

# Level 3 Diploma in Digital Marketing (7513-30)

October 2017 Version 5.1



## Qualification at a glance

<b>Subject area</b>	<b>Business Skills</b>
<b>City &amp; Guilds number</b>	7513
<b>Age group approved</b>	16+
<b>Assessment</b>	Portfolio of evidence
<b>Support materials</b>	Qualification handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLF</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Diploma in Digital Marketing	472	740	7513-30	601/0110/6

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 March 2015	Update assessment methods	Assessment
3.0 May 2016	Updated unit 321	Assessment
4.0 June 2016	Updated assessment method and/or where to obtain assessment materials for units 202, 203, 209 and 304. Added unit 311 to the table.	Assessment
5.0 February 2017	Updated time constraints for assessment completion	Assessment
5.1 October 2017	Added GLH and TQT  Removed QCF	Introduction  Appendix 2



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# 1 Introduction

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

Area	Description
Who is the qualification for?	These qualifications are aimed at learners entering the Digital Marketing sector as well as those already working in these areas who are looking to renew their skills with formal training.
What does the qualification cover?	Digital Marketing is the use of digital media to attract and engage with current and potential customers, for example online advertising, email marketing, and search engine optimisation. The rich data generated enables granular analysis of what has worked, demanding analytical and creative skills above those demanded in traditional marketing and advertising. There are clear pathways and optional groups in each qualification to support the learners' journey into this sector.
Is the qualification part of a framework or initiative?	The Diplomas sit within the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing.
Who did we develop the qualification with?	<p>Developed in association with Agilisys Arch who have widely consulted with the industry and employers to inform this qualification development.</p> <p>Agilisys Arch gained Employer Ownership Pilot allowing them a unique opportunity to lead in the development of an infrastructure that provides the talent, experience and qualifications in Digital Marketing that the sector is currently struggling to provide. As a part of the bid Agilisys Arch engaged a range of willing partners :</p> <ul style="list-style-type: none"> <li>• Google</li> <li>• Streamingwell</li> <li>• CCUSA</li> <li>• The Ladders Associates</li> <li>• UK Youth</li> <li>• Incisive media</li> <li>• Last Second Tickets</li> <li>• McLaren</li> <li>• Subtv</li> <li>• London Borough of Barking and Dagenham</li> </ul>
What opportunities for progression are there?	Learners can progress onto a variety of Level 4 qualifications from IT and Marketing to Business and Digital Marketing. This can also lead to employment and higher level training or Degrees.



## Structure

To achieve the **Level 3 Diploma in Digital Marketing**, candidates must achieve **74** credits overall.

Candidates must achieve:

- 27 credits from the mandatory units (207 -208, 304, 320 - 322)
- a minimum of 14 credits from Optional Group A (308, 323 - 327)
- the remaining 33 credits must come from units in Optional Group A (308, 323 - 327) and/or Optional Group B (202 - 203, 209, 301 - 302, 305, 311, 328 - 334)

Unit Ref	UAN	Unit title	Level	Credit value	GLH
<b>Mandatory units</b>					
207	F/600/7799	Understanding the business environment	2	2	16
208	F/502/8206	Understand legal, regulatory and ethical requirements in sales and a marketing	2	2	15
304	T/502/4380	Using collaborative technology	3	6	45
320	T/502/9935	Principles of marketing and evaluation	3	7	50
321	L/505/1584	Develop own professionalism	3	4	29
322	R/505/1585	Digital marketing metrics and analytics	3	6	39
<b>Optional units – Group A</b>					
308	J/503/9322	Principles of social media advertising and promotion	3	6	34
323	Y/505/1586	Search engine marketing	3	5	32
324	D/505/1587	Content marketing	3	5	35
325	H/505/1588	Marketing on mobile devices	3	5	27
326	K/505/1589	Online display advertising	3	4	23
327	D/505/1590	Email marketing	3	6	41
<b>Optional units – Group B</b>					
202	L/502/4613	Imaging software	2	4	30
203*	M/502/4393	Video software	2	3	20
209	F/502/4625	Spread sheet software	2	4	30
301	R/503/9324	Principles of social media within a business	3	6	42
302	M/503/9329	Principals of keywords & optimisation	3	5	30
305	H/503/9327	Content management system website creation	3	7	36

311	Y/502/4632	Website software	3	5	40
328	J/502/9938	Principles of marketing stakeholder relationships	3	3	16
329	H/505/1591	Brand development	3	5	30
330	K/505/1592	Project management	3	4	23
331	Y/601/2538	Analyse and report data	3	6	30
332	M/505/1593	Produce copy for digital media communication	3	6	41
333*	T/502/4394	Video software	3	4	30
334	T/505/1594	Delivering e-commerce solutions	3	9	68

\*NB – Units 203 and 333 are an excluded combination and cannot be taken together.

### 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 Diploma in Digital Marketing	472	740



## 2 Centre requirements

### Approval

There is no fast track approval for this qualification; existing centres who wish to offer this qualification must use the standard Qualification Approval Process.

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

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

### Resource requirements

#### Centre staffing

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal 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.

#### 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.

## **Learner entry requirements**

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

## **Age restrictions**

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



### 3 Delivering the qualification

#### Initial assessment and induction

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

- if the learner 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 learner fully understands the requirements of the qualification, their responsibilities as a learner, 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
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 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.

