

# Level 3 Certificate in Digital Marketing Business Principles (9628-13)

Version 2.0 (September 2017)

**Qualification Handbook**

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## Qualification at a glance

<b>Industry area</b>	IT Professional
<b>City &amp; Guilds number</b>	9628
<b>Age group</b>	16+
<b>Entry requirements</b>	Centres must ensure that any pre-requisites stated in the What is this qualification about? section are met.
<b>Assessment</b>	Multiple-choice online exam
<b>Qualification grade scale</b>	Pass
<b>Approvals</b>	Approval application required
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Ofqual accreditation number</b>
Level 3 Certificate in Digital Marketing Business Principles	77	162	9628-13	603/1610/X

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 September 2017	Test specification updated	4 Assessment

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# 1 Introduction

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

Area	Digital Apprenticeships
Who is the qualification for?	This qualification is designed to support learners to develop a full range of underpinning knowledge that can be used in a variety of businesses and industries that demonstrate confidence and transferability in a Digital Technology Environment.
What does the qualification cover?	<p>A successful Digital Marketer will be expected to connect with the right audience in the right place at the right time. This qualification provides the learner with the underpinning knowledge of how to create value for business and customers through digital and social media platforms. In this unit learners will understand the specialisms that digital marketers use to acquire, convert and interact with customers, and how to measure success in digital marketing campaigns.</p> <p>Some of the topics covered include:</p> <ul style="list-style-type: none"><li>• The use of a wide range of digital technologies, tools and platforms such as search engine optimisation, Pay-Per-Click, mobile apps and web analytics</li><li>• The different business environment and needs related to digital marketing</li><li>• Digital etiquette and communication styles</li><li>• How to protect data across different digital and social media platforms.</li></ul>
What opportunities for progression are there?	This qualification is part of the Digital Industries Apprenticeship programme and are not offered as standalone products. On achieving this qualification the learner will have completed a section of the knowledge element as part of their apprenticeship journey.
Who did we develop the qualification with?	It was developed in collaboration with employers, sector experts and training providers using the Standard as the baseline. The Standards have been created by The Tech Partnership and their Employer Groups for the specific areas. The qualification embodies the required learning for an apprentice to have the opportunity to successfully gain the relevant knowledge for their chosen career path in a Digital Technology environment.
Is it part of an apprenticeship framework or initiative?	Yes – Digital Marketer (9648-04)

## Structure

### Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and level	GLH	TQT
Level 3 Certificate in Digital Marketing Business Principles	77	162

## 2 Centre requirements

### Approval

If your Centre is approved to offer the existing Digital Apprenticeships at Level 3 or above then you can apply for the new 9648 Digital Apprenticeships approval using the fast track approval form, available from the City & Guilds website.

Centres should use the fast track form if:

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

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

To offer these qualifications, 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 qualifications before designing a course programme.

### Resource requirements

#### *Centre staffing*

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

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

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

### Learner entry requirements

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

### Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

## 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 qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- 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[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

#### ***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](http://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 external verifier, 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

### Summary of assessment methods

#### Candidates must:

- successfully complete one evolve test for the unit

#### Available assessments/assignments

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

- evolve tests

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
313	Digital Marketing Business Principles	Evolve Test	Please see <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Assessment strategy

Tables and content pertaining to the assessment strategy

#### Test Specifications

The way the knowledge is covered by each test is laid out in the table below:

**Assessment type:** Multiple-choice online test

**Assessment conditions:** Invigilated examination conditions

**Number of questions:** 30

**Duration:** 1 hour

**Pass mark:** 70%

**Grading:** Pass/Fail

Test: 9628-313		Digital Marketing Business Principles
Learning Outcome	Topic	Number of questions
01 Understand the specialist areas and characteristics of digital marketing and social media platforms	1.1 Search engine marketing / Search engine optimisation	8
	1.2 Content creation / Tools / Posting	4



