

# City & Guilds Level 3 Diploma in ICT Professional Competence (4520-03)

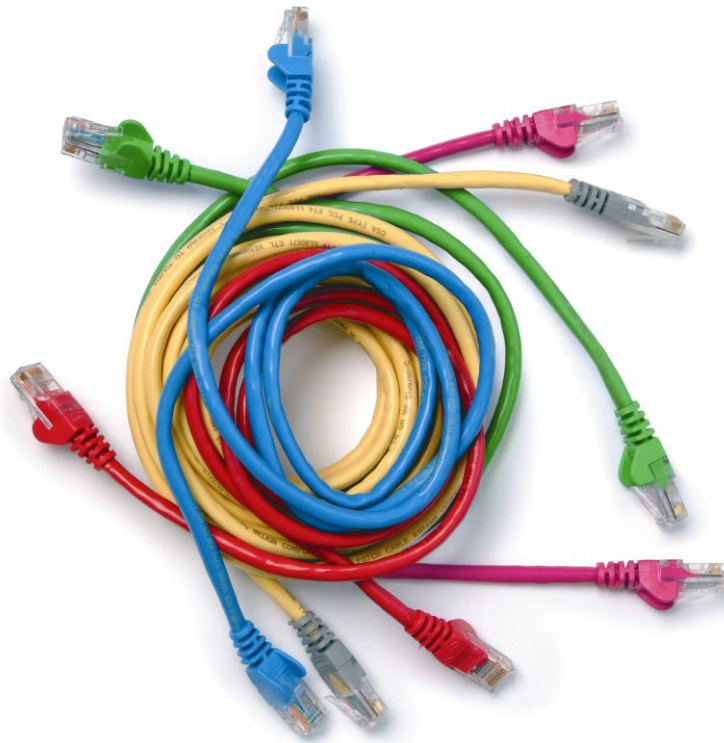
Qualification Handbook  
501/1788/9



A City & Guilds Group Business

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Version 10.2



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# City & Guilds Level 3 Diploma in ICT Professional Competence (4520-03)



A City & Guilds Group Business

Version 10.2 Sept 2022

## Qualification Handbook

Version and date	Change detail	Section
3.0 November 2011	Amend rules of combination	Rules of combination
4.0 March 2013	Credit value for units 109, 114, 375 and 377 amended.	Rules of combination
5.0 June 2014	Rules of Combination amended	Rules of combination
	Corrected accredited level	Aims of the qualification
6.0 November 2015	Additional units added 600-603, 606-641	Rules of combination
7.0 September 2017	Additional units added 642-644	Rules of combination
7.1 September 2017	Added GLH and TQT	Rules of combination
8.0 June 2019	Addition of 438 to list of units, and amended Rules of Combination	Rules of combination
9.0 Nov 2021	Amended Rules of combination to include 'a maximum of 1 unit from (201, 203, 301, 303)'	Rules of combination
10 March 2022	Units deleted and added as part of a structural amendment. References to e-skills UK removed. Information regarding Europass certificate removed. Reference to vendor units and vendor contact details removed. Reference to Apprenticeship framework removed	All
10.1 July 2022	Amended the RoC to include unit 302 in the section 'a minimum of 36 credits from'	Rules of combination
10.2 September 2022	Updated title of unit 614	Rules of combination

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# 1 About this document

This document contains the information that centres need to offer the following Diploma:

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## **City & Guilds Level 3 Diploma in ICT Professional Competence (4520-03)**

**Ofqual number**            **501/1788/9**

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This document includes details and guidance on:

- centre resource requirements
- learner entry requirements
- unit information and rules of combination
- information about links with, and progression to, other qualifications
- qualification standards and specifications
- assessment requirements.

## 2 About the qualification

### 2.1 Aims of the qualification

#### Qualification details

This qualification is regulated by the Office of Qualifications and Examinations Regulation (Ofqual) at Level 3.

