	7513-13	600/7158/8
Level 3 Award in Principles of Social Media within a Business	7513-13	600/7157/6
Level 3 Award in Principles of Keywords and Optimisation in Social Media	7513-13	600/7617/3
Level 3 Award in Social Networking Management for Business	7513-13	600/7232/5
Level 3 Award in Principles of Website Creation and Optimisation	7513-13	600/7234/9
Level 3 Certificate in Principles of Social Media Advertising and Promotion	7513-13	600/7156/4
Level 3 Certificate in Social Media Marketing Within a Business	7513-13	600/7236/2
Level 3 Certificate in Mobile Social Media for a Business	7513-13	600/7375/5
Level 3 Certificate in Principles of Website Creation and Optimisation	7513-13	600/7231/3

Level 3 Certificate in the Principles of Social Media for a Business	7513-13	600/7376/7
Level 3 Diploma in Social Media for Business	7513-03	600/4967/4

Version and date	Change detail	Section
2.0 Dec 2012	Added new Award & Certificate rules of combination	Structure
2.1 June 2013	Title & footers amended to reflect Award, Certificate & Diploma	Cover / Footers
3.0 August 2013	Units 210 and 335 added to Level 3 Diplomas	Structure / Units
3.1 November 2013	Assessment time constraints	Assessment
4.0 June 2016	Amended assessment method and/or where to obtain assessment materials for units 202, 203, 205, 206, 210, 301, 302, 303, 304, 305, 306, 307, 308, 311, 319 and 335	Assessment
4.1 October 2017	Added GLH and TQT Removed QCF	Introduction Appendix 1 and 2



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Unit 302	Principles of keywords and optimisation	66
Unit 303	Social Networking Management for a business	71
Unit 304	Using collaborative technologies	76
Unit 305	Content Management System website creation	82
Unit 306	Creating and optimising content for the Web	88
Unit 307	Principles of Mobile Social Media for a business	95
Unit 308	Principles of Social Media advertising and promotion	100
Unit 309	Understanding Customer Relationship Management for creative business	103
Unit 310	Communicating using digital marketing / sales channels	105
Unit 311	Website software	108
Unit 312	CIW JavaScript specialist	115
Unit 313	CIW database design	117
Unit 314	CIW Internet business foundations	119
Unit 315	CIW Perl fundamentals	121
Unit 316	CIW Web foundations associate	123

Unit 317	CIW site development foundations	125
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1 Introduction

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

Area	Description
Who are the qualifications for?	Ideal qualifications for those working in ICT or marketing, and those completing a Social Media Apprenticeship. This qualification also supports learners entering this sector for the first time or those looking to up skill and develop their knowledge of Social Media for Business purposes.
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for employment and/or career progression in the Social Media industry. Effective use of social media is now an established marketing tool, and could help businesses thrive. These qualifications will help you understand the impact of social media on business and help you to use a range of techniques and tools in marketing campaigns.
Are the qualifications part of a framework or initiative?	Forms part of the Social Media and Digital Marketing Apprenticeship framework.
What opportunities for progression are there?	This will allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 3 NVQ in Marketing• Level 3 ITQ• Level 3 Business Administration

Structure

To achieve the **Level 3 Diploma in Social Media for Business**, learners must achieve **24** credits from the core mandatory units and a minimum of **18** credits from the optional units available depending on the pathway chosen.

Level 3 Diploma in Social Media for Business – Technical Pathway

To achieve the Level 3 Diploma in Social Media for Business – Technical Pathway, learners must achieve **31** credits from the mandatory units and plus a minimum of **11** credits from the optional units (of which a minimum of 4 credits is required from optional group A and a maximum of 1 unit from optional group B).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
Mandatory				
R/503/9324	Unit 301	Principles of Social Media within a Business	6	
M/503/9329	Unit 302	Principles of keywords and optimisation	5	
Y/503/9325	Unit 303	Social Networking Management for a business	7	
T/502/4380	Unit 304	Using collaborative technologies	6	
H/503/9327	Unit 305	Content Management System website creation	7	
Optional Group A (minimum of 4 credits)				
L/502/4613	Unit 202	Imaging software	4	

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
M/502/4393	Unit 203	Video software	3	
F/602/6353	Unit 204	MTA: Web development fundamentals	10	
R/502/4631	Unit 205	Website software	4	
R/601/3512	Unit 206	Web fundamentals	7	
F/502/4625	Unit 210*	Spreadsheet software	4	
F/602/2819	Unit 309	Understanding Customer Relationship Management for creative business	3	
Y/502/4632	Unit 311	Website software	5	
Y/502/9006	Unit 312	CIW JavaScript specialist	10	
R/502/9005	Unit 313	CIW database design	10	
D/502/9007	Unit 314	CIW Internet business foundations	10	
M/502/9013	Unit 315	CIW Perl fundamentals	10	
T/502/9014	Unit 316	CIW Web foundations associate	30	
D/502/9010	Unit 317	CIW site development foundations	10	

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
R/502/9019	Unit 318	CIW security essentials	10	
K/601/3256	Unit 319	Web development	10	
Y/601/2538	Unit 335*	Analyse and report data	6	

Optional Group B (maximum of 1 unit)

R/502/9926	Unit 201	Use digital and social media in marketing campaigns	2	
F/503/9321	Unit 306	Creating and optimising content for the Web	7	
L/503/9323	Unit 307	Principles of Mobile Social Media for a business	5	
J/503/9322	Unit 308	Principles of Social Media advertising and promotion	6	
T/502/8624	Unit 310	Communicating using digital marketing / sales channels	4	

*Units 210 and 335 added August 2013

Level 3 Diploma in Social Media for Business – Marketing Pathway

To achieve the Level 3 Diploma in Social Media for Business – Marketing Pathway, learners must achieve **33** credits from the mandatory units and plus a minimum of **9** credits from the optional units (of which a minimum of 4 credits must come from optional group B and a maximum of 1 unit from optional group A).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
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Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
Mandatory				
R/503/9324	Unit 301	Principles of Social Media within a Business	6	
M/503/9329	Unit 302	Principles of keywords and optimisation	5	
Y/503/9325	Unit 303	Social Networking Management for a business	7	
T/502/4380	Unit 304	Using collaborative technologies	6	
R/502/9926	Unit 201	Use digital and social media in marketing campaigns	2	
F/503/9321	Unit 306	Creating and optimising content for the Web	7	
Optional Group A (maximum of 1 unit)				
L/502/4613	Unit 202	Imaging software	4	
M/502/4393	Unit 203	Video software	3	
F/602/6353	Unit 204	MTA: Web development fundamentals	10	
R/502/4631	Unit 205	Website software	4	
R/601/3512	Unit 206	Web fundamentals	7	
F/502/4625	Unit 210*	Spreadsheet software	4	

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
H/503/9327	Unit 305	Content Management System website creation	7	
F/602/2819	Unit 309	Understanding Customer Relationship Management for creative business	3	
Y/502/4632	Unit 311	Website software	5	
Y/502/9006	Unit 312	CIW JavaScript specialist	10	
R/502/9005	Unit 313	CIW database design	10	
D/502/9007	Unit 314	CIW Internet business foundations	10	
M/502/9013	Unit 315	CIW Perl fundamentals	10	
T/502/9014	Unit 316	CIW Web foundations associate	30	
D/502/9010	Unit 317	CIW site development foundations	10	
R/502/9019	Unit 318	CIW security essentials	10	
K/601/3256	Unit 319	Web development	10	
Y/601/2538	Unit 335*	Analyse and report data	6	

Optional Group B (minimum of 4 credits)

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
L/503/9323	Unit 307	Principles of Mobile Social Media for a business	5	
J/503/9322	Unit 308	Principles of Social Media advertising and promotion	6	
T/502/8624	Unit 310	Communicating using digital marketing / sales channels	4	

*Units 210 and 335 added August 2013

Level 3 Diploma in Social Media for Business – Generic Pathway

To achieve the Level 3 Diploma in Social Media for Business – Generic Pathway, learners must achieve **24** credits from the mandatory units, plus a minimum of **18** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
Mandatory				
R/503/9324	Unit 301	Principles of Social Media within a Business	6	
M/503/9329	Unit 302	Principles of keywords and optimisation	5	
Y/503/9325	Unit 303	Social Networking Management for a business	7	
T/502/4380	Unit 304	Using collaborative technologies	6	
Optional Group				
R/502/9926	Unit 201	Use digital and social media in marketing campaigns	2	

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
L/502/4613	Unit 202	Imaging software	4	
M/502/4393	Unit 203	Video software	3	
F/602/6353	Unit 204	MTA: Web development fundamentals	10	
R/502/4631	Unit 205	Website software	4	
R/601/3512	Unit 206	Web fundamentals	7	
F/502/4625	Unit 210*	Spreadsheet software	4	
H/503/9327	Unit 305	Content Management System website creation	7	
F/503/9321	Unit 306	Creating and optimising content for the Web	7	
L/503/9323	Unit 307	Principles of Mobile Social Media for a business	5	
J/503/9322	Unit 308	Principles of Social Media advertising and promotion	6	
F/602/2819	Unit 309	Understanding Customer Relationship Management for creative business	3	
T/502/8624	Unit 310	Communicating using digital marketing / sales channels	4	

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
Y/502/4632	Unit 311	Website software	5	
Y/502/9006	Unit 312	CIW JavaScript specialist	10	
R/502/9005	Unit 313	CIW database design	10	
D/502/9007	Unit 314	CIW Internet business foundations	10	
M/502/9013	Unit 315	CIW Perl fundamentals	10	
T/502/9014	Unit 316	CIW Web foundations associate	30	
D/502/9010	Unit 317	CIW site development foundations	10	
R/502/9019	Unit 318	CIW security essentials	10	
K/601/3256	Unit 319	Web development	10	
Y/601/2538	Unit 335*	Analyse and report data	6	

*Units 210 and 335 added August 2013

Level 3 Award in Principles of Social Media Advertising and Promotion

To achieve the Level 3 Award in Principles of Social Media Advertising and Promotion, learners must achieve **6** credits from the mandatory unit 308

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
J/503/9322	308	Principles of Social Media Advertising and Promotion	6	3	34

Level 3 Award in Principles of Mobile Social Media for a Business

To achieve the Level 3 Award in Principles of Mobile Social Media for a Business, learners must achieve **5** credits from the mandatory unit 307

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
L/503/9323	307	Principles of Mobile Social Media for a Business	5	3	28

Level 3 Award in Principles of Social Media within a Business

To achieve the Level 3 Award in Principles of Social Media within a Business, learners must achieve **6** credits from the mandatory unit 301

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
R/503/9324	301	Principles of Social Media within a Business	6	3	42

Level 3 Award in Principles of Keywords and Optimisation in Social Media

To achieve the Level 3 Award in Principles of Keywords and Optimisation in Social Media, learners must achieve 5 credits from the mandatory unit 302

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
M/503/9329	302	Principles of Keywords and Optimisation	5	3	30

Level 3 Award in Social Networking Management for Business

To achieve the Level 3 Award in Social Networking Management for Business, learners must achieve 7 credits from the mandatory unit 303

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
Y/503/9325	303	Social Networking Management for Business	7	3	38

Level 3 Award in Principles of Website Creation and Optimisation

To achieve the Level 3 Award in Principles of Website Creation and Optimisation, learners must achieve **12** credits from the mandatory units 302 and 305

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
M/503/9329	302	Principles of Keywords and Optimisation	5	3	30
H/503/9327	305	Content Management and System website creation	7	3	36

Level 3 Certificate in Principles of Social Media Advertising and Promotion

To achieve the Level 3 Certificate in Principles of Social Media Advertising and Promotion, learners must achieve **17** credits from the mandatory units 303, 308 and 310

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
Y/503/9325	303	Social Networking Management for Business	7	3	38
J/503/9322	308	Principles of Social Media Advertising and Promotion	6	3	34
T/502/8624	310	Communicating Using Digital Marketing Channels	4	3	26

Level 3 Certificate in Social Media Marketing Within a Business

To achieve the Level 3 Certificate in Social Media Marketing Within a Business, learners must achieve **17** credits from the mandatory units 301, 303 and 310

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
R/503/9324	301	Principles of Social Media within a Business	6	3	42
Y/503/9325	303	Social Networking Management for Business	7	3	38
T/502/8624	310	Communicating Using Digital Marketing Channels	4	3	26

Level 3 Certificate in Mobile Social Media for a Business

To achieve the Level 3 Certificate in Mobile Social Media for a Business, learners must achieve **16** credits from the mandatory units 303, 307 and 310

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
Y/503/9325	303	Social Networking Management for Business	7	3	38
L/503/9323	307	Principles of Mobile Social Media for a Business	5	3	28
T/502/8624	310	Communicating Using Digital Marketing Channels	4	3	26

Level 3 Certificate in Principles of Website Creation and Optimisation

To achieve the Level 3 Certificate in Principles of Website Creation and Optimisation, learners must achieve **19** credits from the mandatory units 302, 305 and 306

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level	GLH
Mandatory					
M/503/9329	302	Principles of Keywords and Optimisation	5	3	30
H/503/9327	305	Content Management and System website creation	7	3	36
F/503/9321	306	Creating and Optimising Content for the Web	7	3	36

Level 3 Certificate in the Principles of Social Media for a Business

To achieve the Level 3 Certificate in the Principles of Social Media for a Business, learners must achieve **6** credits from the mandatory unit 301, plus a minimum of **20** credits from the optional units.