	1.3 The learner will understand how and why to create a Pay-Per-Click (PPC) campaign	3
	1.4 The learner can summarise the positives and negatives of all platforms including the strengths and limitations of digital and social media	2
	1.5 The learner will be able to understand how audience and competition influence digital platforms in the working environment	1
02 Understand the business environment and business issues related to digital marketing and customer needs	2.1 The learner will be able to explain how digital marketing teams work in conjunction with other business functions	2
	2.2 The learner will know how to keep up with the latest industry developments and changes as part of professional development	1
03 Understand how to follow digital etiquette and communicate including effective communication styles, types of audience and the importance of the brand.	3.1 The learner will be able to understand “the rules” of social media / 3.2 The learner will be able to understand how to communicate effectively using digital channels	1
	3.3 The learner will have an awareness of how building relationships through conversation can assist the sales process	1
	3.4 The learner will be able to understand the importance of branding and its impact.	1
	3.5 The learner will be able to understand how to use hash tags in social media content	1
04 Understand how to operate securely to protect data across digital and social media platforms	4.1 The learner will be able to recognise threats to digital information	2
	4.2 The learner will be able to explain the scope of the legal requirements in digital marketing	2
	4.3 The learner will understand the key features, importance	1

	and impact of organisational security policies and procedures	
<b>Total questions</b>		30

***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.

For this qualification, RPL is not allowed.

## 5 Administration

### Quality assurance

#### **Quality assurance of assessments**

Centres must use the provided documentation, unless otherwise agreed, to ensure that all of the appropriate information is available for moderation processes. Centres may devise additional documentation/forms to support those provided by City & Guilds.

If a learner's work is selected for external moderation, samples of work must be made available as detailed in the moderation handbook.

#### **Internal quality assurance**

Registered centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds 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.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation.

In order to carry out the quality assurance role, Internal Quality Assurers must have appropriate teaching and vocational knowledge and expertise. For more information on the requirements, refer to Section 2 of this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- the setting of the internally set and marked assessment against the specification
- training in the use of the assessment grids
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken
- the completion by learners and supervisors/assessors of the record form for each learner's work.

#### **External quality assurance**

External quality assurance is provided by the two stage moderation system described in Section 6. External moderation of internally assessed work is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres and that standards are maintained.

In order to carry out their quality assurance role, external moderators must have appropriate teaching and vocational knowledge and expertise. City & Guilds will appoint external moderators and will ensure that they attend regular training and development meetings designed to keep them up to date, to ensure standardisation of all assessments and to share good practice.

External moderators will:

- provide advice and support to staff in centres
- ensure the quality and consistency of assessments within and between centres and over time by the use of systematic sampling

- regularly visit centres to ensure that they continue to meet the centre registration requirements of City & Guilds
- provide feedback to centres and to City & Guilds.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the Centre which is undertaken on behalf of City & Guilds
- make secure arrangements to receive, check and keep examination material secure at all times, maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and keep scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

## **Enquiries about results**

The services available for enquiries about results include a clerical check and re-moderation of internally assessed work. Requests must be submitted within the specified period after the publication of results for individual assessments.

In cases where a post-results enquiry reveals inaccurate assessment, the result may be confirmed, raised or lowered.

For further details of enquiries about results services, please consult the current version of the JCQ Post-Results Services booklet.

## **Re-sits and shelf-life of assessment results**

Assessment results remain available to count towards certification, whether or not they have already been used, as long as the specification is still valid.

Learners who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit this assessment once only. If the assessment is internally assessed, then the resubmitted assignment must be a new piece of work and cannot be an amended version of the original submission. The best result will count towards the final qualification.

## **Access arrangements and special consideration**

We have taken note of the provisions of equalities legislation in developing and administering this specification.

We follow the guidelines in the Joint Council for Qualifications (JCQ) document: Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination GCSE, GCE, GNVQ, AEA, Entry Level, Basic Skills & Key Skills Access Arrangements and Special Consideration. This is published on the JCQ website: [http://www.jcq.org.uk/access\\_arrangements/](http://www.jcq.org.uk/access_arrangements/)

### **Access arrangements**

We can make arrangements so that learners with disabilities, special educational needs and temporary injuries can access the assessment. These arrangements must be made before the examination. For example, we can produce a Braille paper for a learner with visual impairment.

### **Special consideration**

We can give special consideration to learners who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre.