The City & Guilds Diploma in Professional Competence for ICT Professionals is a reformed approach to achieving Apprenticeships for IT and Telecoms professionals. It combines competence based National Occupational Standards (NOS) units with the opportunity to complete a broader set of industry recognised certifications, such as Microsoft and Cisco qualifications and systems and principles units from the expert in vocational qualifications, City & Guilds. Units from employers can also be added with the support of the Sector Skills Council.

This handbook contains a list of the units that make up the City & Guilds Level 3 Diploma in ICT Professional Competence. The aims of this qualification are to:

- meet the needs of learners who work or want to work as apprentices in the IT and Telecoms sector as Database Administrators, Internet/Web Professionals, IT Product Developers, IT Technical Sales Specialist, IT Trainers, Multimedia Designers, Network Managers, Office Equipment Service Technicians, Software Developer/Programmers, Systems Analysts and Telecommunications Technicians
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the IT and Telecoms sector
- contribute to achieving the competence required for apprentices following an apprenticeship as either a Telecoms or IT Professional, whilst containing additional skills and knowledge which go beyond the scope of the NOS. See the N/SVQ/Qualifications Relationship mapping for further details.



## 2 About the qualification

### 2.2 Rules of combination

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

This section provides information about the full qualification which may be awarded to learners successfully completing the required rules of combination as shown below:

To achieve the **City & Guilds Level 3 Diploma in ICT Professional Competence** learners must achieve:

**72** credits from (102-103, 106-111, 113-114, 171-180, 201, 203, 205-206, 208-217, 219, 221, 226-227, 271-280, 301-317, 319, 321, 326-327, 371-380, 405-407, 410-411, 414, 416, 420-421, 426, 501-505, 600-603, 606-642, 644, 857-860, 862-863, 865, 871-872, 877-882, 884, 887-891)

**9** credits from the mandatory unit (304)

plus a minimum of **3** credits from (102 or 302)

a minimum of **36** credits from (301-303, 305-317, 319, 321, 326-327, 371-380, 501-505, 600, 602-603, 608-616, 630-637, 642, 644, 857-860, 862-863, 865, 871-872)

a maximum of **1** unit from (201, 203, 301, 303)

a maximum of **24** credits from (171-180, 271-280, 371-380)

**\*\*Please note: Only the highest unit value in any subject matter can count towards the award\*\***

The **mandatory units must be achieved using workplace evidence**. Optional units can be achieved using other assessment methodologies.

The units and credit values assigned are shown in the table below.

<b>Unit</b>	<b>Title</b>	<b>Credit value</b>
102	Level 1 Health and safety in ICT	3
103	Level 1 Interpersonal and written communication	3
106	Level 1 Remote support for products or services	6
107	Level 1 Security of ICT system	3
108	Level 1 Software installation and upgrade	6
109	Level 1 System operation	6
110	Level 1 Technical advice and guidance	6
111	Level 1 Technical fault diagnosis	6
113	Level 1 Testing ICT systems	6
114	Level 1 Working with ICT hardware and equipment	6

<b>Unit</b>	<b>Title</b>	<b>Credit value</b>
171	Level 1 Imaging software	3
172	Level 1 Database software	3
173	Level 1 Using email	2
174	Level 1 Using the internet	3
175	Level 1 Presentation software	3
176	Level 1 Spreadsheet software	3
177	Level 1 Website software	3
178	Level 1 Word processing software	3
179	Level 1 Desktop publishing software	3
180	Level 1 Design software	3
201	Level 2 Customer care in ICT	9
203	Level 2 Interpersonal and written communication	9
205	Level 2 Introduction to IT systems development	6
206	Level 2 Remote support for products and services	9
208	Level 2 Software installation and upgrade	9
209	Level 2 ICT system operation	9
210	Level 2 Technical advice and guidance	9
211	Level 2 Technical fault diagnosis	9
212	Level 2 IT project management	4
213	Level 2 Testing ICT systems	9
214	Level 2 Working with ICT hardware and equipment	9
215	Level 2 Computer games development	4
216	Level 2 Data modelling	6
217	Level 2 System management	6
219	Level 2 User profile administration	6
221	Level 2 Creating a procedural computer program using COBOL	7
226	Level 2 Creating an object-oriented computer program	7
227	Level 2 Creating an event driven computer program	7
271	Level 2 Imaging software	4
272	Level 2 Database software	4
273	Level 2 Using email	3
274	Level 2 Using the internet	4
275	Level 2 Presentation software	4
276	Level 2 Spreadsheet software	4
277	Level 2 Website software	4
278	Level 2 Word processing software	4
279	Level 2 Desktop publishing software	9
280	Level 2 Design software	4
301	Level 3 Customer care in ICT	12
302	Level 3 Health and safety in ICT	12