Overall a minimum of **15** credits must be achieved at level 3.

Please Note - Units 205 and 311 are barred against each other and cannot be taken together.

UAN	Unit No.	Unit title	Credit	Level	GLH	Excluded combination of units
Mandatory						
R/503/9324	301	Principles of Social Media within a Business	6	3	42	
Optional						
R/502/9926	201	Use Digital and social media in marketing campaigns	2	2	7	
L/502/4613	202	Imaging Software	4	2	30	
M/502/4393	203	Video Software	3	2	20	
R/502/4631	205	Website Software	4	2	30	311
R/601/3512	206	Web Fundamentals	7	2	60	
M/503/9329	302	Principles of Keywords and Optimisation	5	3	30	
Y/503/9325	303	Social Networking Management for Business	7	3	38	
T/502/4380	304	Using Collaborative Technologies	6	3	45	

UAN	Unit No.	Unit title	Credit	Level	GLH	Excluded combination of units
H/503/9327	305	Content Management and System website creation	7	3	36	
F/503/9321	306	Creating and Optimising Content for the Web	7	3	36	
L/503/9323	307	Principles of Mobile Social Media for a Business	5	3	28	
J/503/9322	308	Principles of Social Media Advertising and Promotion	6	3	34	
T/502/8624	310	Communicating Using Digital Marketing Channels	4	3	26	
Y/502/4632	311	Website software	5	3	40	205
K/601/3256	319	Web Development	10	3	80	

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Award in Principles of Social Media within a Business	42	60
Level 3 Award in Social Networking Management for Business	38	70
Level 3 Award in Principles of Website Creation and Optimisation	66	120
Level 3 Certificate in Social Media Marketing Within a Business	106	170
Level 3 Certificate in the Principles of Social Media for a Business	108	260
Level 3 Diploma in Social Media for Business	257	420



2 Centre requirements

Approval

Centres already offering City & Guilds qualifications

Existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

Centres NOT already offering City & Guilds qualifications

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

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

Resource requirements

Physical resources

Centres and candidates must be able to access Social Media or provide an internal equivalent of Social Media, for example Virtual Learning Environment (VLE), Groupy, Ning. Centres must be able to meet the requirements of the unit and assessment when using internal or external Social Media.

Centre staffing

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

- be occupationally competent to make assessment judgements about the broad use of Social Media and business-related use of social networking tools to the level and scope of individual candidate performance at work or in Realistic Working Environments (RWE); and occupationally competent to make assessment judgements about the quality of assessment and the assessment process
- be occupationally knowledgeable in the area(s) for which they are delivering training. This knowledge must be at least to the same level as the training delivered.
- have credible experience of providing training.

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

Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

If staff do not have Assessor/Internal Quality Assurer TAQA qualifications they must be able to show occupational competence, through mapping their competences and knowledge against the relevant NOS and the assessor and verifier requirements.

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

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

As part of the assessment for this qualification, learners must have access to a work or realistic work environment (RWE).

Realistic work environments

Where the learner is subjected to a work environment and is producing performance evidence subject to all of the following conditions:

- time pressures
- work problems
- interruptions
- accountabilities
- office environment
- tools to do the job
- eg a candidate in a model or virtual office

Qualifications Consultants will need to approve RWEs on an individual basis before any assessment can begin. Authenticity is essential and approval needs to be endorsed on an annual basis by the Qualifications Consultant.

Simulation

If a unit or part of a unit at any level is simulated, it must be undertaken in a RWE.

The overarching principle to be applied to units identified as suitable for simulation is that it should only be undertaken in a minority of cases where:

- there is a high risk to the security and safety of the learner, individuals, key people in their lives and others
- there would otherwise be a breach of confidentiality or privacy.

Age restrictions apply

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

Legal restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.



3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for this qualification:

Description	How to access
Assessment pack	www.cityandguilds.com
Qualification handbook	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the qualification consultant, before they are used by candidates and assessors

at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.



4 Assessment

Candidates must:

- successfully complete one assignment/portfolio of evidence for each mandatory unit
- successfully complete one assignment/portfolio of evidence for each chosen optional unit

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

- assignments

Unit	Title	Assessment method	Where to obtain assessment materials
201	Use digital and social media in marketing campaigns	Portfolio of evidence	N/A
202	Imaging Software	Portfolio of evidence	City & Guilds website - assessment pack. An optional assignment is available
203	Video software	Portfolio of evidence	City & Guilds website - assessment pack. An optional assignment is available
204	MTA: Web development fundamentals	Microsoft exam	Centres must be a certified Microsoft IT academy to offer this unit
205	Website software	Portfolio of evidence	City & Guilds website - assessment pack. An optional assignment is available
206	Web fundamentals	Assignment	City & Guilds website - assessment pack

Unit	Title	Assessment method	Where to obtain assessment materials
210	Spreadsheet software	Portfolio of evidence	N/A
301	Principles of Social Media within a Business	Assignment	City & Guilds website - assessment pack
302	Principles of keywords and optimisation	Assignment	City & Guilds website - assessment pack
303	Social Networking Management for a Business	Assignment	City & Guilds website - assessment pack
304	Using collaborative technologies	Portfolio of evidence	City & Guilds website - assessment pack. An optional assignment is available
305	Content Management System Website Creation	Assignment	City & Guilds website - assessment pack
306	Creating and optimising content for the Web	Assignment	City & Guilds website - assessment pack
307	Principles of Mobile Social Media for a business	Assignment	City & Guilds website - assessment pack
308	Principles of Social Media Advertising and promotion	Assignment	City & Guilds website - assessment pack
309	Understanding Customer Relationship Management for creative business	Assignment	City & Guilds website - assessment pack
310	Communicating using digital marketing/sales channels	Portfolio of evidence	N/A

Unit	Title	Assessment method	Where to obtain assessment materials
311	Website software	Portfolio of evidence	City & Guilds website - assessment pack. An optional assignment is available
312	CIW JavaScript specialist	CIW Exam	Centres must be a certified CIW academy to offer this unit
313	CIW database design	CIW Exam	Centres must be a certified CIW academy to offer this unit
314	CIW Internet business foundations	CIW Exam	Centres must be a certified CIW academy to offer this unit
315	CIW Perl fundamentals	CIW Exam	Centres must be a certified CIW academy to offer this unit
316	CIW Web foundations associate	CIW Exam	Centres must be a certified CIW academy to offer this unit
317	CIW Site development foundations	CIW Exam	Centres must be a certified CIW academy to offer this unit
318	CIW security essentials	CIW Exam	Centres must be a certified CIW academy to offer this unit
319	Web development	Assignment	City & Guilds website - assessment pack
335	Analyse and report data	Portfolio of evidence	N/A

Time constraints

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

- Candidates must finish their assessment within the period of their registration.

- Assignments should take no longer than 8 hours. If they do, centres should consider why this is, and make sure that they are not trying to gather too much evidence.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is allowed and is not sector specific.



5 Units

Availability of units

They are also on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

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

Summary of units

Unit	Title	UAN	Credits
201	Use digital and social media in marketing campaigns	R/502/9926	2
202	Imaging software	L/502/4613	4
203	Video software	M/502/4393	3
204	MTA: Web development fundamentals	F/602/6353	10
205	Website software	R/502/4631	4
206	Web fundamentals	R/601/3512	7
210	Spreadsheet software	F/502/4625	4
301	Principles of Social Media within a Business	R/503/9324	6
302	Principles of keywords and optimisation	M/503/9329	5
303	Social Networking Management for a business	Y/503/9325	7
304	Using collaborative technologies	T/502/4380	6
305	Content Management System website	H/503/9327	7

Unit	Title	UAN	Credits
	creation		
306	Creating and optimising content for the Web	F/503/9321	7
307	Principles of Mobile Social Media for a business	L/503/9323	5
308	Principles of Social Media advertising and promotion	J/503/9322	6
309	Understanding Customer Relationship Management for creative business	F/602/2819	3
310	Communicating using digital marketing / sales channels	T/502/8624	4
311	Website software	Y/502/4632	5
312	CIW JavaScript specialist	Y/502/9006	10
313	CIW database design	R/502/9005	10
314	CIW Internet business foundations	D/502/9007	10
315	CIW Perl fundamentals	M/502/9013	10
316	CIW Web foundations associate	T/502/9014	30
317	CIW site development foundations	D/502/9010	10
318	CIW security essentials	R/502/9019	10
319	Web development	K/601/3256	10
335	Analyse and report data	Y/601/2538	6

UAN:	R/502/9926
Level:	2
Credit value:	2
GLH:	7
Relationship to NOS:	This unit is linked to Council for Administration NOS Marketing 4.3.8 Market to target customers using digital/electronic media.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit concerns understanding planning requirements for the use of digital and social media and market to target customers using digital and social media.

Learning outcome
The learner will: <ol style="list-style-type: none"> 1. Understand planning requirements for the use of digital and social media
Assessment criteria
The learner can: <ol style="list-style-type: none"> 1.1 Describe the importance of the objectives and budget for digital and social media marketing aligning with the marketing plan 1.2 Describe how to identify the nature and location of target customers 1.3 Describe sources of information about the nature and location of target customer groups 1.4 Explain the implications of retention and acquisition programmes as they affect the choice of digital/social media 1.5 Explain how to reach target customers in accordance with the plan 1.6 Explain the requirements of a data collection and reporting system that is capable of capturing the information required by the plan 1.7 Explain the importance of agreeing the message that conveys the marketing proposition

Learning outcome
The learner will: 2. Be able to market to target customers using digital and social media
Assessment criteria
The learner can: 2.1 Ensure marketing messages are distributed in accordance with the plan 2.2 Ensure that digital/social media marketing is conducted in accordance with legal, regulatory and industry requirements and standards 2.3 Explain how to address problems in accordance with the plan

UAN:	L/502/4613
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This unit is about the ability to use a software application designed to create, modify and layout images for display in print or on a screen (eg vector graphics for design and drawing; raster graphics for photo manipulation or illustration).</p> <p>On completion of this unit a candidate should be able to select and use a range of intermediate imaging software tools and techniques to produce at times non-routine or unfamiliar designs.</p> <p>Imaging software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> • the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar; • the software tools and functions involved will at times be non-routine or unfamiliar; and • the user will take some responsibility for setting up or developing the type or structure. <p>Examples of context: work flow process maps, drawings or edited photos for a website.</p>

Learning outcome
The learner will: 1. Obtain, insert and combine information for images
Assessment criteria
The learner can: 1.1 Describe what images are needed 1.2 Obtain, input and prepare images to meet needs 1.3 Describe what copyright and other constraints apply to the use of images 1.4 Use appropriate techniques to organise and combine information of different types or from different sources 1.5 Describe the context in which the images will be used 1.6 Describe what file format to use for saving images to suit different presentation methods 1.7 Store and retrieve files effectively, in line with local guidelines and conventions where available

Learning outcome
The learner will: 2. Use imaging software tools to create, manipulate and edit images
Assessment criteria
The learner can: 2.1 Identify what technical factors affecting images need to be taken into account and how to do so 2.2 Select and use suitable techniques to create images 2.3 Use guide lines and dimensioning tools appropriately to enhance precision 2.4 Select and use appropriate tools and techniques to manipulate and edit for images 2.5 Check images meet needs, using IT tools and making corrections as necessary 2.6 Identify and respond to quality problems with images to make sure that they meet needs

Unit 202 Imaging software

Supporting information

Guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Learning outcome

1. Obtain, insert and combine information for images

The learner should be able to and understand:

Images:

- Designs or images will vary according to the task for example:
 - photos from a digital camera, scanned images, graphic elements, drawings, clip art

Prepare images:

- Size, crop and position

Copyright constraints:

- Effect of copyright law (eg on use of other people's images)
- Acknowledgment of sources, avoiding plagiarism, permissions

Combine information:

- Insert, size, position, wrap, order, group, import data
- Links and references to external data

Context for images:

- Contexts will vary according to the software and task, for example:
 - On screen display, publishing on a web site, hard copy print out, digital file

File formats for images:

- Will vary according to the content, for example:
 - jpg for Internet photo display
 - png for Internet drawing display
 - svg for graphic designs (the ISO standard most likely to be fully supported by web browsers)
 - Digital picture format (e.g. jpeg and psd)
 - Bitmap or raster picture formats (eg raw bitmaps, bmp and compressed formats jpeg and png)
 - Vector graphics (eg svg, wmf, eps, ai)
 - Open formats (eg html, odf, pdf and rtf)
 - Proprietary formats (eg pub and qxd)
- Method of compression (lossy, non-lossy)

Learning outcome

1. Obtain, insert and combine information for images

The learner should be able to and understand:

Store and retrieve:

- Files (eg create, name, open, save, save as, print, close, find, share), file size
- Version control
- Import data, export data
- Folders (eg create, name)

Learning outcome

2. Use imaging software tools to create, manipulate and edit images

The learner should be able to and understand:

Technical factors affecting images:

- Page or canvas size
- Colour mode
- File size and format
- Difference between screen and print resolution

Create images:

- Draw basic shapes and adjust properties (eg line width, fill colour, transparency)
- Download digital photos from a camera
- Scan and resize images
- Add text and other elements such as lines, boxes and arrows
- Create more complicated designs using painting, drawing or image manipulation software

Manipulate and editing techniques:

- Align, rotate, flip, arrange, cut, paste, resize
- Change font, text and colour
- Group, ungroup
- Change templates
- Filters to create special effects
- Orders and layers

Check images:

- Size, alignment and orientation
- Suitability of file format
- Appropriate choice of colour mode and use of filters, fitness for purpose of image resolution

Quality problems with images:

- Will vary according to the content, for example:
 - levels, contrast, resolution

UAN:	M/502/4393
Level:	2
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This unit is about the ability to use a software application designed to record and edit video sequences.</p> <p>An intermediate user can select and use a wide range of intermediate video software tools and techniques to record and edit video sequences that are at times non-routine or unfamiliar.</p> <p>Video software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> • the software tools and functions involved will at times be non-routine or unfamiliar; • the choice and use of input, manipulation and output techniques will need to take account of a number of factors or elements and at times be multi-step; • the user will take some responsibility for inputting, manipulating and outputting the information. <p>Examples of context: Recording pre-planned video footage, downloading the footage to a computer, then editing to create a short sequence, including adding some background music or adding the to a file of another application – word processing, spreadsheet, presentation, etc.</p>

Learning outcome
The learner will: 1. Use video hardware and software to capture sequences
Assessment criteria
The learner can: 1.1 Identify the combination of input device and audio software to use to capture information, to avoid any compatibility issues 1.2 Select and use an appropriate combination of input device and audio software to record sequences 1.3 Describe the impact file size and file format will have on saving sequences 1.4 Identify when to use different types of information coding and compression 1.5 Store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available

Learning outcome
The learner will: 2. Use video software tools and techniques to combine and edit sequences
Assessment criteria
The learner can: 2.1 Identify the footage to add, keep and remove 2.2 Select and use appropriate audio software tools to mark-up and edit sequences 2.3 Organise and combine information for sequences in line with any copyright constraints, including across different software 2.4 Describe how copyright constraints affect use of own and others' information

Learning outcome
The learner will: 3. Play and present video sequences
Assessment criteria
The learner can: 3.1 Describe the features and constraints of playback software and display devices 3.2 Select and use an appropriate combination of audio playback software and display device to suit the file format 3.3 Identify the settings which could be adjusted to improve the quality of presentations 3.4 Adjust playback and display settings to enhance the quality of the presentation

Unit 203 Video software

Supporting information

Guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Learning outcome

1. Use video hardware and software to capture sequences

The learner should be able to and understand:

Video compatibility issues:

- Between built-in codec used by input device, available editing software, file formats

Input devices:

- Webcam, video camera, mobile phone
- Difference between analogue and digital
- Low and high resolution
- Input techniques:
 - Copy and paste, screen grabs/shots, file download (eg connect USB lead, drag and drop)

File size:

- Small, medium, large
- Link between size and quality (eg small – low resolution; large – high resolution)

File format:

- Proprietary formats supported by software used (eg QuickTime, RealPlayer, iTunes)
- Container formats:
 - Audio (eg WAV, XMF, AIFF); Audio/video (eg 3GP, AVI, MP4, OGG, MOV)

Information coding and compression:

- Codec, compression, difference between lossy and lossless compression
- Video quality

Store and retrieve:

- Files (eg create, name, open, save, save as, print, close, find, share), file size
- Version control
- Import data, export data
- Folders (eg create, name)

Learning outcome

2. Use video software tools and techniques to combine and edit sequences

The learner should be able to and understand:

Sequences:

- Short (eg 2 mins), b&w, medium length (eg 10 mins, 30 mins), colour

Marking-up and editing tools:

- Preset by software, key frames
- Sequences: cut, copy, paste, sequence

Combine information:

- Combine images with sound (eg dub or overlay sound track onto film sequence)

Techniques:

- Copy and paste, insert, screen grabs/shots, file download (eg connect USB lead, drag and drop), file transfer protocol (FTP)

Forms of information:

- Forms of information:
 - moving images
 - sound: pre-recorded, live, web-streaming

Copyright constraints:

- Effect of copyright law (eg on music downloads or use of other people's images)
- Acknowledgment of sources, avoiding plagiarism, permissions

Learning outcome

3. Play and present video sequences

The learner should be able to and understand:

Features and constraints:

- Software supported, memory, processing speed, screen resolution, data bandwidth, transmission speeds

Display device:

- PC, laptop, video camera, mobile phone, handheld video device (eg mp3 player, iPod)

Audio/Video quality issues:

- High or low contrast, volume, visual (eg jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (eg clicks, disjoints, noise)

Adjust playback and display settings:

- Playback controls (eg start, stop, fast forward, rewind, pause)
- Sound (eg volume, balance)
- Screen size (eg thumbnail, quarter screen, full screen)
- Visual (eg contrast, brightness, colour/b&w)

UAN:	F/602/6353
Level:	2
Credit value:	10
GLH:	80
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	<p>The aim of this unit is to provide the underpinning knowledge required for the learner to sit the relevant Microsoft exam associated with this unit. In order to do this the learner will learn about different web applications and they will learn to work with data and service.</p> <p>The learner will also learn to understand how to debug web applications and will learn to work with client side scripting and how to configure the deployment of a web application.</p>

Learning outcome
The learner will:
1. Be able to programme web applications
Assessment criteria
The learner can:
1.1 Customize the layout and appearance of a Web page
1.2 Understand ASP.NET intrinsic objects
1.3 Understand state information in Web applications
1.4 Understand events and control page flow
1.5 Understand controls
1.6 Understand configuration files

Learning outcome
The learner will: 2. Be able to work with data and services
Assessment criteria
The learner can: 2.1 Read and write XML data 2.2 Distinguish between DataSet objects and DataReader objects 2.3 Call a service from a Web page 2.4 Understand DataSource controls 2.5 Bind controls to data by using data-binding syntax 2.6 Manage data connections and databases

Learning outcome
The learner will: 3. Be able to troubleshoot and debug web applications
Assessment criteria
The learner can: 3.1 Debug a Web application 3.2 Handle Web application errors

Learning outcome
The learner will: 4. Be able to work with client-side scripting
Assessment criteria
The learner can: 4.1 Understand client-side scripting 4.2 Understand AJAX concepts

Learning outcome
The learner will: 5. Be able to configure and deploy web applications
Assessment criteria
The learner can: 5.1 Configure authentication and authorization 5.2 Configure projects and solutions and reference assemblies 5.3 Publish Web applications 5.4 Understand application pools

UAN:	R/502/4631
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This unit is about the ability to use a software application designed for planning, designing and building websites.</p> <p>On completion of this unit a candidate should be able to select and use a wide range of intermediate website software tools and techniques to produce multiple-page websites.</p> <p>Website software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> • the software tools and functions involved will at times be non-routine or unfamiliar; • the choice and use of development techniques will need to take account of a number of factors or elements; and • the user will take some responsibility for planning the website, creating or altering the template, inputting, manipulating, linking and uploading the content. <p>Examples of context: Create a multiple page website with menu-driven navigation for a sports club. Set up family site with photographs and linked pages for each family member.</p>

Learning outcome
The learner will: 1. Create structures and styles for websites
Assessment criteria
The learner can: 1.1 Describe what website content and layout will be needed for each page 1.2 Plan and create web page templates to layout 1.3 Select and use website features and structures to help the user navigate round web pages within the site 1.4 Create, select and use styles to keep the appearance of web pages consistent and make them easy to understand 1.5 Describe how copyright and other constraints may affect the website 1.6 Describe what access issues may need to be taken into account 1.7 Describe what file types to use for saving content 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

Learning outcome
The learner will: 2. Use website software tools to prepare content for websites
Assessment criteria
The learner can: 2.1 Prepare content for web pages so that it is ready for editing and formatting 2.2 Organise and combine information needed for web pages including across different software 2.3 Select and use appropriate editing and formatting techniques to aid both clarity and navigation 2.4 Select and use appropriate development techniques to link information across pages 2.5 Change the file formats appropriately for content 2.6 Check web pages meet needs, using IT tools and making corrections as necessary

Learning outcome
The learner will: 3. Publish websites
Assessment criteria
The learner can: 3.1 Select and use appropriate testing methods to check that all elements of websites are working as planned 3.2 Identify any quality problems with websites and how to respond to them

- 3.3 Select and use an appropriate programme to upload and publish the website
- 3.4 Respond appropriately to problems with multiple page websites

Unit 205 Website software

Supporting information

Guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Learning outcome

1. Create structures and styles for websites

The learner should be able to and understand:

Content and layout:

- Web page content and layout will vary according to the template, but may include:
 - text (eg body text, headings, captions)
 - images (eg still photographs, diagrams)
 - numbers (eg tables, charts or graphs)
 - background (eg colours, gradients, patterns, textures)
 - structure (eg frames, side bars)
 - moving images (eg constraints of use, animation, video clips)
- Effect of copyright law (eg on music downloads or use of other people's images)
- Acknowledgment of sources, avoiding plagiarism
- Permissions

Website features:

- Web page features will vary, but may include:
 - navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups)
 - multimedia (eg sound linked to actions, video clips, sound track)
 - sound (eg clips linked to navigation, background music, video sound track)

Web page templates:

- Design layout will vary but may include:
 - text (eg body text, headings, captions)
 - images (eg still photographs, diagrams)
 - numbers (eg tables, charts or graphs),
 - background (eg colours, gradients, patterns, textures)
 - structure (eg frames, side bars)
 - moving images (eg animation, video clips)

- sound (eg clips linked to navigation, background music, video sound track)

Web page styles:

- Styles will vary according to the different elements of the website design, but may include:
 - typeface (eg font, colour, size and alignment of headings, captions or body text)
 - lines (eg type, thickness and colour of borders, tables, diagrams)

Access issues:

- The difficulties different users may have in accessing websites, accessibility guidelines, affect of download speeds (eg from different browser software, connection type, size of web page contents)

File types:

- Text (eg rtf, doc, pdf)
- Images (eg jpeg, tiff, psd)
- Charts and graphs (eg xls)
- Sound (eg wav, MP3)

Store and retrieve:

- Files (eg create, name, open, save, save as, print, close, find, share), file size
- Version control
- Import data, export data
- Folders (eg create, name)

Learning outcome

2. Use website software tools to prepare content for websites

The learner should be able to and understand:

Combine information:

- Combine images with text (eg photo captions)
- Presentation with audio and/or video; numbers with charts and graphs
- Text alignment, captions, text wrap
- Behind, in front, grouping

Editing techniques:

- Editing techniques will vary in line with the type of information, for example:
 - select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates

Development techniques:

- Creating links to bookmark text within a page, linking web pages together, adding a link to another website, altering simple code using programming language

File formats:

- Change format of documents to RTF or HTML

Check web pages:

- Will vary depending on the content but may include, for example:
- Text: spell check; grammar check, type face and size, hyphenation
- Layout: page layout, margins, line and page breaks, tables, frames, sections
- Images: size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution

Learning outcome**3. Publish websites**

The learner should be able to and understand:

Testing methods:

- Methods will vary but may include:
 - viewing web pages using browser software, testing navigation round pages within multiple page website, testing external links

Problems with websites:

- Problems may vary, but could include:
 - content that is not appropriate for the template or missing
 - text that is not readable or missing
 - images that are oriented or sized wrongly
 - navigation that does not work as planned
 - multimedia features (eg sound levels, image resolution, synchronisation of sound and images)

Upload and publish website:

- Upload content to a template
- Use file exchange programme to upload and publish (eg FTP or HTTP)

UAN:	R/601/3512
Level:	2
Credit value:	7
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit provides knowledge of web architecture, components and technologies. It also covers the implementation of website elements.

Learning outcome
The learner will:
1. Know web architecture and components
Assessment criteria
The learner can:
1.1 List the hardware and software components which enable the internet and web
1.2 State the roles of the TCP/IP, HTTP and SMTP protocols
1.3 State the role of internet service providers, web hosting services and domain name registrars
1.4 Identify available types of web functionality

Guidance
Components
Internet Service Providers
Domain structures
Routers
Firewalls
Network interface cards and cabling
Browsers
Website development software
Web functionality
Web 2.0
Blogs
Online applications

Learning outcome
The learner will: 2. Know about the technologies used to build and operate websites
Assessment criteria
The learner can: 2.1 State the purpose of mark-up languages and list commonly used examples 2.2 Identify the roles of: <ul style="list-style-type: none">• Web runtime environments• Web application programming languages and databases in building websites and web applications 2.3 Identify typical product stack combinations that can be used for web development

Guidance
Mark-up languages HTML, XML

Learning outcome
The learner will: 3. Implement specified components of a web-site
Assessment criteria
The learner can: 3.1 Design specified components of a web-site showing 3.2 Develop specified components of a web-site 3.3 Test specified components of a web-site 3.4 State the components required to produce a web-site

Guidance
Components 3.1 Layout of pages Navigation diagram / Story Board Format of content and cascading style sheets (CSS) Interactive features Shopping cart Images Animation

Components 3.2

Functionality testing (user environments)

Verifying all Links work as they should

Navigation

Content

UAN:	F/502/4625
Level:	2
Credit value:	4
GLH:	30
Relationship to NOS	This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	<p>This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.</p> <p>On completion of this unit a candidate should be able to select and use a wide range of intermediate spreadsheet software tools and techniques to produce, present and check spreadsheets that are at times non-routine or unfamiliar.</p> <p>Spreadsheet software tools and techniques will be defined as 'intermediate' because:</p> <ul style="list-style-type: none"> • the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar; • the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and • the user will take some responsibility for setting up or developing the structure and functionality of the spreadsheet.