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
202	Imaging Software	Portfolio of evidence	An optional assignment is available
203	Video software	Portfolio of evidence	An optional assignment is available
207	Understanding the business environment	Portfolio of evidence	N/A
208	Understand legal, regulatory and ethical requirements in sales or marketing	Assignment	City & Guilds website - assessment pack
209	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
304	Using collaborative technologies	Portfolio of evidence	City & Guilds website - assessment pack. An optional assignment is available

<b>Unit</b>	<b>Title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
305	Content Management System Website Creation	Assignment	City & Guilds website - assessment pack
308	Principles of Social Media Advertising and promotion	Assignment	City & Guilds website - assessment pack
311	Website software	Portfolio of evidence	An optional assignment is available
320	Principles of marketing and evaluation	Assignment	City & Guilds website - assessment pack
321	Develop own professionalism	Portfolio of evidence	N/A
322	Digital marketing metrics and analytics	Portfolio of evidence	N/A
323	Search engine marketing	Portfolio of evidence	N/A
324	Content marketing	Portfolio of evidence	N/A
325	Marketing on mobile devices	Portfolio of evidence	N/A
326	Online display advertising	Portfolio of evidence	N/A
327	E-mail marketing	Portfolio of evidence	N/A
328	Principles of marketing stakeholder relationships	Assignment	City & Guilds website - assessment pack
329	Brand development	Portfolio of evidence	N/A
330	Project management	Portfolio of evidence	N/A
331	Analyse and report data	Portfolio of evidence	N/A
332	Produce copy for digital media communication	Portfolio of evidence	N/A
333	Video software	Portfolio of evidence	N/A
334	Delivering e-commerce solutions	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

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

### Structure of units

These units have the following:

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

<b>UAN:</b>	<b>L/502/4613</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
<b>Aim:</b>	<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 (e.g. 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"> <li>• the range of entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;</li> <li>• the software tools and functions involved will at times be non-routine or unfamiliar; and</li> <li>• the user will take some responsibility for setting up or developing the type or structure.</li> </ul> <p><b>Examples of context:</b> work flow process maps, drawings or edited photos for a website.</p>

<b>Learning outcome</b>
The learner will: 1. obtain, insert and combine information for images.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. use imaging software tools to create, manipulate and edit images.
<b>Assessment criteria</b>
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 (e.g. 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 (e.g. raw bitmaps, bmp and compressed formats jpeg and png)
  - Vector graphics (e.g. svg, wmf, eps, ai)
  - open formats (e.g. html, odf, pdf and rtf)
  - proprietary formats (e.g. 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 (e.g. create, name, open, save, save as, print, close, find, share), file size
- version control
- import data, export data
- folders (e.g. 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 (e.g. 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.

<b>UAN:</b>	<b>M/502/4393</b>
<b>Level:</b>	2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to the Level 2 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
<b>Aim:</b>	<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"> <li>• the software tools and functions involved will at times be non-routine or unfamiliar;</li> <li>• 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;</li> <li>• the user will take some responsibility for inputting, manipulating and outputting the information.</li> </ul> <p><b>Examples of context:</b> 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>

<b>Learning outcome</b>
The learner will: 1. use video hardware and software to capture sequences
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. use video software tools and techniques to combine and edit sequences
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. play and present video sequences
<b>Assessment criteria</b>
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)



<b>UAN:</b>	F/600/7799
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	16
<b>Aim:</b>	The aim of this unit is to help the learner understand the business environment and how it impacts on opportunities for learning and work.

<b>Learning outcome</b>
The learner will:
1. understand that there are different types of business
<b>Assessment criteria</b>
The learner can:
1.1 define the private sector and give examples of types of private sector businesses
1.2 define the public sector and give examples of public sector organisations
1.3 define the voluntary sector and give examples of voluntary sector organisations
1.4 explain the possible advantages and disadvantages of working in one of the following sectors: private, public or voluntary.

<b>Learning outcome</b>
The learner will:
2. understand how businesses function
<b>Assessment criteria</b>
The learner can:
2.1 describe the following business functions:
a. Operations
b. People
c. Information
d. Research and development
e. Finance
2.2 compare the possible advantages and disadvantages of working for a national organisation and a Small and Medium-sized Enterprise (SME).

<b>Learning outcome</b>
The learner will: 3. understand changing patterns of employment
<b>Assessment criteria</b>
The learner can: 3.1 outline some of the changes in patterns of employment locally 3.2 outline some of the changes in patterns of employment nationally 3.3 outline some of the changes in patterns of employment in Europe and globally 3.4 describe how changing patterns of employment may affect his/her choices for learning or work.

<b>Learning outcome</b>
The learner will: 4. understand how business activity is affected by market forces
<b>Assessment criteria</b>
The learner can: 4.1 explain the relationship between supply and demand in the business environment 4.2 describe the relationship between price and profit 4.3 identify the connections between markets and competition

## Unit 208

## Understand legal, regulatory and ethical requirements in sales and marketing

<b>UAN:</b>	<b>F/502/8206</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>GLH:</b>	15
<b>Relationship to NOS:</b>	This unit is linked to Council for Administration NOS SLS 77 SLS 77.
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	This unit concerns understanding the organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing and the legal, regulatory and ethical limits of the role.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"><li>1. understand an organisation's procedures for dealing with legal, regulatory and ethical requirements relating to sales or marketing.</li></ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"><li>1.1 describe an organisation's procedures for raising legal, regulatory and ethical concerns</li><li>1.2 explain the <b>scope</b> of legal, regulatory and ethical requirements in sales or marketing</li><li>1.3 explain how the <b>legal, regulatory and ethical requirements</b> relate to the business of selling or marketing</li><li>1.4 describe <b>internal</b> and <b>external</b> sources of information on legal, regulatory and ethical requirements</li><li>1.5 explain how an 'ethical approach' affects organisations in the sales or marketing environment</li><li>1.6 explain the importance of contract law in sales.</li></ol>

<b>Range</b>
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**Scope**

Procedures, actions, processes

**Legal requirements**

Health and Safety at Work Act, Working Time Directive and employment legislation, Copyright Laws, Equality Act, Data Protection Act

**Regulatory requirements**

FSA regulations

**Ethical requirements**

Moral, political, material

**Internal sources**

Intranet, HR Dept., Company handbook

**External sources**

Government bodies, trade associations, Health & Safety Executive, Office for Disability Issues

**Learning outcome**

The learner will:

2. understand the legal, regulatory and ethical limits of the sales or marketing role.

**Assessment criteria**

The learner can:

- 2.1 explain the legal, regulatory and ethical requirements relevant to the role
- 2.2 describe the potential consequences of not complying with **legal, regulatory or ethical requirements**
- 2.3 explain the importance of working within the limits of the role, responsibilities and authority
- 2.4 explain the process for reporting legal, regulatory and ethical concerns
- 2.5 explain the importance of clarity of communication with the customer to ensure common understanding of agreements and expectations.