<b>Unit</b>	<b>Title</b>	<b>Credit value</b>
303	Level 3 Interpersonal and written communication	12
304	Level 3 Develop own effectiveness and professionalism	9
305	Level 3 Investigating and defining customer requirements for ICT systems	12
306	Level 3 Remote support for products and services	12
307	Level 3 Security of ICT systems	12
308	Level 3 Software installation and upgrade	12
309	Level 3 System operation	12
310	Level 3 Technical advice and guidance	12
311	Level 3 Technical fault diagnosis	12
312	Level 3 IT project management	10
313	Level 3 Testing ICT systems	12
314	Level 3 Working with ICT hardware and equipment	12
315	Level 3 Computer games development	10
316	Level 3 Data modelling	9
317	Level 3 System management	12
319	Level 3 User profile administration	9
321	Level 3 Creating a procedural computer program using COBAL	12
326	Level 3 Managing software development	12
327	Level 3 Quality management of ICT products and services	12
371	Level 3 Imaging software	5
372	Level 3 Database software	6
373	Level 3 Using email	3
374	Level 3 Using the internet	5
375	Level 3 Presentation software	6
376	Level 3 Spreadsheet software	6
377	Level 3 Website software	5
378	Level 3 Word processing software	6
379	Level 3 Desktop publishing software	5
380	Level 3 Design software	5
405	Level 4 Investigating and defining requirements	15
406	Level 4 Remote support for ICT products and services	15
407	Level 4 Security of ICT systems	15
410	Level 4 Technical advice and guidance	15
411	Level 4 Technical fault diagnosis	15
414	Level 4 Working with ICT hardware and equipment	15
416	Level 4 Data structures and algorithms	15
420	Level 4 Designing and developing event driven computer programs using C++	15
421	Level 4 Designing and developing procedural computer programs using COBOL	15

<b>Unit</b>	<b>Title</b>	<b>Credit value</b>
426	Level 4 Designing and developing a website	15
438	Level 4 Software applications testing	15
501	Level 3 Customer apparatus and line installation	22
502	Level 3 Fibre telecommunications techniques	15
503	Level 3 Copper cable jointing and closure techniques	23
504	Level 3 Understand planning supervising and managing work at height	2
505	Level 3 Top person for high risk confined spaces	2
600	Level 3 Introduction to networks	17
601	Level 4 Routing and switching essentials	27
602	Level 3 Scaling networks	15
603	Level 3 Connecting networks	18
606	Level 2 Principles and concepts of Cloud computing	8
607	Level 2 ICT fundamentals	20
608	Level 3 Fundamentals of Linux based operating systems	7
609	Level 3 Implementing and maintaining Cloud technologies and infrastructure	10
610	Level 3 Configure and manage Linux based operating systems	12
611	Level 3 Implement and manage a network	10
612	Level 3 Securing ICT systems and networks	9
613	Level 2 Principles and concepts of Cloud computing	9
614	Level 2 Implement and manage a mobile computing environment	8
615	Level 3 Fundamentals of Linux based operating systems	14
616	Level 3 Developing security for mobile apps on Android	13
617	Level 2 Fundamentals of Windows based server administration	10
618	Level 2 Fundamentals of database administration	8
619	Level 2 Fundamentals of Windows based operating systems	8
620	Level 2 Software development fundamentals	10
621	Level 2 Gaming development fundamentals	8
622	Level 2 HTML5 application development fundamentals	8
623	Level 2 Software testing fundamentals	8
624	Level 2 Networking fundamentals	9
625	Level 2 IT security fundamentals	8
626	Level 2 Windows development fundamentals	8
627	Level 2 Web development fundamentals	8
628	Level 2.NET fundamentals	9
629	Level 2 Mobile development fundamentals	8
630	Level 3 Administering server databases	12
631	Level 3 Administering a Windows based server	11
632	Level 3 Configuring advanced Windows server services	12