Learning outcome
The learner will:
1. Use a spreadsheet to enter, edit and organise numerical and other data
Assessment criteria
The learner can:

- | |
|---|
| <ul style="list-style-type: none"> 1.1 identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2 enter and edit numerical and other data accurately 1.3 combine and link data across worksheets 1.4 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available. |
|---|

Learning outcome
The learner will: <ul style="list-style-type: none"> 2. Select and use appropriate formulas and data analysis tools to meet requirements
Assessment criteria
The learner can: <ul style="list-style-type: none"> 2.1 identify which tools and techniques to use to analyse and manipulate data to meet requirements 2.2 select and use a range of appropriate functions and formulas to meet calculation requirements 2.3 use a range of tools and techniques to analyse and manipulate data to meet requirements.

Learning outcome
The learner will: <ul style="list-style-type: none"> 3. Select and use tools and techniques to present and format spreadsheet information
Assessment criteria
The learner can: <ul style="list-style-type: none"> 3.1 plan how to present and format spreadsheet information effectively to meet needs 3.2 select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets 3.3 select and format an appropriate chart or graph type to display selected information 3.4 select and use appropriate page layout to present and print spreadsheet information 3.5 check information meets needs, using spreadsheet tools and making corrections as necessary 3.6 describe how to find errors in spreadsheet formulas 3.7 respond appropriately to any problems with spreadsheets.

Unit 210 Spreadsheet software

Supporting information

Teaching guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Outcome 1 Use a spreadsheet to enter, edit and organise numerical and other data

The learner should understand:

Enter and edit:

- insert data into single and multiple cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns
- use absolute and relative cell references
- add data and text to a chart

Numerical and other information:

- numbers, charts, graphs, text, images

Spreadsheet structure:

- spreadsheet components (e.g. cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets)
- structure, design and layout

Store and retrieve:

- save, save as, find, open, close
- open CSV file in spreadsheet application, save spreadsheet file as CSV
- templates

Outcome 2 Select and use appropriate formulas and data analysis tools to meet requirements

The learner should understand:

Analyse and manipulate:

- totals, sub-totals and summary data
- sorting and display order
- lists, tables, graphs and charts
- filter rows and columns
- judgment of when and how to use these methods

Functions and formulas:

- design of formulas to meet calculation requirements
- mathematical, statistical, financial, conditional
- logical functions

Outcome 3 Select and use tools and techniques to present and format spreadsheet information

The learner should understand:

Format cells:

- numbers, currency, percentages, number of decimal places, font and alignment, shading and borders; date and time formats, wrap text

Format rows and columns:

- height, width, borders and shading, hide, freeze

Format charts and graphs:

- format charts and graphs: chart type (e.g. pie chart, bar chart, single line graph, area, column, x-y scatter, stock, radar, doughnut, surface), title, axis titles, legend, change chart type, move and resize chart

Page layout:

- size, orientation, margins, header and footer, page breaks, page numbers, date and time, adjust page set up for printing

Check spreadsheet information:

- accuracy of numbers, formulas and any text
- accuracy of results; suitability of charts and graphs
- reveal formulae
- layout and formatting
- validity and accuracy of analysis
- clarity of overall spreadsheet

Problems with spreadsheets:

- using help sorting out errors in formulas, circular reference

UAN:	R/503/9324
Level:	3
Credit value:	6
GLH:	42
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is about the fundamentals of social media marketing for a business.

Learning outcome
The learner will:
1. Understand how Social Media fits into the objectives and marketing of a business
Assessment criteria
The learner can:
1.1 Describe a business and its type, vision, aims, objectives and goals
1.2 Identify the brand and values of a business and how these are portrayed to the audience of a business
1.3 Describe the marketing tools available to a business
1.4 Explain the consequences of using Social Media on the budget of different sizes and types of business
1.5 Explain the benefits and consequences of encouraging amplification
1.6 Explain the benefits and consequences of encouraging engagement
1.7 Explain the factors to consider when identifying a Social Media plan for a business
1.8 Explain how Social Media could fit into the marketing plan of a business

Range
Audience Customers, competitors, influencers, suppliers, partners
Marketing tools Marketing calendar, digital and physical media, telemarketing, face to face, surveys

Different sizes and types of business

Sole trader, Small Medium Enterprise (SME), enterprise, corporate, public sector, education, international, charitable, not-for-profit, voluntary sector

Factors

Audience, business type, business brand, resources, content, cost, time, market conditions

Guidance**Brand and value**

For example: logo, mission statement, ethics, sustainable business practices, statement of purpose

Learning outcome

The learner will:

2. Understand how to select Social Media tools and channels for a business

Assessment criteria

The learner can:

- 2.1 Describe the **different tools and channels** that can be used for Social Media
- 2.2 Describe the features and benefits of the **different tools and channels** that can be used for Social Media
- 2.3 Identify the potential type of **audience** for each **different tool and channel** that can be used for Social Media
- 2.4 Explain the **issues** to consider when selecting **different tools and channels** for Social Media
- 2.5 Evaluate **different tools and channels** for Social Media for business use

Range**Different Tools and Channels**

Social Network, Email newsletter, Website, Keywords, Mobile Social Media, Mobile Websites, Blog, Video, Podcasts, Forums, Social Bookmark, Wikis, Online vouchers, Geo-location

Audience

Customers, competitors, influencers, suppliers, partners

Issues

Cost, resources, content, training, timescale, perception and reputation, management support, IT support

Guidance

Different Tools and Channels

For example: Television, augmented reality, social gaming, virtual world

Learning outcome

The learner will:

3. Understand how to measure the success of using social media tools and channels

Assessment criteria

The learner can:

- 3.1 Explain the importance of measuring the outcomes of using **different Social Media tools and channels**
- 3.2 Explain why **SMARTER** targets should be set for **different Social Media tools and channels**
- 3.3 Describe the **methods** a business can use to measure and identify success of **different Social Media tools and channels**
- 3.4 Describe what success could look like when using **different Social Media tools and channels** for **different types and sizes of business**

Range**Different Tools and Channels**

Social Network, Email newsletter, Website, Keywords, Mobile Social Media, Mobile Websites, Blog, Video, Podcasts, Forums, Social Bookmark, Wikis, Online vouchers, Geo-location

SMARTER

Specific, measurable, attainable, relevant, timely, evaluate, re-evaluate

Methods

Analytics tools, manual, automated, human analysis

Different sizes and types of business

Sole trader, Small Medium Enterprise (SME), enterprise, corporate, public sector, education, international, charitable, not-for-profit, voluntary sector

Guidance**Different Tools and Channels**

For example: Television, augmented reality, social gaming, virtual world

Success

This can differ – change in perception, financial, interaction, increased awareness, improved sentiment

Learning outcome
The learner will: 4. Understand how social media policy and guidelines can impact a business
Assessment criteria
The learner can: 4.1 Describe the components of a business's social media policy and guidelines 4.2 Explain the importance of having a social media policy and guidelines 4.3 Explain the importance of having a reputation management policy 4.4 Describe the benefits of managing perception changes in a business's reputation 4.5 Describe how to manage perception changes in a business's reputation

Range
Components Internet, behaviour in and out of work, appropriate use, online privacy, brand and values, corporate code of practice, complaints process, training requirements, code of conduct, crisis management, tone and manner
Perception changes Positive, positive neutral, neutral, negative neutral, negative

Learning outcome
The learner will: 5. Be able to monitor how a business is using Social Media
Assessment criteria
The learner can: 5.1 Explain the importance of knowing how similar businesses or industries are using Social Media 5.2 Explain how to monitor the ways similar businesses or industries are using Social Media 5.3 Monitor how a business is using Social Media 5.4 Identify improvements to a business's use of Social Media

Guidance
Monitor Needs to be monitored for a minimum of a week
Monitor AC 5.3 & 5.4 are linked and should be delivered together

UAN:	M/503/9329
Level:	3
Credit value:	5
GLH:	30
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is about understanding how to implement keywords and/or keyword phrases on a website to achieve maximise optimisation.

Learning outcome
The learner will:
1. Understand Search Engine Optimisation (SEO)
Assessment criteria
The learner can:
1.1 Define the term Search Engine Optimisation (SEO)
1.2 Explain the importance of SEO to a business
1.3 Explain the difference between organic and 'paid' search results
1.4 Describe the differences between Pay-per-Click and Pay-per-Impression
1.5 Describe the factors that need to be considered as part of an SEO plan

Range
Factors
What people search for, keyword phrases, which search engines are preferred by audience, how search engines use keywords, link building, page rank, audience segmentation, demographics, tags

Guidance
'Paid' search results
This is referring to advertisers paying to appear in the sponsored links/ads at the top of the search results

Learning outcome
The learner will: 2. Be able to plan implementation of SEO techniques
Assessment criteria
The learner can: 2.1 Define the term “keyword” 2.2 Explain the factors to consider when identifying keywords and/or keyword phrases 2.3 Create a list of keywords and/or keyword phrases for a business 2.4 Identify the competition and monthly search volumes for the keywords and/or keyword phrases identified for a business 2.5 Explain where on a website a search engine looks for keywords and/or keyword phrases 2.6 Research others use of keywords and/or keyword phrases to maximise keyword effectiveness for a website 2.7 Review the list of keywords and/or keyword phrases in a website for a business 2.8 Describe how link building can help or hinder the search engine ranking of a website 2.9 Create a link building plan for the website for a business 2.10 Describe the factors that can positively and negatively affect how a search engine ranks a website

Range
2.2 Factors Audience, Jargon, Long Tail, Competitive, monthly search volumes, misspellings and synonyms
Where Titles, image titles, headings, meta-tags, alt-tags on images, description, content, anchor text on links and url
Link building Cross-linking, external linking, in-linking, anchor text
2.10 Factors Repetitive words and phrases, keyword used more than 10%, capitalisation, overuse of exclamation marks, Heading 1 / Heading 2 text style, alt text of images, caption text, anchor text for links, hidden in white text on a white background, used in 30% of the content of the page, over use of capitals

Guidance
2.6

Analyse source code of top 5 organic search results
2.3, 2.4, 2.6 & 2.7
These assessment criteria are linked and should be delivered together

Learning outcome
The learner will:
3. Understand Social Media Optimisation (SMO)
Assessment criteria
The learner can:
3.1 Define the term Social Media Optimisation (SMO)
3.2 Explain why SMO is important to a business
3.3 Explain how search engines include different tools and channels of Social Media in their results
3.4 Explain how to use keywords and/or keyword phrases to listen and engage with a Social Media audience
3.5 Compare how SEO for a website differs for SMO

Range
Different Tools and Channels
Social Network, Email newsletter, Website, Keywords, Mobile Social Media, Mobile Websites, Blog, Video, Podcasts, Forums, Social Bookmark, Wikis, Online vouchers, Geo-location

Guidance
Different tools and channels
Television, augmented reality, social gaming, virtual world

Learning outcome
The learner will:
4. Understand how to plan implementation of a website optimised for mobile devices
Assessment criteria
The learner can:
4.1 Define the term Mobile Optimisation
4.2 Identify the main differences between SEO and Mobile Optimisation
4.3 Explain why Mobile Optimisation is important to a business
4.4 Describe how to optimise a website for viewing on a mobile device
4.5 Explain why keywords and/or keyword phrases for a mobile website might differ from those for a non-mobile website
4.6 Identify changes required to a non-mobile website to make it suitable for mobile devices

Range
Differences Specific meta data, mobile XML sitemap, links from mobile specific directories, different set of keyword and/or keyword phrases, mobiles websites may need to be simplified, file formats may be different
Optimise Call to action buttons are clear, concise text, mobile XML, server, geo-location tags, no Flash, text only option, mobile domains

Unit 302 **Principles of keywords and optimisation**

Supporting information

Guidance

Candidates must have access to tools to analyse keywords for this unit.

UAN:	Y/503/9325
Level:	3
Credit value:	7
GLH:	38
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is about using social networking for business in a cost effective and time efficient way.

Learning outcome
The learner will:
1. Be able to evaluate external social networking tools for a business
Assessment criteria
The learner can:
1.1 Define social networking
1.2 Identify current external social networking tools for the geographical location of a business
1.3 Compare the functionality and features of different external social networking tools
1.4 Describe the limitations of different external social networking tools
1.5 Select external social networking tools for a business
1.6 Justify the selection of social networking tools for a business

Guidance
External social networking tools For example: Facebook, LinkedIn, Twitter, Google Plus, YouTube, Orkut (Brazil), V-Kontakte (Russia), QQ, RenRen (China), any other current tool
Functionality For example: Length of message, frequency, formal, informal, competitive, media
Features These are product specific and can change.