### ***Language of examinations***

We will provide this specification in English only.

### **Other issues**

#### ***European Dimension***

City & Guilds has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen units.

#### ***Environmental Education***

City & Guilds has taken account of the 1988 Resolution of the Council of the European Community and the Report Environmental Responsibility: An Agenda for Further and Higher Education 1993 in preparing this specification and associated specimen units.

#### ***Avoidance of bias***

City & Guilds has taken great care in the preparation of this specification and specimen units to avoid bias of any kind.

## 6 Units

### Availability of units

Some of the units can be found in a separate document.

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

## Unit 313 Digital Marketing Business Principles

<b>Unit level:</b>	Level 3
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<b>GLH</b>	77
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### Learning outcomes

In this unit, learners will be able to

- 1 Understand the specialist areas and characteristics of digital marketing and social media platforms
- 2 Understand the business environment and business issues related to digital marketing and customer needs
- 3 Understand how to follow digital etiquette and communicate including effective communication styles, types of audience and the importance of the brand.
- 4 Understand how to operate securely to protect data across digital and social media platforms

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

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## Learning outcome

- 1 Understand the specialist areas and characteristics of digital marketing and social media platforms
- 

## Topics

- 1.1 Digital marketing specialisms
- 1.2 Content, tools and posting
- 1.3 Pay-per-click
- 1.4 Features, limitations and risks
- 1.5 Audience and competition influence

In this learning outcome, the learner will explore the principles of the digital marketing specialist areas and the tools that are available and understand how these can work together to achieve marketing goals.

### Topic 1.1

The learner will be able to understand the principles of the following specialist areas:

- Search engine marketing
- Search Engine Optimisation (SEO)
  - SEO techniques
  - Social Media Optimisation (SMO)
  - Link building
- Pay-per-click
- Email marketing
- Web analytics and metrics
- Mobile apps
- How specialist areas work together
  - The importance of a multi-channel and integrated approach

### Topic 1.2

- Content creation
  - Content marketing methods (blog posts, video, social)
  - Business benefits of new content (valuable content gets shared)
  - Factors to consider when creating new content (technology, skills, audience, cost, keyword rich content)
- Tools
  - Available tools (analytics, social, website, Customer Relationship Management (CRM))
  - Selecting the most appropriate tools (technology, skills, audience, cost, content)



- o How to learn and practice with tools
- Posting
  - o Social media platforms (Facebook, Instagram, Twitter)
  - o Scheduling social media using a calendar
  - o Social media management tools (Hootsuite, Tweetdeck, Buffer)

### **Topic 1.3**

The learner will understand how and why to create a Pay-Per-Click (PPC) campaign.

- Benefits and consequences of paid ads to a business
- Process of creating a campaign
  - o Keywords (phrases, search volume and competition, keyword planner tool, negative keywords)
  - o Ad text (policies, relevance, call to action, extensions)
- Landing page
- Quality score

### **Topic 1.4**

The learner can summarise the positives and negatives of all platforms including the strengths and limitations of digital and social media.

- Associated costs
- Risks
- Selecting main platforms
  - o features and limitations

### **Topic 1.5**

The learner will be able to understand how audience and competition influence digital platforms in the working environment.

- Awareness of competitors' online presence
- Audience demographics
- Audience use of the tools

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## **Learning outcome**

- 2 Understand the business environment and business issues related to digital marketing and customer needs

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## **Topics**

- 2.1 How teams interact within a business
- 2.2 Industry developments

In this learning outcome, the learner will understand how to respond to the business environment and business issues related to digital marketing and customer needs.

## Topic 2.1

The learner will be able to explain how digital marketing teams work in conjunction with other business functions.

- Interaction between the business functions
  - o Internal facing ( HR, Finance, Customer Service)
  - o External Facing ( Sales, Marketing, Customer Service)
- Organisational structures (horizontal and vertical)
- Roles and responsibilities contributing to the stages of the digital marketing process
- Digital Marketing and its impact on other business functions

## Topic 2.2

The learner will know how to keep up with the latest industry developments and changes as part of professional development.

- Sources of information for Digital Marketers (subscribing to blogs, industry events)
- Training (formal and informal learning)
- For the Industry they work in.
- How the learner will apply their learning to their role.