**Range****Legal requirements**

Health and Safety at Work Act, Working Time Directive and employment legislation, Copyright Laws, Equality Act, Data Protection Act

**Regulatory requirements**

FSA regulations

**Ethical requirements**

Moral, political, material.

## Unit 208                      Understand legal, regulatory and ethical requirements in sales and marketing

### Supporting information

#### Guidance

For assessment criterion 1.5, the candidate must also show understanding of what is meant by an ethical approach.

For assessment criterion 1.6, the candidate must also show understanding of what is meant by contract law including cooling off period.

For assessment criterion 2.1, the candidate must be aware of all the legislation, regulations in the range and how they are relevant to their job role.

For assessment criterion 2.3, the candidate must show an understanding of what is meant by each as well as explaining the importance of working within the limits of each.

For assessment criterion 2.4, the candidate must explain at least **three** stages of the reporting process.

<b>UAN:</b>	<b>F/502/4625</b>
<b>Level:</b>	2
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Level 2 IT User NOS devised by e-Skills UK.
<b>Endorsement by a sector or regulatory body:</b>	This unit was developed by e-Skills UK.
<b>Aim:</b>	<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 spread sheet software tools and techniques to produce, present and check spread sheets 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"> <li>• the range of data entry, manipulation and outputting techniques will be at times non-routine or unfamiliar;</li> <li>• the tools, formulas and functions needed to analyse and interpret the data requires knowledge and understanding (for example, mathematical, logical, statistical or financial); and</li> <li>• the user will take some responsibility for setting up or developing the structure and functionality of the spread sheet.</li> </ul> <p><b>Examples of context:</b> Typical examples may include – monthly expenditure and sales figures, budgets, cash flow forecasts and graphs of results.</p>

<b>Learning outcome</b>
The learner will: 1. use a spreadsheet to enter, edit and organise numerical and other data.
<b>Assessment criteria</b>
The learner can: 1.1 identify what numerical and other information is needed in the spread sheet 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.

<b>Learning outcome</b>
The learner will: 2. select and use appropriate formulas and data analysis tools to meet requirements.
<b>Assessment criteria</b>
The learner can: 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.

<b>Learning outcome</b>
The learner will: 3. select and use tools and techniques to present and format spreadsheet information.
<b>Assessment criteria</b>
The learner can: 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 spread sheet 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 spread sheet tools and making corrections as necessary 3.6 describe how to find errors in spread sheet formulas 3.7 respond appropriately to any problems with spreadsheets.

# Unit 209 Spreadsheet 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.

#### **Outcome 1 Be able to use a spread sheet to enter, edit and organise numerical and other data**

The learner should be able to and 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:**
  - spread sheet 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 spread sheet application, save spread sheet file as CSV
  - templates.

#### **Outcome 2 Be able to select and use appropriate formulas and data analysis tools to meet requirements**

The learner should be able to and 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

- o logical functions.

### **Outcome 3    Be able to select and use tools and techniques to present and format spread sheet information**

The learner should be able to and 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 spread sheet 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 spread sheet
- **Problems with spread sheets:**
  - using help sorting out errors in formulas, circular reference.

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

<b>Learning outcome</b>
The learner will:
1. understand how social media fits into the objectives and marketing of a business.
<b>Assessment criteria</b>
The learner can:
1.1 describe a business and its type, vision, aims, objectives and goals
1.2 identify the <b>brand and values</b> of a business and how these are portrayed to the <b>audience</b> of a business
1.3 describe the <b>marketing tools</b> available to a business
1.4 explain the consequences of using Social Media on the budget of <b>different sizes and types of business</b>
1.5 explain the benefits and consequences of encouraging amplification
1.6 explain the benefits and consequences of encouraging engagement
1.7 explain the <b>factors</b> 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.

<b>Range</b>
<b>Audience</b> Customers, competitors, influencers, suppliers, partners
<b>Marketing tools</b>

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.

<b>Learning outcome</b>
The learner will: 4. understand how social media policy and guidelines can impact a business.
<b>Assessment criteria</b>
The learner can: 4.1 describe the <b>components</b> 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 <b>perception changes</b> in a business's reputation 4.5 describe how to manage <b>perception changes</b> in a business's reputation.

<b>Range</b>
<b>Components</b> 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
<b>Perception changes</b> Positive, positive neutral, neutral, negative neutral, negative.

<b>Learning outcome</b>
The learner will: 5. be able to monitor how a business is using social media.
<b>Assessment criteria</b>
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 <b>monitor</b> how a business is using Social Media 5.4 identify improvements to a business's use of Social Media.

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

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

<b>Learning outcome</b>
The learner will:
1. understand Search Engine Optimisation (SEO)
<b>Assessment criteria</b>
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 <b>'paid' search results</b>
1.4 describe the differences between Pay-per-Click and Pay-per-Impression
1.5 describe the <b>factors</b> that need to be considered as part of an SEO plan

<b>Range</b>
<b>Factors</b>
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

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

<b>Learning outcome</b>
The learner will: 2. be able to plan implementation of SEO techniques
<b>Assessment criteria</b>
The learner can: 2.1 define the term “keyword” 2.2 explain the <b>factors</b> 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 <b>where</b> 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 <b>link building</b> can help or hinder the search engine ranking of a website 2.9 create a <b>link building</b> plan for the website for a business 2.10 describe the <b>factors</b> that can positively and negatively affect how a search engine ranks a website

<b>Range</b>
<b>2.2 Factors</b> Audience, Jargon, Long Tail, Competitive, monthly search volumes, misspellings and synonyms <b>Where</b> Titles, image titles, headings, meta-tags, alt-tags on images, description, content, anchor text on links and url <b>Link building</b> Cross-linking, external linking, in-linking, anchor text <b>2.10 Factors</b> 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

<b>Guidance</b>
<b>2.6</b> Analyse source code of top 5 organic search results <b>2.3, 2.4, 2.6 &amp; 2.7</b> These assessment criteria are linked and should be delivered together

<b>Learning outcome</b>
The learner will: 3. understand Social Media Optimisation (SMO)
<b>Assessment criteria</b>
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 <b>different tools and channels</b> 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

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

<b>Guidance</b>
<b>Different tools and channels</b> Television, augmented reality, social gaming, virtual world

<b>Learning outcome</b>
The learner will: 4. understand how to plan implementation of a website optimised for mobile devices
<b>Assessment criteria</b>
The learner can: 4.1 define the term Mobile Optimisation 4.2 identify the main <b>differences</b> between SEO and Mobile Optimisation 4.3 explain why Mobile Optimisation is important to a business 4.4 describe how to <b>optimise</b> 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.