<p>Limitations</p> <p>For example: Privacy, security, personal vs. business profile, spam/hackers, time management</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>2. Understand how to classify the social networking audience of a business</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 Explain the potential uses of grouping people in social networking tools</p> <p>2.2 Identify the audience groups for social networking for a business</p> <p>2.3 Explain the importance of evaluating the need for brand ambassadors in social networking for a business</p> <p>2.4 Explain how to recognise brand ambassadors</p> <p>2.5 Explain how to ensure the validity and credibility of brand ambassadors</p> <p>2.6 Explain how to manage brand ambassadors</p> <p>2.7 Explain the importance of evaluating the need for influencers in social networking for a business</p> <p>2.8 Explain how to recognise influencers</p> <p>2.9 Explain how to ensure the validity and credibility of influencers</p> <p>2.10 Explain how to manage influencers</p> <p>2.11 Compare brand ambassadors and influencers</p>

<p>Guidance</p> <p>Uses</p> <p>For example: Targeted marketing, influencing, listening, brand ambassadors, amplification</p> <p>Brand ambassadors</p> <p>Extend your marketing reach, generally positive about the brand, help out in community forums etc.</p> <p>Influencers</p> <p>Can extend the marketing reach, may not be positive about the brand, could be impartial</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>3. Be able to use social media management tools in relation to social networking</p>
<p>Assessment criteria</p> <p>The learner can:</p>

3.1	Define the term 'social media management tool'
3.2	Explain the importance of using social media management tools in relation to social networking
3.3	Explain the disadvantages of using social media management tools
3.4	Use a social media management tool to group an audience relevant to a business
3.5	Use a social media management tool to schedule content relevant to a business
3.6	Use a social media management tool to share content relevant to a business
3.7	Explain the benefits of using short-URLs within content
3.8	Use a social media management tool to listen to content relevant to a business
3.9	Use a social media tool to have on-going dialogue with an audience relevant to a business

Guidance	
Importance	For example: productivity and efficiency, global visibility, scheduling content for appropriate time
Disadvantages	For example: Missing audience, perception of spamming, dominating the conversation
Share content	includes sharing links, videos, images
Listen	This is finding, discovering, searching for, monitoring content
On-going dialogue	For example: engage, build relationships, discuss
3.5 & 3.6	AC are linked and should be delivered together

Learning outcome	
The learner will:	
4.	Be able to carry out a risk analysis and create a digital crisis management plan in relation to social networking for a business
Assessment criteria	
The learner can:	
4.1	Compare risk analysis and digital crisis management
4.2	Explain the importance of monitoring for risk
4.3	Carry out a risk analysis in relation to social networking for a

business
4.4 Create a digital crisis management plan in relation to social networking for a business

Guidance
4.2 & 4.3 AC are linked and should be delivered together

Learning outcome
The learner will: 5. Be able to use social networking measurement and monitoring tools for a business
Assessment criteria
The learner can: 5.1 Define the term social networking measurement and monitoring 5.2 Identify social networking measurement and monitoring tools 5.3 Explain the potential uses of social networking measurement and monitoring tools 5.4 Explain the limitations of social networking measurement and monitoring tools 5.5 Measure the amount of engagement and amplification on social networking for a business 5.6 Analyse changes in sentiment to social networking for a business 5.7 Recommend improvements to social networking for a business

Range
Changes in sentiment Positive, Positive Neutral, Neutral, Negative Neutral, Negative

Guidance
Social networking measurement and monitoring tools For example: free, paid for, manual, automatic

Unit 303 Social Networking Management for a business

Supporting information

Guidance

It is recommended that candidates taking the marketing pathway take unit 306 before this unit. For those candidates who have not previously taken unit 306 the tutor must ensure an online profile has been set up which the candidate and tutor are happy to share in order to take this unit.

Candidates must have access to at least 3 social networking tools and access to a social media management tool to complete this unit.

UAN:	T/502/4380
Level:	3
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is linked to the Level 3 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This unit is about the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.</p> <p>On completion of this unit a candidate should be able to manage and effectively integrate and facilitate the safe use of multiple IT tools and devices so that groups can work collaboratively and effectively by:</p> <ul style="list-style-type: none"> • setting and implementing guidelines for using collaborative technologies; • integrating IT tools and devices and creating environments to exploit their potential; • managing risks, permissions and data flow; and • moderating and solving complex problems with the use of collaborative technologies; <p>Examples of context: Typical collaborative activities may include – developing guidelines and instructions for a work team about the use of social networking; moderating online conference sessions or web discussion groups for a professional community of interest.</p>

Learning outcome
The learner will: 1. Stay safe and secure when working with collaborative technology
Assessment criteria
The learner can: 1.1 Explain what and why guidelines need to be established for working with collaborative technology 1.2 Develop and implement guidelines for good practice in working with collaborative technology 1.3 Explain how to establish an identity or present information that will promote trust 1.4 Develop and implement guidelines for checking the authenticity of identities and different types of information 1.5 Analyse and plan for the risks in the use of collaborative technologies for different tasks 1.6 Analyse and manage risks in the use of collaborative technologies

Learning outcome
The learner will: 2. Plan and set up IT tools and devices for collaborative working
Assessment criteria
The learner can: 2.1 Explain the features, benefits and limitations of different collaborative IT tools and devices for work purposes and tasks 2.2 Determine the IT tools and processes needed for archiving the outcomes of collaborative working 2.3 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, tasks and communication media 2.4 Explain potential access and compatibility issues with integrating different collaborative technology tools and devices 2.5 Select, connect and configure combinations that exploit the capabilities and potential of collaborative tools and devices 2.6 Resolve access and compatibility problems so that different collaborative tools and devices work successfully

Learning outcome
The learner will: 3. Prepare collaborative technologies for use
Assessment criteria
The learner can: 3.1 Evaluate data management principles, issues and methods 3.2 Manage levels of access and permissions for different purposes 3.3 Select and integrate different elements across applications to create environments for collaborative technologies 3.4 Set and adjust settings to facilitate use of collaborative technologies

by others
3.5 Manage data flow to benefit collaborative working

Learning outcome
The learner will: 4. Manage tasks using collaborative technologies
Assessment criteria
The learner can: 4.1 Determine levels of responsibility for the use of collaborative technologies 4.2 Facilitate others' responsible contributions to and engagement with collaborative technologies 4.3 Manage the moderation of collaborative technologies 4.4 Oversee the archiving of the outcomes of collaborative working 4.5 Explain what problems can occur with collaborative technologies 4.6 Respond to problems with collaborative technologies and be prepared to help others to do so

Unit 304 Using collaborative technologies

Supporting information

Guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Learning outcome

1. Stay safe and secure when working with collaborative technology

The learner should be able to and understand:

Guidelines for using collaborative technology:

- Guidelines set by your organisation or community of interest
- About uses, security, safety, copyright, plagiarism, libel, confidentiality and data protection
- Ways to communicate and promote guidelines about online security, confidentiality and data protection

Methods to promote trust:

- Contact information, membership of professional bodies, recommendations, links, policies, standards

Checks on others' identities:

- Compare sources, cross references

Risks when working with collaborative technologies:

- Inappropriate disclosure of personal information
- Misuse of images
- Appropriate language, respect confidentiality, copy lists
- What to do in a power cut, about data loss
- Risk analysis, risk monitoring, contingency planning, updating risk management policy

Learning outcome

2. Plan and set up IT tools and devices for collaborative working

The learner should be able to and understand:

Connect and configure collaborative technologies:

- Connect to another site, check whether both sites are connected
- Connect to multiple sites, check when multiple sites are connected
- Adjust clarity
- IP address, adjust set-up options, the Open Systems Interconnection (OSI) model, facilities for sharing files and applications across multiple sites

Purposes for collaborative working:

- Will vary according to the task, but may include:
 - sharing, displaying and recording information, discussing and reflecting
 - establishing identity, joining interest groups
 - developing ideas, contributing to research, carrying out research
 - exporting information to other formats
 - establishing communities of interest
 - managing identities, managing data

Outcomes of collaborative working:

- Measurable (eg document, minutes, notes, project plan, transcript)
- Ephemeral (eg conversation, agreement)
- Whether an audit trail is needed

Collaborative technology tools and devices:

- **Hardware:** mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem)
- **Software:** products, services, sites

Communication media:

- Text, audio/spoken, still/video/animated images

Compatibility issues:

- Between browser software, operating systems, plug-ins

Learning outcome

3. Prepare collaborative technologies for use

The learner should be able to and understand:

Access to collaborative technologies:

- Download software, agree terms and conditions, register or set up an ID
- Accessibility issues, adjusting access settings
- Accessibility standards

Permissions:

- Web address, phone number, user name and password, set up user names and access codes

Environments for collaborative technologies:

- **User interface:** choose skins, templates, widgets, wizards, cut and paste from other sources
- **Work environment:** lighting, position of devices

Adjust settings:

- **Hardware:** colour, type size, window size, volume
- Browser: cookies, pop-ups
- Security settings: firewall

Managing data:

- Sources, subscription details, terms and conditions
- Aims of data management
- Benefits, features and limitations of networks and feeds

- What constraints need to be overcome, what level of restrictions to apply

Learning outcome

4. Manage tasks using collaborative technologies

The learner should be able to and understand:

Contributing responsibly:

- Follow the rules of 'netiquette', respect others contributions, avoid dominating and not responding
- Legal and cultural issues
- User rules, moderations policies, ethical issues

Moderating collaborative technologies:

- Reporting inappropriate content
- Checking posts

Archiving outcomes:

- Cut, paste, save; record, transcribe

Problems with collaborative technologies:

- Routine (eg settings, software not responding, hardware connections)
- Non-routine (eg access, transmission speed, bandwidth); complex (eg compatibility)

Respond to problems:

- Follow on screen help, know who to ask for expert help
- Use diagnostic wizards, check bandwidth

UAN:	H/503/9327
Level:	3
Credit value:	7
GLH:	36
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is an introduction to website creation using content management system software (CMS). It includes implementation of keywords, use of templates, blog and measuring success. It also covers an awareness of accessibility.

Learning outcome
The learner will:
1. Be able to create a plan for the components of a Content Management System (CMS) Website
Assessment criteria
The learner can:
1.1 Define the term Content Management System (CMS)
1.2 Describe the features and functions of CMS Website software
1.3 Explain the advantages and disadvantages of different hosting options
1.4 Describe what success could look like when using a CMS website
1.5 Identify keywords and/or keyword phrases to be used on each page of a website
1.6 Register with a hosting provider with a suitable domain name in relation to keywords and/or keyword phrases identified
1.7 Identify the website template to be used for a website
1.8 Plan the content and layout needed for each page on a website
1.9 Explain how laws, guidelines and constraints affect the content and use of websites
1.10 Explain when and why to use different file types for saving content
Range
Features

<p>Server side, SEO friendly, content hierarchy</p> <p>Functions Integrated file manager, intuitive interface, templates</p> <p>Advantages and disadvantages Cost, ownership of content, flexibility, customisation, SEO, static vs. dynamic pages, analytics</p> <p>Hosting Options Self hosted, hosted by wordpress / blogger</p> <p>Laws, guidelines and constraints Effect of copyright law, acknowledgement of sources, avoiding plagiarism, provisions of Data Protection Act, accessibility standards, IPR</p> <p>File Types Text (e.g. rtf, docx, pdf), Images (jpeg, tif, gif), Sound (e.g. wav, mp3), Video (e.g. mp4, avi)</p>
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<p>Guidance</p> <p>CMS Website Software: Wordpress, blogger, weebly</p> <p>Content and layout Web page content and layout will vary according to the needs of the website but should include text (e.g. body, headings), images (photographs, images), moving images (animation, videos, live streaming), Social networking links, Blog</p>
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<p>Learning outcome</p> <p>The learner will:</p> <ol style="list-style-type: none"> 2. Be able to use CMS Software to create a Website
<p>Assessment criteria</p> <p>The learner can:</p> <ol style="list-style-type: none"> 2.1 Customise a website template in relation to a plan 2.2 Use planned content to populate a website template 2.3 Use programming and development techniques to add features and enhance a website 2.4 Include keywords and/or keyword phrases in website meta-tags 2.5 Include a blog in a website implementation 2.6 Store and retrieve files in line with local guidelines and conventions where available 2.7 Include links to Social Networking Sites in relation to a plan 2.8 Include buttons to share content on a website 2.9 Use testing methods to check that all elements and features of a

website are working

2.10 Register a website with search engines

Range
Website meta-tags: Title, description, URL, ALT-tags, H1, H2, keyword, tagging

Guidance
<p>Website Templates Templates may be customised according to requirements of CMS and website design. Templates should give header / footer and layout of pages (side bars, menu structure)</p> <p>Programming and development techniques Methods will vary but may include use of plugins, widgets, creating and changing code using programming language, snippets, creating internal and external links, adding multimedia content to pages.</p> <p>Social Networking Sites Could include Twitter, LinkedIn, Facebook, Google+, FourSquare or others</p> <p>Buttons RSS, Digg, Delicious etc.</p> <p>Testing methods Methods will vary but should include 'viewing pages using different browser software', checking links, testing multi-media and interactive elements.</p>

Learning outcome
The learner will: 3. Understand how to make a website accessible
Assessment criteria
The learner can: 3.1 Define the term 'Accessible websites' 3.2 Explain the legal guidelines relating to web accessibility 3.3 Explain how parts of a website should be modified to make it accessible 3.4 Analyse whether a website follows accessibility guidelines 3.5 Identify improvements to a website to ensure it follows accessibility guidelines

Range
<p>Parts of a website Use of style sheets, colour, images, multimedia, navigation, scripts and forms, text, structure</p> <p>Accessibility guidelines Cascading style sheet, colours that do not cause problems for colour blindness, use ALT tags and titles on images, tabulated structures need captions and headings, sound files need accessible player or transcript to be made available, video files need accessible player and closed captioning, tabbed navigation, audio CAPTCHA on forms</p>

Learning outcome
<p>The learner will:</p> <p>4. Be able to measure and improve the return on investment (ROI) of a website</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 Explain the importance of measuring traffic to a website</p> <p>4.2 Identify methods of measuring the return on investment (ROI) of a website</p> <p>4.3 Use analytic tools to monitor the traffic to a website</p> <p>4.4 Define the term 'bounce rate'</p> <p>4.5 Explain the impact of bounce rate on a website</p> <p>4.6 Identify improvements to a website based on analytical information</p>

Guidance
<p>Methods of measuring Number of hits to a website page, number of downloads, emails sent to an address, calls to a phone number, number of shares of content, number of visits to a blog</p> <p>Analytical information For example: Bounce rate, hits, unique visitors, search terms, referral sites</p>

Unit 305 **Content Management System website creation**

Supporting information

Guidance

The CMS website created could be for a business, charity, sports club, personal, enterprise, event etc.