<b>Unit</b>	<b>Title</b>	<b>Credit value</b>
633	Level 3 Configuring Windows based systems	12
634	Level 3 Installing and configuring Windows based servers	11
635	Level 3 Programming in HTML5 with JavaScript and CSS3	11
636	Level 3 Implementing a Windows based data warehouse	10
637	Level 3 Managing a Windows based system	11
638	Level 4 Designing and implementing a Windows desktop infrastructure	13
639	Level 4 Implementing Windows desktop application environments	12
640	Level 4 Supporting Microsoft Exchange server solutions	12
641	Level 4 Designing and implementing a Windows server infrastructure	13
642	Level 3 Creating an event-driven computer program	12
644	Level 3 Creating an object-oriented computer program	12
857	Level 3 Principles of information governance and assurance	15
858	Level 3 Testing the security of information systems	12
859	Level 3 Carrying out information security risk assessment	9
860	Level 3 Investigating information security incidents	9
862	Level 3 Carrying out information security incident management activities	9
863	Level 3 Carrying out information security forensic examinations	6
865	Level 3 Carrying out information security audits	6
871	Level 3 Principles of information security testing	12
872	Level 3 Principles of secure system development	6
877	Level 4 Carrying out electronic forensic examinations	12
878	Level 4 Carrying out information security audits	12
879	Level 4 Carrying out information security forensic examinations	9
880	Level 4 Carrying out information security incident management activities	12
881	Level 4 Carrying out information security risk assessment	12
882	Level 4 Carrying out information security risk management	12
883	Level 4 Designing and developing event-driven computer programs	15
884	Level 4 Designing and developing object-oriented computer programs	15
887	Level 4 Investigating and defining customer requirements for ICT systems	15
888	Level 4 Investigating information security incidents	12
889	Level 4 IT and telecoms system management	15
890	Level 4 IT and telecoms system operation	15
891	Level 4 Testing the security of information systems	15

### Certificates of unit credit

Certificates of unit credit (CUC) will be issued to learners for each successfully completed unit. Learners who do complete the required numbers of credit will also receive a full qualification certificate.

### 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 3 Diploma in ICT Professional Competence	525	720

## 2 About the qualification

### 2.2 Sources of information and assistance

#### Related publications

City & Guilds also provides the following documents specifically for this qualification:

Publication	Available from
City & Guilds Level 1, 2, 3 & 4 Unit Handbook (4520-02, 03 & 04)	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
City & Guilds Level 2 Diploma in ICT Professional Competence Handbook (4520-02)	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
City & Guilds Level 4 Diploma in ICT Professional Competence Handbook (4520-04)	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

#### Other essential City & Guilds documents

There are other City & Guilds documents which contain general information on City & Guilds qualifications:

##### *Quality Assurance Standards: Centre Handbook*

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

*Access arrangements - When and how applications need to be made to City & Guilds* 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 Document Library* also contains useful information on such things as:

- Conducting examinations
- Registering learners
- Appeals and malpractice

## 3 Learner entry and progression

### Learner entry requirements

All learners for the Advanced Apprenticeship/Advanced Modern Apprenticeship must be employed. Learners on the Apprenticeship in England can follow a Programme-led approach. Those apprentices taking the Foundation Modern Apprenticeship in Wales and Traineeships in Northern Ireland must be in full-time employment.

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

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

Please see section 5 Course design and delivery, which offers guidance on initial assessment. As part of the assessment for this qualification, learners must have access to a work setting.