<b>UAN:</b>	<b>T/502/4380</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to the Level 3 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
<b>Aim:</b>	<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"> <li>• setting and implementing guidelines for using collaborative technologies;</li> <li>• integrating IT tools and devices and creating environments to exploit their potential;</li> <li>• managing risks, permissions and data flow; and</li> <li>• moderating and solving complex problems with the use of collaborative technologies;</li> </ul> <p><b>Examples of context:</b> 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>

<b>Learning outcome</b>
The learner will: 1. stay safe and secure when working with collaborative technology.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. plan and set up IT tools and devices for collaborative working.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. prepare collaborative technologies for use.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. manage tasks using collaborative technologies.
<b>Assessment criteria</b>
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 (e.g. document, minutes, notes, project plan, transcript)
- ephemeral (g conversation, agreement)
- whether an audit trail is needed

### **Collaborative technology tools and devices:**

- **Hardware:** mobile, laptop, desktop, peripherals (e.g. 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 (e.g. settings, software not responding, hardware connections)
- non-routine (e.g. access, transmission speed, bandwidth); complex (e.g. compatibility)

##### **Respond to problems:**

- follow on screen help, know who to ask for expert help
- use diagnostic wizards, check bandwidth.

<b>UAN:</b>	H/503/9327
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
<b>Aim:</b>	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.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>be able to create a plan for the components of a content management system (CMS) website.</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 define the term Content Management System (CMS)</li> <li>1.2 describe the <b>features and functions</b> of <b>CMS Website software</b></li> <li>1.3 explain the <b>advantages and disadvantages</b> of different <b>hosting options</b></li> <li>1.4 describe what success could look like when using a CMS website</li> <li>1.5 identify keywords and/or keyword phrases to be used on each page of a website</li> <li>1.6 register with a hosting provider with a suitable domain name in relation to keywords and/or keyword phrases identified</li> <li>1.7 identify the website template to be used for a website</li> <li>1.8 plan the <b>content and layout</b> needed for each page on a website</li> <li>1.9 explain <b>how laws, guidelines and constraints</b> affect the content and use of websites</li> <li>1.10 explain when and why to use different <b>file types</b> for saving content.</li> </ol>

<b>Range</b>
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**Features**

Server side, SEO friendly, content hierarchy

**Functions**

Integrated file manager, intuitive interface, templates

**Advantages and disadvantages**

Cost, ownership of content, flexibility, customisation, SEO, static vs. dynamic pages, analytics

**Hosting Options**

Self hosted, hosted by wordpress / blogger

**Laws, guidelines and constraints**

Effect of copyright law, acknowledgement of sources, avoiding plagiarism, provisions of Data Protection Act, accessibility standards, IPR

**File Types**

Text (e.g. rtf, docx, pdf), Images (jpeg, tif, gif), Sound (e.g. wav, mp3), Video (e.g. mp4, avi).

**Guidance****CMS Website Software**

Wordpress, blogger, weebly

**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.

**Learning outcome**

The learner will:

2. be able to use CMS software to create a website.

**Assessment criteria**

The learner can:

- 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.

<b>Range</b>
<b>Website meta-tags:</b> Title, description, URL, ALT-tags, H1, H2, keyword, tagging.

<b>Guidance</b>
<p><b>Website Templates</b> 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><b>Programming and development techniques</b> 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><b>Social Networking Sites</b> Could include Twitter, LinkedIn, Facebook, Google+, FourSquare or others</p> <p><b>Buttons</b> RSS, Digg, Delicious etc.</p> <p><b>Testing methods</b> Methods will vary but should include 'viewing pages using different browser software', checking links, testing multi-media and interactive elements.</p>

<b>Learning outcome</b>
The learner will: 3. understand how to make a website accessible.
<b>Assessment criteria</b>
The learner can: 3.1 define the term 'Accessible websites' 3.2 explain the legal guidelines relating to web <b>accessibility</b> 3.3 explain how <b>parts of a website</b> should be modified to make it accessible 3.4 analyse whether a website follows <b>accessibility guidelines</b> 3.5 identify improvements to a website to ensure it follows <b>accessibility guidelines</b> .

<b>Range</b>
<p><b>Parts of a website</b> Use of style sheets, colour, images, multimedia, navigation, scripts and forms, text, structure</p> <p><b>Accessibility guidelines</b> 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</p>

to be made available, video files need accessible player and closed captioning, tabbed navigation, audio CAPTCHA on forms.

### **Learning outcome**

The learner will:

4. be able to measure and improve the return on investment (ROI) of a website.

### **Assessment criteria**

The learner can:

- 4.1 explain the importance of measuring traffic to a website
- 4.2 identify **methods of measuring** the return on investment (ROI) of a website
- 4.3 use analytic tools to monitor the traffic to a website
- 4.4 define the term 'bounce rate'
- 4.5 explain the impact of bounce rate on a website
- 4.6 identify improvements to a website based on **analytical information**.

### **Guidance**

#### **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

#### **Analytical information**

For example: Bounce rate, hits, unique visitors, search terms, referral sites.