This unit can be completed with free hosting or paid for hosting. It is required that a CMS package is used.

Unit 306

Creating and optimising content for the Web

UAN:	F/503/9321
Level:	3
Credit value:	7
GLH:	36
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is about creating optimised online profiles, blog and micro-blog content and the legal implications surrounding this.

Learning outcome
The learner will: 1. Be able to create and analyse online profiles
Assessment criteria
The learner can: 1.1 Define the term 'online profile' 1.2 Compare and contrast a range and type of social media online profiles 1.3 Explain the principles of optimising online profiles for search engine optimisation (SEO) 1.4 Describe the characteristics of an online profile for an audience 1.5 Identify potential security and privacy issues of online profile 1.6 Create online profiles optimised for SEO 1.7 Research a range of personal and business online profiles 1.8 Recommend improvements to personal and business online profiles

Range
Type Personal and business
Range Image based profiles; video based profiles and aggregated profiles

Guidance
Principles

To include how SEO online profiles are different from RAW image files and .pdf (Portable Data Format) profiles, keywords.

Characteristics

For example: brand and values, photographs or logos, mission statement, disclaimers, personal vs. business

Optimised profiles

Image file name, Alt tags, meta tags, keywords, keyword phrases

1.7 & 1.8

AC are linked and should be delivered together

Learning outcome

The learner will:

2. Be able to analyse use of blogs, e-articles and micro-blogs for a business

Assessment criteria

The learner can:

- 2.1 **Compare and contrast** blogs, micro-blogs and e-articles
- 2.2 Explain the importance of using SEO for a blog, micro-blog and e-article
- 2.3 Explain how to optimise a blog, micro-blog and e-article for SEO
- 2.4 Explain how blogs, micro-blogs and e-articles can amplify and propagate news and information
- 2.5 Identify the reasons for using blogs, micro-blogs and e-articles for a business
- 2.6 Analyse the **advantages** and **disadvantages** of content syndication for blogs, micro-blogs and e-articles
- 2.7 Identify a **content strategy** for blogs, micro-blogs and e-articles for a business
- 2.8 Explain how to encourage engagement and sharing of blogs, micro-blogs and e-articles

Range

Advantages

Wider reach, cost effective, re-use of content, Time effective

Disadvantages

Search engines may negatively rate replicated content, perception of spamming, some social networking platforms negatively rate content syndicated automatically, risk of content reaching the wrong audience

Guidance

Compare and contrast

For example: length, tone, frequency, format, content, images, headings

Content strategy

Overall aims, Content schedule, release schedule, syndication plan, actions to take based on response, Contingency plan, team responsibilities

Learning outcome

The learner will:

3. Be able to write content for the web for a business

Assessment criteria

The learner can:

- 3.1 Explain the **characteristics** of writing good content for the web
- 3.2 Explain how writing content for the web **affects** brand, perception and reputation
- 3.3 Analyse a range of content from the web for similar business' or industries
- 3.4 Recommend improvements to content from the web for similar business' or industries
- 3.5 Create a range of content for the web for a business

Range**Characteristics**

Spelling, grammar, tone, manner, SEO

Guidance**Affects**

Lack of care, inaccurate content can cause anger and arguments, negative tone and manner could invite criticism, criticism of competitors can change perception

3.3 & 3.4

AC are linked and should be delivered together

Learning outcome

The learner will:

4. Be able to incorporate media or rich-media into content for the web for a business

Assessment criteria

The learner can:

- 4.1 Define media and rich-media
- 4.2 Explain the importance of using media and rich-media on the web
- 4.3 Explain how the choice of media and rich-media can affect brand, perception and reputation
- 4.4 Explain how to **optimise** media and rich-media for SEO
- 4.5 Explain how media and rich-media can amplify and propagate news

and information

4.6 Enhance a range of content for the web for a business using media or rich-media

Guidance
Optimise Image file name, Alt tags, Tags, meta tags, Keyword title, description

Learning outcome
The learner will: 5. Know the impact of plagiarism, Intellectual Property Rights (IPR) and copyright law for content on the web for a business
Assessment criteria
The learner can: 5.1 Describe the importance of recognising plagiarism 5.2 Describe the principles of Intellectual Property Rights 5.3 Describe the principles of Copyright Law 5.4 Describe how to protect Intellectual Property Rights and copyright 5.5 Describe the implications of Copyright Law in other countries 5.6 Describe methods for discovering plagiarism, breach of Intellectual Property Rights and Copyright Law 5.7 Describe the purpose of Creative Commons Licences on the Internet 5.8 Describe the use of Creative Commons licences in relation to use of content on the web 5.9 Describe the implications of content ownership on a business

Range
5.2 Principles Exclusive rights to content ownership, determine if content is available to be used under licence, claim ownership of copyright, trademarks, patent, design rights, trade secrets.
5.3 Principles Gives creator of content exclusive rights to it, If content is copied then credit is given, copyright does not cover ideas and information, only the form in which they are expressed.
Implications Other countries could copy the work, Other countries could comply with different copyright laws and conventions
Creative Commons Licences Attribution (BY), Share Alike (SA), Non Commercial (NC), No Derivatives, (ND), and combinations

Guidance
Implications Payment of royalties, risk of copyright, plagiarism, legal cases

Learning outcome
The learner will: 6. Be able to use social bookmarking, tagging and syndication for content for a business
Assessment criteria
The learner can: 6.1 Define the term 'social bookmarking' 6.2 Define the term 'tagging' 6.3 Explain the importance of social bookmarking to share content on the web 6.4 Compare and contrast social bookmarking tools 6.5 Use a social bookmarking tool to bookmark a range of content for a business 6.6 Explain the importance of tagging content on the web for a business 6.7 Enhance a business' content for the web by tagging 6.8 Define the term 'Really Simple Syndication (RSS)' 6.9 Explain the importance of using RSS for distribution of updated content on the web for a business 6.10 Use an RSS reader to collate relevant content from the web for a business

Range
Tagging Businesses can enable tagging by folksonomy

Learning outcome
The learner will: 7. Be able to use analytics tools to monitor content on the web
Assessment criteria
The learner can: 7.1 Use an analytics tool to track activity on content for a business 7.2 Analyse changes in sentiment to a range of content on the web for a business 7.3 Recommend improvements to a range of content on the web to improve sentiment for a business

Range
Changes in sentiment Positive, Positive Neutral, Neutral, Negative Neutral, Negative

Unit 306 Creating and optimising content for the Web

Supporting information

Guidance

Candidates will need to have access to at least 2 social networking sites and access to a blog.

UAN:	L/503/9323
Level:	3
Credit value:	5
GLH:	28
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is an introduction to mobile social media marketing looking at the solutions for a business.

Learning outcome
The learner will:
1. Understand what mobile social media is and how it is used by businesses and consumers
Assessment criteria
The learner can:
1.1 Compare different types of mobile social media
1.2 Describe the ways business' can use mobile social media as part of their marketing
1.3 Explain the reasons business' could use mobile social media for marketing
1.4 Identify devices on which consumers/business' can access social media
1.5 Describe the cost benefit argument for accessing social media on a mobile device for a business
1.6 Describe the ways consumers access social media on a mobile device
1.7 Describe the barriers to accessing mobile social media

Range
Mobile Social Media Social networks, video channels, audio channels, RSS feeds, location aware games, location aware triggers, Bluetooth games, applications and any other current
Devices

Smart phone, tablet/pad, gaming device, motion sensing gaming device
<p>Barriers</p> <p>Lack of device, lack of knowledge, privacy concerns, limited internet connectivity, cost, organisational</p>

<p>Guidance</p> <p>Reasons</p> <p>For example: increased network of mobile consumers, increased brand awareness, consumer motivation, consumer requirements, location based marketing, viral marketing</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>2. Understand the factors affecting the choice of mobile social media for a business</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 Explain how using mobile social media fits into the overall social media marketing plan of a business</p> <p>2.2 Define the audience groups for mobile social media for a business</p> <p>2.3 Explain how the potential audience affects the choice of mobile social media for a business</p> <p>2.4 Explain how social relevance informs a mobile social media marketing plan for a business</p> <p>2.5 Describe the types of content that could be accessed on a mobile device</p> <p>2.6 Explain the factors that affect content design for mobile social media</p> <p>2.7 Describe how the attention span of mobile social media consumers will limit the design of mobile content</p>

<p>Range</p> <p>Audience groups</p> <p>Customers, competitors, influencers, suppliers, partners, demographics</p> <p>Social relevance</p> <p>Know what consumers are using, where they are accessing it and when.</p> <p>Content</p> <p>Textual message, audio content, video content, application, email, 2-dimensional barcode, image</p> <p>Factors</p> <p>Relevance, personalisation, interest, device compatibility, accessibility</p>
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<p>Limit</p> <p>Of reading text length on mobile screen, of listening to audio, limit of watching video, size of font</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>3. Be able to create and distribute social media content for a mobile device for a business</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>3.1 Identify the distribution methods for adding content onto mobile devices for a business</p> <p>3.2 Identify the types of mobile social media and content required for a marketing campaign for a business</p> <p>3.3 Describe what success could look like when using mobile social media for a business</p> <p>3.4 Create mobile social media content for a business in readiness for distribution to a mobile device</p> <p>3.5 Distribute mobile social media content for a business</p> <p>3.6 Explain how to monitor the effectiveness of mobile social media content</p>

<p>Range</p> <p>Distribution methods</p> <p>Mobile phone application, RSS feed, mobile website, SMS, email, 2-dimensional barcode, Bluetooth, location aware triggers</p>

<p>Guidance</p> <p>Content</p> <p>For example: textual message, audio content, video content, application, email, 2-dimensional barcode, image</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>4. Understand the use of location aware applications for a business and consumers</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>4.1 Research the different types of location aware applications</p> <p>4.2 Describe in what circumstances a business could use location aware applications for marketing</p> <p>4.3 Describe the advantages and disadvantages of location aware applications for a consumer</p> <p>4.4 Describe why using location aware applications appeal to a certain</p>

audience demographic
4.5 Explain the **steps** a business could take to implement a location aware application

Range
Location aware applications
Geo marketing vouchers, games, social networking, hyperlocal information

Guidance
4.4
For example: FourSquare, Facebook check-in.
Steps
Register, set-up reward schemes, publicise, monitor

Unit 307 **Principles of Mobile Social Media for a business**

Supporting information

Guidance

The tutor will need access to an internet enabled mobile device to teach. Although it is desirable, candidates do not have to have an internet enabled mobile device to take this unit.

UAN:	J/503/9322
Level:	3
Credit value:	6
GLH:	34
Endorsement by a sector or regulatory body:	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
Aim:	This unit is about understanding advertising and promotion within social media sites and the use of digital vouchers for a business.

Learning outcome
The learner will:
1. Be able to plan how to use digital vouchers for marketing purposes
Assessment criteria
The learner can:
1.1 Define the term digital vouchers
1.2 Explain the potential uses of digital vouchers
1.3 Research the current disadvantages of digital vouchers
1.4 Explain how to overcome the barriers of using digital vouchers for acquisition and retention of customers
1.5 Plan a SMART digital voucher campaign for a business
1.6 Explain methods of managing a digital voucher system
1.7 Explain how to measure the effectiveness of a digital voucher campaign

Range
SMART Specific, measurable, attainable, relevant, timely
Methods Online numbered coupon allocation, published code and URL, number to book, online database of allocation maintained by vendor

Guidance

Digital vouchers

For example: Groupon, KGB deals, Living Social, Voucher codes

Potential uses

For example: promote deals of the day, tickets or discounted gift certificates delivered through web or via email. Increase brand awareness, encourage social sharing of vouchers

Disadvantages

For example: Significant expense, lack of customer retention, coupons intended for specific market can leak more broadly, cost vs. low profit margin

Overcome the barriers

For example: Process for customer retention, incentives, offer brand special exclusive deals

Learning outcome

The learner will:

2. Be able to plan the implementation of Social Networking site advertising campaigns for Marketing purposes

Assessment criteria

The learner can:

- 2.1 Explain the **factors** to consider when creating **Social Networking site** adverts
- 2.2 Justify the **use** of Social Networking site advertising campaigns
- 2.3 Explain the importance of identifying the required outcomes from the Social Networking advertising campaigns
- 2.4 Explain the advantages of creating more than one advertising campaign running in parallel on the same social networking site
- 2.5 Explain **why** a Social Networking advertising campaign might fail
- 2.6 Plan parallel Social Networking site advertising campaigns for a business
- 2.7 Explain methods of monitoring Social Networking site advertising campaigns
- 2.8 Identify changes that might be required for a Social Networking advertising campaign based on monitoring results

Guidance

Factors

For example: targeted to audience, appropriate social networking site, appropriate call to action, time constraint, design, content, budget, multi-channel campaign targeting and analytics.