Skills and attributes which are relevant to information technology and telecoms occupations are:

- Motivation to succeed within a career in information technology (IT)
- Willingness to learn and apply that learning in the workplace
- Ability to complete the qualifications which are part of the apprenticeship programme
- Ability to communicate effectively with a range of people
- Enjoy being part of a team
- Problem solving abilities
- Organisation skills and can work to deadlines
- Can work logically and methodically.

### Age restrictions

This qualification is not approved for use by learners under the age of 16 and City & Guilds cannot accept any registrations for learners in this age group.



## **Progression**

The qualification provides knowledge and/or practical skills related to the Level 3 Diploma in ICT Professional Competence.

On completion of this qualification learners may progress into:

- Level 4 Diploma in ICT Professional Competence (4520-04)
- Higher Education such as Foundation Degree
- City & Guilds Higher Level Qualification for IT Practitioners (4447)
- Honours Degree such as IT Management for Business
- other non-IT sectors such as management, finance, business skills or other company/employer requirements.

## 4 Centre requirements

### 4.1 Centre and qualification approval

#### **Centres not yet approved by City & Guilds**

To offer this qualification, new centres will need to gain both **centre and qualification approval**.

#### **Existing City & Guilds centres**

To offer this qualification, centres already approved to deliver City & Guilds qualifications will need to gain **qualification approval**.

#### **Centres already offering City & Guilds qualifications in this subject area**

Centres running the following qualifications may apply for fast-track approval:

- Level 3 Diploma in ICT Professional Competence (7540-03)
- Level 3 Advanced Diploma for Software Developers (7266-23)
- Level 3 Advanced Diploma for IT Professionals (7266-25)
- Level 3 Advanced Diploma in ICT Systems Support (7266-27)
- Level 3 NVQ for IT Practitioners (4324-03)
- Level 4 NVQ for IT Practitioners (4324-04)

All other approvals will need to follow the **standard** Qualification Approval Process.

See **Appendix 1** for further information.

## 4 Centre requirements

### 4.2 Resource requirements

#### Physical resources

At each qualification level the mandatory units must be assessed using evidence arising from the workplace. All optional units may be assessed using evidence arising from the workplace. For all workplace assessments:

- evidence should arise naturally from workplace tasks and activities eg job sheets, work logs, contact reports etc
- ephemeral evidence, for example of decision taking, should be cross checked by oral questioning and backed up by brief written evidence – for example in the form of annotations or storyboards
- the assessment of workplace performance should be as natural and efficient as possible and therefore evidence of competence should, where possible, come from work colleagues acting as ‘expert witnesses’
- virtual environments may be used when installing and configuring Operating Systems and application
- both locally hosted and cloud-based solutions may be used when working with applications.

Centres must provide access to sufficient equipment in the centre or workplace to ensure learners have the opportunity to cover all of the practical activities.

Centres can use specially designated areas within a centre to assess, for example, the installation of specialised systems. The equipment, systems and machinery must meet industrial standards and be capable of being used under normal working conditions, for example electric motors must have a method of applying sufficient power and not be connected up to show movement.

#### Human resources

To meet the quality assurance criteria for this qualification, the centre must ensure that the following internal roles are undertaken:

##### Expert witnesses

Expert witnesses can be drawn from a wide range of people who can attest to performance in the workplace, including line managers, coaches and experienced colleagues from inside the learner’s organisation or from other organisations such as customers or clients.

The expert witness can, in particular, provide evidence relating to the learner’s competence:

- when working with, or supporting, specialist products, equipment or systems;
- in meeting customer requirements; and
- of working within organisational procedures.

Expert witnesses should at least:

- have a minimum of 2 years supervisory, managerial or training experience in the units for which they are providing evidence;
- demonstrate a working knowledge of the National Occupational Standards units they are attesting to; and
- demonstrate clear evidence of appropriate continuous professional development.

In addition, it would be desirable for the expert witness to hold or be working towards an appropriate unit of competence in the assessment of workplace performance. If this is not the case, they should hold a post that involves responsibility for the quality of work performed by those for whom they are acting as an expert witness.