## **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.

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

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

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

<b>Guidance</b>
<b>Digital vouchers</b>

<p>For example: Groupon, KGB deals, Living Social, Voucher codes</p> <p><b>Potential uses</b></p> <p>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</p> <p><b>Disadvantages</b></p> <p>For example: Significant expense, lack of customer retention, coupons intended for specific market can leak more broadly, cost vs. low profit margin</p> <p><b>Overcome the barriers</b></p> <p>For example: Process for customer retention, incentives, offer brand special exclusive deals.</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>2. be able to plan the implementation of social networking site advertising campaigns for marketing purposes.</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>2.1 explain the <b>factors</b> to consider when creating <b>Social Networking site</b> adverts</p> <p>2.2 justify the <b>use</b> of Social Networking site advertising campaigns</p> <p>2.3 explain the importance of identifying the required outcomes from the Social Networking advertising campaigns</p> <p>2.4 explain the advantages of creating more than one advertising campaign running in parallel on the same social networking site</p> <p>2.5 explain <b>why</b> a Social Networking advertising campaign might fail</p> <p>2.6 plan parallel Social Networking site advertising campaigns for a business</p> <p>2.7 explain methods of monitoring Social Networking site advertising campaigns</p> <p>2.8 identify changes that might be required for a Social Networking advertising campaign based on monitoring results.</p>

<p><b>Guidance</b></p> <p><b>Factors</b></p> <p>For example: targeted to audience, appropriate social networking site, appropriate call to action, time constraint, design, content, budget, multi- channel campaign targeting and analytics</p> <p><b>2.2 Use</b></p> <p>For example: awareness, acquisition, retention, increased click through to website, perception change, amplification</p> <p><b>2.5 Why</b></p> <p>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</p>
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**Social Networking site**

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

<b>Learning outcome</b>
The learner will: 3. understand the use of promotional campaigns on social networking sites.
<b>Assessment criteria</b>
The learner can: 3.1 define <b>promotional campaigns</b> 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 <b>factors</b> which could cause negative PR when running a promotional campaign.

<b>Guidance</b>
<b>Promotional campaigns</b> For example: discount coupons, special offer codes, competitions, PR (public relations) <b>Factors</b> Vote rigging, unfair preferences, inability to control outcomes.

<b>Learning outcome</b>
The learner will: 4. understand current national and international legal and organisational guidelines for a social networking advertising/promotional campaign.
<b>Assessment criteria</b>
The learner can: 4.1 explain the <b>current national and international legal and organisational guidelines</b> relating to the use of social networking site adverts 4.2 explain the importance of following <b>current national and international legal and organisational guidelines</b> for a social networking advertising/promotional campaign.

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

<b>UAN:</b>	Y/502/4632
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to the Level 3 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
<b>Aim:</b>	<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"> <li>• 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;</li> <li>• the development techniques will be complex, and will involve research, identification and application; and</li> <li>• the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.</li> </ul> <p><b>Examples of context:</b> Shopping website linked to product information and stock control database.</p>

<b>Learning outcome</b>
The learner will: 1. create structures and styles and use them to produce websites
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 2. select and use website software tools and features to develop multiple page websites with multimedia and interactive features
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 3. publish and test multiple page websites with multimedia and interactive features
<b>Assessment criteria</b>
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

<b>UAN:</b>	<b>T/502/9935</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	50
<b>Relationship to NOS:</b>	<p>This unit is linked to Council for Administration NOS</p> <p>Marketing 1.3.1 Evaluate and interpret findings and identify connections in complex data</p> <p>Marketing 1.3.3 Establish and understand potential market segments</p> <p>Marketing 1.3.4 Establish target market segments for products/services and evaluate their potential</p> <p>Marketing 1.3.6 Analyse, interpret and synthesise data and research findings to inform social marketing strategy</p> <p>STC 2-1 Principles of marketing theory</p> <p>Marketing 2.1.3 Demonstrate the value of marketing to the organisation</p> <p>Marketing 3.1.1 Develop marketing strategies and plans for products and services</p> <p>Marketing 4.2.6 Evaluate advertising</p> <p>Marketing 6.2.1 Assess marketing opportunities within international and/or diverse markets.</p>
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	This unit concerns understanding the principles of market segmentation, how to assess market opportunities for new products and/or services, the principles of marketing strategy development and how to evaluate the effectiveness of a marketing strategy.

<b>Learning outcome</b>
The learner will: 1. understand the principles of market segmentation.
<b>Assessment criteria</b>
The learner can: 1.1 explain the importance of defining market segments to the development and achievement of the marketing strategy 1.2 explain the difference between market segments and customer classification 1.3 explain how the characteristics, motivations and behaviours of potential target customers are identified 1.4 explain how to cluster customers with similar characteristics 1.5 describe how to confirm that <b>proposed segments</b> are real, distinctive, viable and their buying power measurable 1.6 explain how to evaluate the profitability and stability of market segments 1.7 describe how a range of products may appeal to different market segments 1.8 explain the <b>motivators and inhibitors</b> that influence customer behaviour 1.9 explain the use of Customer Relationship Management.

<b>Range</b>
<b>Market segments</b> Age, gender, religion, culture, income, lifestyle
<b>Customer classifications</b> Business customers, leisure customers
<b>Proposed segments</b> Audience, amount of people targeted, suppliers, demographic
<b>Motivators and inhibitors</b> Aspirations, lifestyle, income, time, status, family.

<b>Learning outcome</b>
The learner will: 2. understand how to assess market opportunities for new products and/or services.
<b>Assessment criteria</b>
The learner can: 2.1 describe the <b>economic and buyer behavioural factors</b> to be taken into account when assessing new market opportunities 2.2 describe the <b>cultural factors</b> that are likely to affect customers' perception of products and/or services and sales performance 2.3 explain how to identify opportunities and threats in new markets and for new products in existing markets

- 2.4 explain how competitor and potential competitor activity may affect projected sales performance
- 2.5 explain the basis of recommendations to exploit new market opportunities.

<b>Range</b>
<p><b>Economic and buyer behavioural factors</b> Seasonal, recession, taxation, employment levels, cost of living</p> <p><b>Cultural factors</b> Supply and demand, demographics.</p>

<b>Learning outcome</b>
The learner will:
3. understand the principles of marketing strategy development.
<b>Assessment criteria</b>
The learner can:
3.1 describe the <b>topics</b> to be addressed in a marketing strategy
3.2 explain the use of market analyses to inform the development of a marketing strategy
3.3 explain how to evaluate risks to the achievement of objectives
3.4 describe how to forecast sales by product and/or service
3.5 explain how to present a marketing strategy including aims, objectives, actions, accountabilities, resources, budgets and forecasts
3.6 explain the importance of engaging stakeholders in the development of a marketing strategy
3.7 explain the significance of customer loyalty to the achievement of marketing objectives and strategy
3.8 explain how to set performance indicators and evaluation arrangements that are capable of measuring returns on investment.