2.2 Use

For example: awareness, acquisition, retention, increased click through to website, perception change, amplification

2.5 Why

Less click throughs if users see the advert too often, high cost if advert is not targeted appropriately, less customer loyalty if campaign is not designed for retention, market conditions, legal conditions, inappropriate launch timing

Social Networking site

For example: Facebook, LinkedIn, MySpace, Twitter, any other relevant site.

Learning outcome

The learner will:

3. Understand the use of promotional campaigns on social networking sites

Assessment criteria

The learner can:

- 3.1 Define **promotional campaigns** on social networking sites
- 3.2 Compare different types of promotional campaigns on social networking sites
- 3.3 Explain why to use promotional campaigns on social networking sites
- 3.4 Explain the limitations imposed by social networking sites on promotional campaigns
- 3.5 Explain how to comply with restrictions on promotional campaigns on social networking sites
- 3.6 Explain the **factors** which could cause negative PR when running a promotional campaign

Guidance

Promotional campaigns

For example: discount coupons, special offer codes, competitions, PR (public relations)

Factors

Vote rigging, unfair preferences, inability to control outcomes

Learning outcome

The learner will:

4. Understand current national and international legal and organisational guidelines for a social networking advertising/promotional campaign

Assessment criteria

The learner can:

- 4.1 Explain the **current national and international legal and organisational guidelines** relating to the use of social networking

<p>site adverts</p> <p>4.2 Explain the importance of following current national and international legal and organisational guidelines for a social networking advertising/promotional campaign</p>

<p>Range</p> <p>Current national and international legal and organisational guidelines Marketing to minors, alcohol, religion, decency, discrimination, regional variations</p>

Unit 309 Understanding Customer Relationship Management for creative business

UAN:	F/602/2819
Level:	3
Credit value:	3
GLH:	15
Endorsement by a sector or regulatory body:	This unit is endorsed by Skillset, the Sector Skills Council for the Creative Industries.
Aim:	Understanding the importance of CRM, the techniques and the need for a close link with use of social media.

<p>Learning outcome</p> <p>The learner will:</p> <ol style="list-style-type: none"> Understand the importance of CRM and eCRM to creative businesses
<p>Assessment criteria</p> <p>The learner can:</p> <ol style="list-style-type: none"> Describe CRM Explain the importance of CRM Describe a range of CRM techniques Research and report on range of professional tools to aid CRM

<p>Range</p> <p>CRM Techniques Collation of contact data, tracking customer contacts, single point of entry, reporting and analytic tools, follow-up actions, diarising</p> <p>Professional tools</p>
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Any CRM system

Learning outcome
The learner will: 2. Understand the impact of social media and social businesses on CRM
Assessment criteria
The learner can: 2.1 Identify a range of examples of social brands using social media, location based media, mobile media as CRM 2.2 Develop an outline CRM process for a brand

Learning outcome
The learner will: 3. Understand the importance and use of data in CRM campaigns
Assessment criteria
The learner can: 3.1 Describe data forms produced by a range of campaigns and measurements of success 3.2 Explain the use of data in optimising CRM campaigns

Learning outcome
The learner will: 4. Be able to present a proposed CRM campaign
Assessment criteria
The learner can: 4.1 Prepare and present a professional outline CRM process

UAN:	T/502/8624
Level:	3
Credit value:	4
GLH:	26
Relationship to NOS:	This unit is linked to Council for Administration Sales NOS: SLS57 Communicate using multiple digital marketing and sales channels.
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration, the standard setting organisation for business skills.
Aim:	This unit aims to provide the knowledge and skills needed to carry out digital marketing via multiple channels using digital media which are both media and technology independent. These can therefore include, for example, email, SMS (Short Message Service or text messaging), RSS (Rich Text Syndication/Real Simple Syndication) websites, blogs and user-generated content.

Learning outcome
The learner will:
1. Understand how to plan the use of digital media for a specific message, audience and recipients
Assessment criteria
The learner can:
1.1 Explain the selection of the organisation’s targeted customers
1.2 Describe expected target audience responses to different electronic media communication methods
1.3 Describe the characteristics, advantages and disadvantages of different software packages for presenting marketing information
1.4 Explain the requirements of using multiple digital marketing technologies

Learning outcome
The learner will: 2. Be able to plan the use of digital media for a specific message, audience and recipients
Assessment criteria
The learner can: 2.1 Confirm the sales and marketing objectives for the digital communication, including response rates and sales generated return on investment 2.2 Identify the criteria to be used in selecting recipients in target audience 2.3 Source and acquire targeted lists and databases of recipients in accordance with the plan 2.4 Confirm the range of electronic media best suited to communicating to the target audience in line with the sales and marketing objectives 2.5 Agree with relevant people the marketing communications message designed to engage the customer and which is appropriate for the media selected

Learning outcome
The learner will: 3. Be able to check the digital message can be accessed and/or delivered
Assessment criteria
The learner can: 3.1 Check any links, keywords, and supporting attachments allow access by recipients to further information 3.2 Identify any risks that the message might be labelled as 'spam' and take action to minimise such risks 3.3 Enable click-through tracking in digital messages in accordance with the plan 3.4 Send messages to targeted customers in accordance with the plan 3.5 Set up reporting system for 'undeliverables' in accordance with organisational procedures

Learning outcome
The learner will: 4. Be able to monitor and evaluate the response to digital activity and take any corrective action
Assessment criteria
The learner can: 4.1 Record undelivered messages in accordance with reporting system 4.2 Identify repeat communications requirements in line with the sales and marketing objectives

- 4.3 Monitor and evaluate the responses to digital marketing against agreed criteria
- 4.4 Report the findings of the evaluation in accordance with organisational procedures

UAN:	Y/502/4632
Level:	3
Credit value:	5
GLH:	40
Relationship to NOS:	This unit is linked to the Level 3 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
Endorsement by a sector or regulatory body:	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
Aim:	<p>This unit is about the ability to use a software application designed for planning, designing and building websites.</p> <p>On completion of this unit a candidate should be able to select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features.</p> <p>Website software tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> • the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying; • the development techniques will be complex, and will involve research, identification and application; and • the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information. <p>Examples of context: Shopping website linked to product information and stock control database.</p>

Learning outcome
The learner will: 1. Create structures and styles and use them to produce websites
Assessment criteria
The learner can: 1.1 Determine what website content and layout will be needed for each page and for the site 1.2 Plan and create web page templates to layout content 1.3 Select and use website features and structures to enhance website navigation and functionality 1.4 Create, select and use styles to enhance website consistency and readability 1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites 1.6 Explain what access issues may need to be taken into account 1.7 Explain when and why to use different file types for saving content 1.8 Store and retrieve files effectively, in line with local guidelines and conventions where available

Learning outcome
The learner will: 2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features
Assessment criteria
The learner can: 2.1 Prepare content for web pages so that it is ready for editing and formatting 2.2 Organise and combine information needed for web pages in line with any copyright constraints, including across different software 2.3 Select and use appropriate editing and formatting techniques to aid meaning 2.4 Select and use appropriate programming and development techniques to add features and enhance websites 2.5 Select and use file formats that make information easier to download 2.6 Check web pages meet needs, using IT tools and making corrections as necessary

Learning outcome
The learner will: 3. Publish and test multiple page websites with multimedia and interactive features
Assessment criteria
The learner can: 3.1 Select and use appropriate testing methods to check that all elements and features of complex websites are working as planned 3.2 Identify any quality problems with websites and explain how to respond to them 3.3 Select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently 3.4 Respond appropriately to quality problems with websites to ensure outcomes are fit for purpose

Unit 311 Website software

Supporting information

Guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

Learning outcome

1. Create structures and styles and use them to produce websites

The learner should be able to and understand:

Content and layout:

- Web page content and layout will vary according to the template, but may include:
 - text (eg body text, headings, captions)
 - images (eg still photographs, diagrams)
 - numbers (eg tables, charts or graphs)
 - background (eg colours, gradients, patterns, textures)
 - structure (eg frames, side bars)
 - moving images (eg animation, video clips)
 - sound (eg clips linked to navigation, background music, video sound track)
 - interactive components (eg message boards, forms, e-mail links, registration log-ins)
 - down loads (eg pdf files, pod casts)

Constraints affecting websites:

- Effect of copyright law (eg on music downloads or use of other people's images)
- Acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards, IPR

Website features:

- Web page features will vary, but may include:
 - navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups)
 - multimedia (eg animation, sound linked to actions, video clips, sound track)
 - interactive (eg message boards, forms, downloads, pod casts, e-mail links, registration log-ins)
 - e-commerce facilities

Website access issues:

- The difficulties different users may have in accessing websites
- Accessibility guidelines, ways to increase accessibility

- Effect of download speeds (eg from different browser software, connection type, size of web page contents), ways to improve download speeds
- Ways to improve search engine results

Web page templates:

- Web page content and layout will vary according to the template, but may include:
 - text (eg body text, headings, captions)
 - images (eg still photographs, diagrams)
 - numbers (eg tables, charts or graphs)
 - background (eg colours, gradients, patterns, textures)
 - structure (eg frames, side bars)
 - moving images (eg animation, video clips)
 - sound (eg clips linked to navigation, background music, video sound track)
 - interactive components (eg message boards, database fields, forms, e-mail links, registration log-ins)
 - downloads (eg pdf files, podcasts)

Web page styles:

- Styles will vary according to the different elements of the website design, but may include:
 - typeface (eg font, colour, size and alignment of headings, captions or body text)
 - lines (eg type, thickness and colour of borders, tables, diagrams)
 - structure (eg size of frames, number of tabs, format of menu)
 - cascading style sheets

File types:

- Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3)

Store and retrieve:

- Files (eg create, name, open, save, save as, print, close, find, share)
- Version control; import/export
- File size; folders (eg create, name)

Learning outcome

2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features

The learner should be able to and understand:

Combine information:

- Combine images with sound (eg dub or overlay sound track onto film sequence; integrate a audio or video sequence with another application):
 - Techniques: copy and paste, insert, screen grabs/shots
 - File download (eg connect USB lead, drag and drop), file transfer protocol (FTP)

- Forms of information: moving images, sound; pre-recorded, live, web-streaming

Editing techniques:

- Editing techniques will vary in line with the type of information, for example:
 - select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates

Programming and development techniques:

- Creating links to bookmark text within a page, linking web pages together, adding a link to another website
- Altering simple code using programming language, creating code using an appropriate programming language
- Adding multimedia content to web pages
- Setting up a secure area, message board or e-mail link
- Adding meta tags

File formats:

- Change format of documents to RTF or HTML

Check web pages:

- **Using help:** Will vary depending on the content but may include, for example:
 - Text: spell check; grammar check, type face and size, hyphenation
 - Layout: page layout, margins, line and page breaks, tables, sections
 - Images: size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution

Learning outcome

3. Publish and test multiple page websites with multimedia and interactive features

The learner should be able to and understand:

Testing methods:

- Methods will vary but may include:
 - viewing web pages using browser software
 - testing navigation round pages within multiple page website
 - testing external links
 - testing multi-media and interactive elements

Quality problems with websites:

- Problems may vary, but could include:
 - content that is not appropriate for the template or missing
 - text that is not readable or missing
 - images that are oriented or sized wrongly
 - navigation that does not work as planned
 - multimedia features (eg sound levels, image resolution, synchronisation of sound and images)

- interactive features (eg response to posting a message or when key fields on forms are not completed, downloads not active)

Upload and publish website:

- Upload content to a template
- Use file exchange programme to upload and publish (eg FTP or HTTP)
- Improve loading speed of a website
- Submit to search engines

UAN:	Y/502/9006
Level:	3
Credit value:	10
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW JavaScript Specialist exam. In order to do this the learner will learn how to understand the principles of JavaScript including how to embed JavaScript into HTML and use scripting commands. The learner will also learn functional programming and object oriented programming using JavaScript. Lastly they will learn how websites interact with JavaScript.

Learning outcome
The learner will:
1. Understand JavaScript principles
Assessment criteria
The learner can:
1.1 Identify key JavaScript elements
1.2 Critically compare JavaScript with other scripting languages
1.3 Investigate the differences between client side and server side applications
1.4 Embed JavaScript into HTML
1.5 Define JavaScript Data Types and variables
1.6 Use expressions, operators, concatenation and addition
1.7 Use scripting commands
1.8 Define operator precedence

Learning outcome
The learner will: 2. Understand functional programming using JavaScript
Assessment criteria
The learner can: 2.1 Explain how to use JavaScript functions 2.2 Manage the transfer of data between functions 2.3 Manage the use of global and local variables

Learning outcome
The learner will: 3. Understand object oriented programming using JavaScript
Assessment criteria
The learner can: 3.1 Explain the JavaScript object model 3.2 Create and deploy JavaScript objects 3.3 Manage the passing of data between different JavaScript objects

Learning outcome
The learner will: 4. Understand how web sites interact with JavaScript
Assessment criteria
The learner can: 4.1 Explain the use of form objects in JavaScript 4.2 Use form objects when building web applications 4.3 Manage the use of cookies in web applications 4.4 Use functions and variables within framesets and related windows 4.5 Create and manipulate client-side databases

UAN:	R/502/9005
Level:	3
Credit value:	10
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW database design exam. In order to do this the learner will learn to understand relationship databases and the design of relational databases. They will also learn to normalise a database as well as learning to implement SQL and Relational Algebra. Lastly the learner will be taught how to manage database transactions and security.