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## Learning outcome

- 3 Understand how to follow digital etiquette and communicate including effective communication styles, types of audience and the importance of the brand.

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## Topics

- 3.1 Rules of social media
- 3.2 Effective communication using digital channels
- 3.3 Building relationships
- 3.4 Brand awareness
- 3.5 Hash tag nuances

In this learning outcome, the learner will understand the characteristic of effective communication when using digital channels including accounting for audience types, styles of communication and the importance of the brand.

## Topic 3.1

The learner will be able to understand the generally understood and accepted 'rules' of social media.

- Participation
- Connection
- Conversions
- Community
- Listening

### **Topic 3.2**

The learner will be able to understand how to communicate effectively using digital channels.

- Norms and 'manners' for each technology
- Styles and tone of content communication
- Acknowledging copyright

### **Topic 3.3**

The learner will have an awareness of how building relationships through conversation can assist in the following areas:

- Sales process
- Social selling
- Engaging in conversation
- Creating a persona
- Connecting with prospects
- Conversion

### **Topic 3.4**

The learner will be able to understand the importance of branding and its impact.

- Importance of the brand (consistency, loyalty)
- Brand Management and guidance
- Protecting the brand
- Inconsistent branding

### **Topic 3.5**

The learner will be able to understand how to use hash tags in social media content

- Trending hash tags
- Common types of hash tag (brand, product, lifestyle, event and location)
- Marketing with hash tags
- Hash tag hijacking

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## **Learning outcome**

- 4 Understand how to operate securely to protect data across digital and social media platforms
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## **Topics**

- 4.1 Threats
- 4.2 Legal requirements
- 4.3 Organisational policies and procedures

In this learning outcome, the learner will recognise the importance of information security and understand how organisational policies and procedures are implemented to mitigate the threats to digital information and protect data across digital and social media platforms.

#### **Topic 4.1**

The learner will be able to recognise threats to digital information

- Website security
- Email precautions (phishing, attachments)
- Malware
- Theft
- Social engineering

#### **Topic 4.2**

The learner will be able to explain the scope of the legal requirements in digital marketing

- Data Protection Act
- Copyright
- Intellectual property
- Consequences of misuse

#### **Topic 4.3**

The learner will understand the key features, importance and impact of organisational security policies and procedures

- Information security and management
- Features of security policies and procedures
- Impact on ways of working
- Identifying and escalating security incidents
- Access and identity management (including password management)
- Printing, transporting and destroying information

## Unit Range Description

## Evidence requirements

## Unit guidance

### Guidance for delivery

Mentors/tutors should teach the principles of digital marketing and social media and explain how the core digital specialisms are used to support both marketing and business strategies.

Case studies and articles from authoritative sites (e.g. Econsultancy and ClickZ) could be helpful, but the best way to really cement the understanding needed will be by giving learners the opportunity to see (and use) some of the main technologies in action (e.g. creating a Pay-per-Click campaign).

This unit is intended to deliver the knowledge needed to equip the learners with the ability to implement digital campaigns across a variety of digital media platforms. Actually applying the specialist areas is not required for achievement of this unit, however it would enhance and reinforce the understanding as well as give learners the confidence to implement what they have learnt.

This unit can be taught either within or outside of the workplace as appropriate, providing the learner with paper based, or hands on practical exercises and case studies representative of the Digital Marketer competencies in operation.

Learners should be encouraged to explore and use as wide a range of digital tools and techniques as possible.

## Employer engagement

## Suggested learning resources

### **Books**

### **Journals and magazines**

### **Websites**

### **Additional resources**

- Below is an indicative list, not an exhaustive list.
- Google Adwords account

- Google Analytics account
- Social media accounts
- Social media management software
- Email marketing tool (e.g. Mailchimp)

## Appendix 1 Sources of general information

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

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

Specifically, the document includes sections on:

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

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

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

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

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

The **centre homepage** section of the City & Guilds website also contains useful information 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.

*Centre Guide – Delivering International Qualifications* 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.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.



## Appendix 2 Useful contacts

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

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## City & Guilds Group

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