<b>Range</b>
<p><b>Topics</b> Research, planning and development, packaging, pricing, promotion, distribution after-sales.</p>

<b>Learning outcome</b>
The learner will: 4. understand how to evaluate the effectiveness of a marketing strategy.
<b>Assessment criteria</b>
The learner can: 4.1 explain the importance of conducting the evaluation in accordance with the specification 4.2 describe the <b>factors</b> to be taken into account in the evaluation of the effectiveness of a marketing strategy 4.3 explain the strengths and weaknesses of different <b>evaluation methods</b> 4.4 describe how to identify trends and themes from evaluation data 4.5 explain how to ensure the reliability and validity of evaluation data 4.6 explain how to achieve an acceptable level of statistical confidence 4.7 explain how to address <b>critical issues</b> revealed by evaluation 4.8 explain the importance of justifying recommendations and conclusions with evidence 4.9 explain the use of <b>impact</b> analysis in the evaluation process 4.10 explain the importance of marketing to the achievement of business objectives and strategies 4.11 describe the links between <b>corporate social responsibility</b> and marketing strategies.

<b>Range</b>
<b>Factors</b> On budget, timeliness, achievement of KPIs <b>Evaluation method</b> SWOT analysis <b>Critical issues</b> Inaccurate/unreliable data, KPIs not achieved, over budget <b>Impact analysis</b> Positive and negative, any risk factors <b>Corporate social responsibility</b> Diversity, community responsibility, volunteering, mentoring.

## **Unit 320**            **Principles of marketing and evaluation**

### Supporting information

#### **Guidance**

For assessment criterion 3.8, candidates should cover marketing plan/strategy and overall objectives, benchmarks for success and target.

<b>UAN:</b>	<b>L/505/1584</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	29
<b>Aim:</b>	<p>This unit provides learners with the understanding needed to develop their own professionalism through working in digital marketing and so become more effective employees and colleagues. Learners will develop skills needed to develop their own personal development plans. Using feedback from a range of sources, they will be able to set their own development goals and plan the use of a range of development activities to meet those goals. Learners will develop team working skills, by acknowledging the impact their own and others behaviours have on team success. Learners will understand what is required of them in the workplace in terms of professional practice, taking account of legal, ethical and quality issues and related practices and procedures that may be in place in a workplace. Learners will also understand the career opportunities that are available to them. They will learn about the implications of different types of employment contracts, opportunities that may arise for promotion or freelance work and how they can get the support needed to take the next step.</p>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. be able to develop own professional skills</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 describe <b>development activities</b> needed to meet own development needs</li> <li>1.2 review feedback from <b>others</b> on performance</li> <li>1.3 explain personal goals</li> </ol>

1.4 plan **development activities** to meet agreed personal goals

**Range**

**Others**  
Colleagues, superiors, clients

**Guidance**

**Development activities**  
Activities can include anything that contributes to short and long term career goals, such as; keeping abreast of emerging developments, developing own networks, developing own expertise, taking on additional responsibilities which develop skills and demonstrate greater competence, taking on more complex projects, coaching and mentoring, voluntary work, formal training courses, webinars, professional and personal research activities.

**Learning outcome**

The learner will:  
2. be able to work as a member of a team to achieve defined goals

**Assessment criteria**

The learner can:  
2.1 organise own time to meet team goals  
2.2 behave in a way that **accommodates** individual team members  
2.3 provide feedback in a constructive and positive manner  
2.4 respond to feedback in a constructive and positive manner  
2.5 reduce **obstacles** to effective team work

**Guidance**

**Accommodates**  
Show that the needs of others are considered in order to maintain good relationships with work colleagues and to improve the success of work activities; recognise and consider diversity, individual difference, perspectives and needs, interests, responsibilities, concerns, commitments

**Obstacles**  
Time, commitments, communication, planning, skills of individuals, delegation of tasks, quality requirements, leadership, duplication

**Learning outcome**

The learner will:  
3. understand what is required of professional practice

**Assessment criteria**

The learner can:  
3.1 describe **legal considerations** of professional practice  
3.2 describe **ethical considerations** of professional practice

- 3.3 describe how **quality management** affects own job role
- 3.4 identify conflicts of interest which can arise from own job role

<b>Range</b>
<p><b>Legal considerations</b> Data protection, health and safety, computer misuse, copyright and intellectual property, trademarks, privacy, product/trade descriptions, financial transactions</p> <p><b>Ethical considerations</b> Privacy, use of personal and financial information, security, copyright, product descriptions</p> <p><b>Quality management</b> Systems, policies, practices, documentation</p>

<b>Guidance</b>
<p><b>Legal considerations, ethical considerations</b> Learners should provide an overview of all of the considerations in terms of how they could affect their job role activities or the activities of their workplace. It is not expected that every possible issue is described but a good understanding of primary issues is required.</p>

<b>Learning outcome</b>
The learner will:
4. understand career development opportunities
<b>Assessment criteria</b>
The learner can:
4.1 explain the differences between <b>types of employment status</b>
4.2 explain <b>career progression pathways</b> in digital marketing
4.3 describe <b>sources of support</b> for career progression in digital marketing

<b>Range</b>
<p><b>Types of employment status</b> Self employed (sole trader, partnership), employed, fixed term contract, zero hours contract</p> <p><b>Career progression pathways</b> Promotion, job roles, freelance, own company</p> <p><b>Sources of support</b> Business link and start up organisations, careers services, employment agencies, information</p>



UAN:	R/505/1585
Level:	3
Credit value:	6
GLH:	39
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	<p>An essential question for the digital marketer is “How do we know if our campaign has been successful or not?” This unit equips learners with the knowledge and skills to help them understand and utilise campaign feedback data provided by technologies such as reports and dashboards.</p> <p>Learners will be able to describe sales funnel concepts and the customer journey, and the data required to analyse that journey. They will learn the basic metrics that are commonly used (e.g. unique visitors), set up reports and dashboards, and interpret the data generated by a campaign.</p>