Learning outcome
The learner will:
1. Understand relational database fundamentals
Assessment criteria
The learner can:
1.1 Identify basic database types and management systems
1.2 Evaluate common database languages and their purposes, and identify language subsets of Structured Query Language (SQL)
1.3 Identify relational data modelling schemas, characteristics and manipulation

Learning outcome
The learner will:
2. Understand relational database design
Assessment criteria
The learner can:
2.1 Identify the steps of the database planning life cycle
2.2 Identify the activities in the conceptual design phase of a database

Learning outcome
The learner will: 3. Be able to normalise a database
Assessment criteria
The learner can: 3.1 Design a database using normalisation 3.2 Describe logical database design steps and practices 3.3 Apply normalisation techniques and processes

Learning outcome
The learner will: 4. Be able to implement the structured query language
Assessment criteria
The learner can: 4.1 Identify SQL commands and syntax 4.2 Design and implement statements using Data Definition Language (DDL) 4.3 Implement Form commands using Data Manipulation Language 4.4 Manage the use of Data Control Language statements

Learning outcome
The learner will: 5. Be able to implement relational algebra
Assessment criteria
The learner can: 5.1 Design relational algebra to improve database design 5.2 Implement joins in a database

Learning outcome
The learner will: 6. Be able to manage database transactions and security
Assessment criteria
The learner can: 6.1 Develop transactions and currency control 6.2 Manage database security elements

UAN:	D/502/9007
Level:	3
Credit value:	10
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW Internet Business Foundations exam. In order to do this the learner will learn to understand IT roles. They will learn to understand web technology requirements for business, and they will also be able to manage client side requirements. The learner will be able to manage web-based communication.

Learning outcome
The learner will: 1. Understand IT roles
Assessment criteria
The learner can: 1.1 Identify current job roles 1.2 Identify current job role responsibilities 1.3 Evaluate current jobs tasks and skills requirement

Learning outcome
The learner will: 2. Understand web technology requirements
Assessment criteria
The learner can: 2.1 Investigate current Internet hardware 2.2 Investigate current protocols 2.3 Investigate current communications systems 2.4 Explain the principles of DNS

Learning outcome
The learner will: 3. Be able to manage client side requirements
Assessment criteria
The learner can: 3.1 Manage the use and customisation of web browser resources 3.2 Manage the use of email resources 3.3 Manage the use of Internet search engines

Learning outcome
The learner will: 4. Be able to manage web based communication
Assessment criteria
The learner can: 4.1 Investigate current web based security issues 4.2 Manage synchronous web based communication 4.3 Manage asynchronous web based communication 4.4 Manage web database and data exchange 4.5 Investigate current cloud computing and virtualisation developments

UAN:	M/502/9013
Level:	3
Credit value:	10
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW Perl Fundamentals exam. In order to this the learner will learn to understand the principles of PERL, including the uses and operation of the PERL interpreter. The learner will also learn to manipulate data using PERL and manage external data.

Learning outcome
The learner will:
1. Understand PERL principles
Assessment criteria
The learner can:
1.1 Investigate the uses and operation of the Perl Interpreter
1.2 Direct program flow using statements, loops and Boolean expressions
1.3 Implement subroutines, packages and modules
1.4 Create and amend object oriented code
1.5 Use subroutines to make code more logical and easier to debug

Learning outcome
The learner will:
2. Be able to manipulate data using Perl
Assessment criteria
The learner can:
2.1 Use regular expressions to search and manipulate strings
2.2 Use arrays to store and manipulate program data
2.3 Manage program data with keys and hashes

Learning outcome
The learner will: 3. Be able to manage external data
Assessment criteria
The learner can: 3.1 Manage external data in files 3.2 Use packages and modules to organise, reuse and export program code 3.3 Manage external database data using Perl modules and SQL 3.4 Use Perl debugging features to identify programming errors

UAN:	T/502/9014
Level:	3
Credit value:	30
GLH:	180
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW Web Foundations Associate exam. In order to do this the learner will learn to understand how business can be carried out using the Internet. They will also learn website development foundations and Internet technology.

Learning outcome
The learner will:
1. Understand Internet business foundations
Assessment criteria
The learner can:
1.1 Identify IT Job Roles
1.2 Define hardware and software for Internet communication
1.3 Identify common issues with web based communication
1.4 Manage web based communication
1.5 Evaluate a range of web database and integration resources

Learning outcome
The learner will:
2. Understand site development foundations
Assessment criteria
The learner can:
2.1 Evaluate web site style requirements
2.2 Manage the implementation of a web site using HTML and XHTML
2.3 Manage the implementation of a web site using XML
2.4 Critically evaluate websites using productivity tools
2.5 Manage the promotion of a website
2.6 Manage a web server environment
2.7 Manage a web sites e-commerce activities

Learning outcome
The learner will: 3. Understand network technology foundations
Assessment criteria
The learner can: 3.1 Define hardware, software and communications requirements of a network infrastructure 3.2 Manage the addressing requirements of a networked system 3.3 Manage the web based client server relationship 3.4 Maintain a web server 3.5 Investigate virtualisation technologies 3.6 Investigate issues with privacy on a network infrastructure

UAN:	D/502/9010
Level:	3
Credit value:	10
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW Site Development Foundations exam. In order to do this the learner will learn to create web pages incorporating different features and functions, learners will also learn web enhancements and manage the e-commerce requirements of a website.

Learning outcome
The learner will:
1. Be able to create a web page
Assessment criteria
The learner can:
1.1 Manage the creation of a web page
1.2 Manage the inclusion of images
1.3 Manage the creation of forms
1.4 Manage the colour scheme of a web site
1.5 Manage the implementation of XML/HTML/XHTML
1.6 Manage the implementation of style sheets

Learning outcome
The learner will:
2. Understand web site enhancements
Assessment criteria
The learner can:
2.1 Investigate current multimedia technology
2.2 Manage a web site using GUI based software
2.3 Critically test the functionality of a website

Learning outcome
The learner will: 3. Be able to manage the e-commerce requirements of a website
Assessment criteria
The learner can: 3.1 Plan the deployment of a web site 3.2 Investigate current e-commerce resources 3.3 Manage database connectivity 3.4 Manage the end user experience 3.5 Investigate the issues in managing a e-commerce site

UAN:	R/502/9019
Level:	3
Credit value:	10
GLH:	60
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK.
Aim:	The aim of this unit is to teach the learner the underpinning knowledge required for them to sit the CIW Security Essentials exam. In order to do this the learner will learn to understand the principles of networks, including access control and security threat types. They will also learn network encryption, how to implement network security and how to understand and implement firewall solutions.

Learning outcome
The learner will:
1. Understand network security principles
Assessment criteria
The learner can:
1.1 Identify various security policy elements
1.2 Identify risk factors
1.3 Identify security-related organisations
1.4 Manage key resources to secure
1.5 Manage general security threat types
1.6 Manage access control

Learning outcome
The learner will:
2. Understand encryption
Assessment criteria
The learner can:
2.1 Identify current encryption technologies
2.2 Plan the implementation of internetwork encryption
2.3 Manage the implementation of internetwork encryption
2.4 Evaluate the implementation of internetwork encryption

Learning outcome
The learner will: 3. Be able to implement network security
Assessment criteria
The learner can: 3.1 Plan the implementation of a network security solution 3.2 Manage the implementation of a network security solution 3.3 Evaluate the implementation of a network security solution

Learning outcome
The learner will: 4. Be able to protect a networked environment
Assessment criteria
The learner can: 4.1 Review the security of a networked environment 4.2 Monitor a networked system 4.3 Identify a network security attack 4.4 Manage the protection of a networked security

Learning outcome
The learner will: 5. Understand firewall solutions
Assessment criteria
The learner can: 5.1 Identify firewall types and technologies 5.2 Identify current firewall solutions

Learning outcome
The learner will: 6. Be able to implement a firewall solution
Assessment criteria
The learner can: 6.1 Design a multi-level firewall system 6.2 Design a multi-level firewall system 6.3 Evaluate the implementation of a multi-level firewall system

UAN:	K/601/3256
Level:	3
Credit value:	10
GLH:	80
Endorsement by a sector or regulatory body:	This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology
Aim:	This unit provides an understanding of web architecture, components and technologies. It also covers the development of a specification for a website and implementation of website elements.

Learning outcome
The learner will:
1. Understand web architecture and components
Assessment criteria
The learner can:
1.1 Describe the hardware and software components which enable the internet and web
1.2 Explain the role of the TCP/IP protocol including IPv6
1.3 Explain the role of internet service providers, web hosting services and domain name registrars
1.4 Describe available types of web functionality including:

Guidance
Components
Mail and proxy servers
Routers
Servers
Operating Systems
Network interface cards and cabling
Wireless access points
Browsers
Website development software
Types of web functionality
Web1.0
Web 2.0

Blogs Online applications Cloud computing

Learning outcome
The learner will: 2. Understand the technologies that can be used to built and operate a website
Assessment criteria
The learner can: 2.1 Explain the use of markup languages 2.2 Explain the use and functionality of: <ul style="list-style-type: none"> • web runtime environments • web application programming languages 2.3 Explain the role of databases in building websites and web applications 2.4 Identify typical product stack combinations that can be used for web development

Guidance
Markup languages HTML, XML Databases SQL, PHP

Learning outcome
The learner will: 3. Develop a web-site specification
Assessment criteria
The learner can: 3.1 Produce a pre-production proposal document for a web-site development project, identifying client needs, and user needs development timescales 3.2 Produce an implementation plan for a web-site development 3.3 Identify the components required to develop a web-site

Learning outcome
The learner will: 4. Implement elements of a web-site
Assessment criteria
The learner can: 4.1 Design components of a multi page web-site 4.2 Develop components of a web-site

4.3 Test **components** of a web-site including:

Guidance

Components 4.1

Layout of pages

Navigation or Story Board

Format of content

Cascading Style Sheets (CSS)

Shopping cart

Images

Animation

Components 4.3

Functionality testing (user environments)

Verifying all Links work as they should

Navigation

Content

Check against user requirements

UAN:	Y/601/2538
Level:	3
Credit value:	6
GLH:	30
Relationship to NOS	This unit directly relates to the Business and Administration NOS BAD322.
Endorsement by a sector or regulatory body:	This unit has been developed by the Council for Administration.
Aim:	This unit is about analysing and reporting data that meets the aims and objectives of the research.

Learning outcome
The learner will: 1. Understand how to organise and evaluate data that has been researched
Assessment criteria
The learner can: 1.1 describe purpose and benefits of organising data so that it can be analysed 1.2 explain how to evaluate the relevance, validity and reliability of data 1.3 explain how to analyse and prepare researched data so results will be accurate and free from bias 1.4 explain the differences between primary and secondary research methods 1.5 explain the differences between quantitative and qualitative research methods 1.6 describe how to search for relevant data sources

Learning outcome
The learner will: 2. Understand how to report data that has been researched
Assessment criteria
The learner can: 2.1 describe ways of reporting data so that it a. meets agreed aims and objectives b. is accurate and free from bias

Learning outcome
The learner will: 3. Be able to analyse and evaluate data
Assessment criteria
The learner can: 3.1 organise data so that it can be analysed and reported 3.2 select relevant, valid and reliable data to analyse 3.3 apply analysis and evaluation techniques, as required 3.4 review data to produce accurate, unbiased results and conclusions 3.5 check the accuracy of the analysis, and make adjustments, if required 3.6 obtain feedback on data analysis, if required

Learning outcome
The learner will: 4. Be able to report data
Assessment criteria
The learner can: 4.1 present data in agreed format 4.2 present data to agreed timescale

Unit 335 Analyse and report data

Supporting information

Evidence requirements

Learning Outcomes	Assessment Criteria	Assessment guidance
1.	1.1 – 1.6	Evidence may be supplied via candidate reports/reflective accounts, professional discussion and questioning
2.	2.1	
3.	3.1 – 3.5	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role
	3.6	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • feedback obtained
4.	4.1 – 4.2	Evidence may be supplied via observation of workplace activities, witness testimony, professional discussion, candidate reports/reflective accounts and inspection of products, using evidence appropriate to the learner's job role from the following sources: <ul style="list-style-type: none"> • letters • emails • memos • data reported



Appendix 1 Relationships to other qualifications

Links to other qualifications

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

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

This qualification has connections to the:

- 7712 Level 2 NVQ Certificate in Marketing
- 6801 Level 3 NVQ Certificate/Diploma in Sales
- 7574 ITQ
- 7540 & 4520 ICT Professional Competence

Literacy, language, numeracy and ICT skills development

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

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



Appendix 2 Sources of general information

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

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

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

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

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

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

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and

qualifications for candidates who are eligible for adjustments in assessment.

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

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

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Useful contacts

UK learners General qualification information	E: learnersupport@cityandguilds.com
International learners General qualification information	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	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	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	F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	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	F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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City & Guilds

1 Giltspur Street
London EC1A 9DD
F +44 (0)20 7294 2413
www.cityandguilds.com

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