### **Staff delivering the qualifications**

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

- be occupationally knowledgeable in the area for which they are delivering training. This knowledge must be at least to the same level as the training being delivered.
- have credible experience of providing training
- have at least recent relevant experience in the specific area they will be assessing
- have any relevant qualifications required to deliver in the post 16 education market.

Centre staff may undertake more than one role eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

### **Assessors and internal verifiers**

#### **Assessors**

Assessors will be appointed by approved centres to assess learner performance and judge the validity of workplace assessments.

Where expert witnesses make a significant contribution to the assessment process:

- the assessor will be responsible for approving the selection of expert witnesses including evidence of occupational competence and monitoring their contribution to the assessment process; and
- a register of all accepted expert witnesses must be maintained by the centre and be subject to review as part of the external verification process.

The assessor will be responsible for making assessment judgements including for units where evidence relies extensively on expert witness testimony. The assessor will make use of appropriate expert witness testimony as part of the overall assessment of the learner. In addition, the assessor must ensure that witness testimony clearly matches the level and breadth of performance described in the NOS, and this may be done, for example, by the assessor questioning the witness against the knowledge and skills specified in the NOS.

In addition to the requirements of the regulatory authorities, assessors must:

- have carried out continued professional development to familiarise themselves with current standards for assessment; and
- have relevant (IT, CT or CC) experience and occupational competence to enable them to make a valid judgement about demonstration of competence in the area they will be assessing.

#### **Internal verifiers**

Internal verifiers will be appointed by approved centres to ensure the quality and consistency of assessments within the centre.

In addition to the requirements of the regulatory authorities, internal verifiers must have the relevant (IT, CT or CC) experience and occupational competence to enable them to make a valid judgement about a demonstration of competence in the area they will be verifying.

**Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge of the occupational area and of best practice in delivery, mentoring, training, assessment and verification remains current, and takes account of any national or legislative developments.

## 4 Centre requirements

### 4.3 Administration, registration and certification

#### **City & Guilds' administration**

Full details of City & Guilds' administrative procedures for this qualification are provided in the *Online Catalogue*. This information includes details on:

- registration procedures
- enrolment numbers
- fees
- entry for examinations
- claiming certification.

Centres should be aware of time constraints regarding the registration and certification periods for the qualification, as specified in the *City & Guilds Online Catalogue*.

Centres must follow all administrative guidance carefully, particularly noting that fees, registration and certification end dates for the qualification are subject to change. The latest News is available on the website ([www.cityandguilds.com](http://www.cityandguilds.com)).

#### **Retaining assessment records**

Centres must retain copies of learner assessment records for at least three years after certification.

#### **Notification of results**

After completion of assessment, learners will receive, via their centre, a 'notification of learner results', giving details of how they performed. It is not a certificate of achievement.

#### **Certificates of unit credit (CUCs)**

A certificate of unit credit records the successful completion of a unit. Centres can apply to City & Guilds for CUCs at any time after learners have achieved a unit. They do not need to wait until the full programme of study has been completed.

#### **Full certificates**

Full certificates are only issued to learners who have met the full requirements of the qualification, as described in section 2 Rules of combination.

## 4 Centre requirements

### 4.4 Quality assurance

This information is a summary of quality assurance requirements.

*Quality Assurance Standards: Centre Handbook* provides guidance to support their delivery of our qualifications. It includes information on

- Centre quality assurance criteria and monitoring activities
- Administration and assessment systems
- Centre-facing support teams at City & Guilds / ILM
- Centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the Centre Contract.

#### **Internal quality assurance**

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

#### **External quality assurance**

External quality assurance for the qualification will be provided by City & Guilds external quality assurance process. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External Quality Assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

To carry out their quality assurance role, EQAs must have appropriate occupational and verifying knowledge and expertise. City & Guilds' EQAs attend training and development designed to keep them up to date, facilitate standardisation between verifiers and share good practice. City & Guilds EQAs use electronic report forms designed to provide an objective risk analysis of individual centre assessment and verification practice.