<b>Learning outcome</b>
The learner will:
1. understand the sales funnel in digital marketing
<b>Assessment criteria</b>
The learner can:
1.1 describe the <b>stages</b> of the customer experience of the sales funnel
1.2 explain the effects of a range of <b>factors</b> on sales funnel conversion rates

<b>Range</b>
<b>Stages</b>
Awareness, education, repertoire, consideration, purchase
<b>Factors</b>

Consumer life cycle, quality of marketing activity, quantity of marketing activity

### Learning outcome

The learner will:

2. understand how metrics of digital marketing are generated

### Assessment criteria

The learner can:

- 2.1 describe customer experience of different sales journeys
- 2.2 select **data** required to evaluate success Key Performance Indicators (**KPIs**)
- 2.3 explain the importance of **statistically significant** data
- 2.4 describe tools used for tracking data
- 2.5 add tracking **tools** to a campaign
- 2.6 describe how tracking data is **viewed**

### Range

#### Data

Page impression, unique visits, click through rates (CTR), average number of page views per visit, average duration, sales, bounce rates,

#### Statistically significant

Validity, reliability, sample size, usefulness

#### Tools

Tracking codes, pixel tracking, first party and third party cookies

#### Viewed

Analytic reports, dashboards

### Guidance

#### KPI

These will vary depending on the marketing activity but may include; Cost per acquisition (CPA), sales, retention rates, win back, engagement, re-engagement, perception, customer satisfaction, brand awareness, average revenue per user

### Learning outcome

The learner will:

3. understand how analytics can be used to optimise digital marketing campaigns

### Assessment criteria

The learner can:

- 3.1 describe features of analytic software
- 3.2 describe how to **customise** analytics reporting technology for digital marketing campaigns

- 3.3 analyse digital marketing campaign data for insights and trends
- 3.4 describe **methods for testing** digital marketing campaigns
- 3.5 suggest methods for optimising digital marketing campaigns

<b>Range</b>
<b>Customise</b> Metrics displayed, frequency
<b>Methods for testing</b> Agile approach, A/B testing, multivariate testing, attribution models

<b>UAN:</b>	Y/505/1586
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	32
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	Search engine marketing (e.g. pay per click) is an extremely important channel for e-commerce companies, providing a large percentage of website traffic for a business.

This unit will equip a learner with the necessary knowledge and skills to understand and implement a search engine pay per click campaign. They will learn how to select keywords and keyword phrases and propose a campaign to meet the objectives of a brief. They will consider factors such as target audience, location, best design practice for an ad, and use an analytics system to evaluate success.

<b>Learning outcome</b>
The learner will: <ol style="list-style-type: none"> <li>1. understand how search engine marketing fits into the marketing objectives of a business</li> </ol>
<b>Assessment criteria</b>
The learner can: <ol style="list-style-type: none"> <li>1.1 distinguish between organic and paid search</li> <li>1.2 explain the <b>benefits</b> of a paid search ad to a business</li> <li>1.3 describe the <b>processes</b> of a paid search marketing campaign</li> <li>1.4 explain how <b>location</b> affects the success of a paid search ad</li> <li>1.5 explain how to optimise the location of paid search ads</li> <li>1.6 explain the <b>factors</b> to consider when planning a paid search marketing campaign for a business</li> <li>1.7 describe <b>good practice</b> for creating a paid search ad</li> <li>1.8 describe <b>elements</b> of an effective paid search ad destination</li> </ol>

<b>Range</b>
<p><b>Processes</b> Identifying keywords, bidding, creating ads, creating a destination, evaluation (analysis, tracking etc.), keyword optimisation refinement</p> <p><b>Factors</b> Aims and objectives, target audience, message, cost, time, available skills and resources, accessibility, optimisation, competitors</p> <p><b>Good practice</b> URL, headline, call to action, use of key words, star rating/review summary</p> <p><b>Elements</b> Bespoke landing page, content clearly relevant to promotion in ad, promotion prominent/highlighted, , regular updates</p>

<b>Guidance</b>
<p><b>Benefits</b> Control over budget and where ads appear, easy to change ad copy, iterative evaluation and refinement, etc.</p> <p><b>Location</b> Refers to both</p> <ul style="list-style-type: none"> <li>• which websites/search results pages and</li> <li>• where on the page the ad appears.</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2. understand the role of keywords and keyword phrases in a paid search marketing campaign</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 distinguish between 'keyword' and 'keyword phrase'</li> <li>2.2 distinguish between 'exact' and 'broad' keyword and keyword phrases</li> <li>2.3 explain the <b>considerations</b> for selecting keywords and keyword phrases</li> <li>2.4 explain the purpose of <b>different types of data</b> provided by technology to measure success</li> </ol>

<b>Range</b>
<p><b>Considerations</b> Competitors, costs, target audience</p> <p><b>Different types of data</b> Reports, statistics, metrics (click through rates (CTR), cost per click (CPC), cost per acquisition (CPA), cost per mile (CPM), cost per impression (CPI))</p>

<b>Learning outcome</b>
The learner will: 3. be able to run a paid search marketing campaign
<b>Assessment criteria</b>
The learner can: 3.1 select keyword and keyword phrases for a paid search ad to meet requirements of a brief 3.2 create a paid search <b>ad</b> to meet requirements of a brief 3.3 identify refinements needed to an ad campaign as a result of ta analysis 3.4 <b>evaluate</b> the success of the campaign against the aims and objectives of a brief

<b>Range</b>
<b>Ad</b> Message, text/copy, link
<b>Evaluate</b> Reports, metrics, analytics

<b>Guidance</b>
<b>Ad</b> The learner is expected to create an ad that utilises the elements made available by the ad (server) format chosen such as; message, text/copy, link/URL, headline, review, image etc

## Unit 323 Search engine marketing

### Supporting information

#### **Evidence requirements**

Portfolio evidence.

LO3 must be evidence through running **one** real world campaign.

#### **Guidance**

This unit does not require a learner to explain how search engines work, but they should be able to understand their central role in search engine marketing.