#### **External Quality Assurers (EQAs)**

External Quality Assurers are appointed by City & Guilds to monitor and assure quality and consistency of assessments within and between centres. In addition, where expert witnesses make a significant contribution to the assessment process, the register of all accepted expert witnesses should be reviewed as part of the external verification process.

In addition to the requirements of the regulatory authorities, EQAs must have the relevant (IT, CT or CC) experience and occupational competence to enable them to make a valid judgement about a demonstration of competence in the area they will be verifying.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- regularly visit centres to ensure they continue to meet the centre and qualification approval criteria
- provide feedback to centres and to City & Guilds.



## 5 Course design and delivery

### 5.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available in the *Quality Assurance Standards: Centre Handbook*.

## 5 Course design and delivery

### 5.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way that

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualification.

In particular, staff should consider the skills and knowledge related to the national occupational standards.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards, Key/Core/Functional Skills and other related qualifications. Relationship tables are provided in section 6 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

For further information to assist with the planning and development of the programme, please refer to the following:

- all mandatory units must be assessed using evidence from the workplace
- CISCO units must be assessed by the relevant CISCO test
- CompTIA units must be assessed by the relevant CompTIA test
- Microsoft units must be assessed by the relevant Microsoft test
- CIW units must be assessed by the relevant CIW test
- Linux units must be assessed by the relevant Linux Professional Institute test
- all other optional units can be assessed using other assessment methodologies, eg evidence from the workplace, simulation, Real Work Experience or contributing qualification assessment.

## 5 Course design and delivery

### 5.3 Data protection, confidentiality and legal requirements

#### Data protection and confidentiality

Data protection and confidentiality must not be overlooked when planning the delivery of this qualification.

Centres offering this qualification may need to provide City & Guilds with personal data for staff and learners. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Quality Assurance Standards: Centre Handbook*.

It is extremely important to protect the identity of the individuals encountered by learners in the work setting, eg customers, clients and patients.

Confidential information must not be included in learner portfolios or assessment records. Confidential information should remain in its usual location, and a reference should be made to it in the portfolio or assessment records.

#### Images of minors being used as evidence

If videos or photographs of minors (those under 18) are used as the medium to present evidence as part of the qualification, **both centre and learner** have responsibilities for meeting child protection legislation.

Centres are responsible for informing learners of the following:

- getting permission from the minor's parent/guardian prior to collecting the evidence
- reasons and restrictions for using photographs or video recordings as evidence
- period of time for which the photographs or video recordings may be kept
- obligation to keep photographs or video recordings secure from unauthorised access
- secure electronic storage requirements of photographs or video recordings
- associated child protection legislation.

#### Legal requirements

There is no legislation affecting the qualification.

## 6 Relationships to other qualifications

### 6.1 Links to National Occupational Standards/other qualifications

City & Guilds has identified the connections to the NOS/previous NVQ/VRQ on the NQF. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that learners completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the learner may have already undertaken and this may present opportunities for APL.

This qualification has connections to the following NQF qualifications:

- Level 2 NVQ for Communications Technologies Practitioners (3661-02)
- Level 2 Certificate in Communications Cabling (3666)
- Level 1 NVQ for IT Practitioners (4324-01)
- Level 2 NVQ for IT Practitioners (4324-02)
- Level 2 Diploma for Software Developers (7266-22)
- Level 2 Diploma in ICT Systems Support (7266-26)
- Level 2 Diploma for ICT Practitioners (7266-24)
- Level 3 NVQ for Communications Technologies Professionals (3661-03)
- Level 3 Diploma in ICT Communications Systems (3662-03)
- Level 3 Diploma in Designing and Planning Communications Networks (3663-03)
- Level 3 NVQ for IT Professionals (4324-03)
- Level 3 Advanced Diploma for IT Professionals (7266-25 and 7266-29)
- Level 3 Advanced Diploma in ICT Systems Support (7266-27)

This qualification has connections to the following qualifications:

- Level 2 Diploma in ICT Professional Competence (7540-02)
- Level 3 Diploma in ICT Professional Competence (7540-03)
- Level 1 Certificate for IT Users (ITQ) (7541-01)
- Level 2 Certificate for IT Users (ITQ) (7541-02)
- ITQ Level 1 for IT users (7574-01)
- ITQ Level 2 for IT users (7574-02)
- Level 2 Award in Communications Cabling (3667-02)
- Level 1 IT Systems Support (7276-11)

#### **Accreditation of prior learning and experience (APEL)**

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification. All existing NVQ achievements can be used as APA against the NOS-based units as the standards have not been changed in any way for these units.

## 7 Assessment

### 7.1 Evidence requirements

#### Evidence requirements

All **mandatory units must be assessed in the workplace**, but optional units can be assessed through a wider variety of assessment methods. **Occupational competence can be assessed in the workplace by managers, coaches or external assessors.**

Usually you can find evidence of your learners' performance from assessor observation and/or testimony from an expert witness of the learner carrying out activities in the workplace.

Optional units can be assessed using assessments from contributing qualifications such as e-Quals 07 and 7540-12 and 13.

#### What can be accepted as evidence?

Learners can draw on past experience to provide evidence as well as collecting evidence from their current job. The potential sources and what is acceptable as evidence follow.

#### Background evidence

Copies of CVs, previous or current job descriptions, any previous certificates which relate to this award. Learners can also include performance evidence from previous experiences and achievements, including:

- CV
- Job descriptions
- Certificates
- Records of achievement
- Accounts of experience
- Case studies or projects from previous work
- Licences
- Records of courses attended
- Staff appraisals
- Products
- Endorsements
- Employer references
- Records of staff appraisals.

## 7 Assessment

### 7.2 Observed performance and products of performance

Work is a natural source of evidence. Often there are products from the assessed activity which should be retained as a valuable source of evidence, for example:

<b>Letters relating to work</b>	<b>Completed Forms</b>
Job Sheets	Plans
Diaries	Completed projects, case studies or assignments that are part of your work
Finished or end products	Witness statements about your work
Contact with clients	Memos and reports
Logbooks	Checklists
Tape recordings	Visual aids/photographs/videos
Authenticated reports from appropriate personnel, e.g. line managers	Staff appraisals
References received	Witness Statements from clients

#### **Supplementary evidence**

Where it is not possible to gain sufficient performance evidence through direct observation of work activities or products of this work, it will be necessary for you to ask for supplementary evidence.

This could be by asking for the learner to:

- answer oral or written questions
- attend an interview
- complete written tests
- provide a written personal account of competence to support other evidence.

## 7 Assessment

### 7.3 Recording forms

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

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 it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by learners and assessors at the centre.

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

## **8 Units**

### **8.1 About the units**

#### **Availability of units**

The units for this qualification are available to download from the 4520 Unit Handbooks for Centres which can be found under the key documentation section of the City & Guilds website pages for 4520.



## Appendix 1      Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate physical and human resources
- clear management information systems
- effective assessment and quality assurance procedures including learner support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**, (previously known as scheme approval). In order to offer this qualification, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for the particular qualification.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Quality Assurance Standards: Centre Approval Process*, which is also available on the City & Guilds website.

Regional / national offices will support new centres and appoint a Quality Systems Consultant to guide the centre through the approval process. They will also provide details of the fees applicable for approvals.

Assessments must not be undertaken until qualification approval has been obtained.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in ***Quality Assurance Standards: Centre Handbook***.

### Useful contacts

- Please visit the Contact Us section of the City & Guilds website, *Contact us*

## **About City & Guilds**

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

## **City & Guilds Group**

The City & Guilds Group is a leader in global skills development. Our purpose is to help people, organisations and economies develop their skills for growth. We work with education providers, employers and governments in over 100 countries across the world to help people, businesses and economies grow by shaping skills systems and supporting skills development.

The Group is made up of City & Guilds, ILM, Kineo, The Oxford Group, Gen2, and Intertrain. Together we set the standard for professional and technical education and corporate learning and development around the world.

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