**Organic search** - Improving position in search results by optimising a web page (keywords, metadata etc.)

**Paid search** - Paying for a more prominent position in search results

<b>UAN:</b>	<b>D/505/1587</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	<p>Content marketing is an important method for driving additional traffic and sales leads to websites and involves giving potential customers something (how to guides, reviews, news, free software, vouchers etc) without selling directly. By engaging them in non-transactional dialogues, their interests in a businesses products and services can be nurtured.</p> <p>This unit will make learners aware of the goals, benefits, methods, factors and technologies of content marketing and provide them with the knowledge and skills to create, implement and evaluate the success of a campaign.</p>

<b>Learning outcome</b>
The learner will:
1. understand content marketing
<b>Assessment criteria</b>
The learner can:
1.1 describe content marketing methods
1.2 explain the benefits of a content marketing campaign to a business
1.3 outline content marketing ideas for use in a campaign
1.4 explain the <b>factors</b> to consider when creating a brief for a content marketing campaign
1.5 explain the <b>legal requirements</b> to be considered for content marketing

<b>Range</b>
<p><b>Factors</b> Aims and objectives, target audience, available skills and resources, cost, time, accessibility, legal, copyright, relevance of context, ethical</p> <p><b>Legal requirements</b> Copyright, product/trades descriptions, trademarks, patents</p>

<b>Guidance</b>
<p><b>Content marketing methods</b> The learner should be able to describe a range of methods preferably with examples. They are not expected to describe every available method, but should be able to identify methods across a range of technologies and platforms.</p>

<b>Learning outcome</b>
The learner will:
2. understand technology used in content marketing
<b>Assessment criteria</b>
The learner can:
2.1 explain how technical <b>constraints</b> influence the choice of <b>content media types</b>
2.2 explain how search engine optimisation is achieved for content media
2.3 explain the purpose of <b>different types of data</b> provided by technology to measure success

<b>Range</b>
<p><b>Constraints</b> File types, file size, data rates, cross platform compatibility, end-user hardware, network speed etc.</p> <p><b>Different types data</b> Reports, statistics, metrics</p>

<b>Guidance</b>
<p><b>Content media types</b> The assessor needs to ensure that the learner understand the rage of primary technical constraints associated with content types such as; copy, videos, images, info-graphics, audio, games, apps, eBooks and ePubs, news feeds, webinars, blogs, web forms, forums, social media platforms</p> <p><b>Different types of data</b> Page stats, impressions, viewed, opened, click through rate etc</p>

**Learning outcome**

The learner will:

3. be able to run a content marketing campaign

**Assessment criteria**

The learner can:

- 3.1 **source** content media for a content marketing campaign
- 3.2 add content media to a web page for a content marketing campaign
- 3.3 **optimise** web pages for search for a content marketing campaign
- 3.4 use a system to retrieve data on the success of a content marketing campaign
- 3.5 **evaluate** the success of a content marketing campaign against the aims and objectives of a brief

**Guidance****Source**

The learner must show understanding of the 3 ways to source content (acquire, purchase, create) and demonstrate the processes to complete one of them

**Optimise**

Add meta data, keywords etc.

**Evaluate**

Reports, metrics, analytics

## Unit 324                      Content marketing

### Supporting information

#### **Evidence requirements**

Portfolio evidence.

Learners could meet LO1 by presenting a (reasoned/justified) proposal in the form of a brief for a content marketing campaign. This can be real or simulated.

Evidence for LO3 can be based on real or simulated client briefs. It can come from different campaigns ie AC3.1-AC3.5 do not have to be assessed in relation to one campaign.

AC3.1 Learners are not expected to produce their own technically involved content. Learners can republish/repurpose/edit content.

AC3.2 Learners must add at least copy text and one other type of content media eg image

<b>UAN:</b>	<b>H/505/1588</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	27
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	Mobile devices present unique opportunities and limitation for the marketing strategy of a business or organisation.

This unit equips learners with an understanding of the primary concepts and technologies of mobile technology as they relate to marketing. Learner will be expected to be able to describe relevant technologies such as location aware apps and optimised websites and propose ideas for their use in a marketing campaign.

<b>Learning outcome</b>
The learner will:
1. know unique aspects of mobile marketing
<b>Assessment criteria</b>
The learner can:
1.1 describe <b>unique aspects</b> of mobile devices
1.2 describe <b>opportunities</b> for mobile marketing arising from <b>technological developments</b>
1.3 describe the limitations of <b>mobile technologies</b> for mobile marketing

<b>Range</b>
<p><b>Unique aspects</b> Personal single user, primary means of communication, emotional attachment by user, all pervasive, personal space, close integration of social media, retail and communication, mobile</p> <p><b>Technological developments</b> GPS processors, near field communications, camera, QR codes, augmented reality, maps, apps, mobile sites, network speeds</p> <p><b>Opportunities</b> Retail, promotion, obtain information on user, payment systems, loyalty systems, communication</p> <p><b>Mobile technologies</b> Hardware, software, connection, accessibility, acquiring analytics and metrics</p>

<b>Learning outcome</b>
The learner will:
2. understand mobile marketing communications
<b>Assessment criteria</b>
The learner can:
2.1 compare apps with websites
2.2 describe examples of different <b>types of apps</b>
2.3 propose how app <b>technological developments</b> can be exploited for mobile marketing
2.4 describe the <b>challenges</b> of developing websites for mobile marketing
2.5 describe <b>methods</b> for optimising websites for mobile marketing

<b>Range</b>
<p><b>Types of apps</b> Branded, retail, location aware, social media, games</p> <p><b>Technological developments</b> Near field communications, camera, QR codes, maps, apps, mobile sites, responsive design technologies</p> <p><b>Challenges</b> screen size, connection, software compatibility, user attitude, time</p> <p><b>Methods</b> responsive design, html5, media queries</p>

<b>Learning outcome</b>
The learner will: 3. understand the use of location aware apps for business
<b>Assessment criteria</b>
The learner can: 3.1 describe uses of different types of <b>location aware apps</b> for mobile marketing 3.2 outline <b>ethical</b> implications of location aware apps 3.3 describe how location aware apps target consumers 3.4 propose the use of location aware apps for mobile marketing

<b>Range</b>
<b>Location aware applications</b> Geo-marketing vouchers, games, social media, search, maps
<b>Ethical</b> Privacy, use of information, security

UAN:	K/505/1589
Level:	3
Credit value:	4
GLH:	23
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.

**Aim:** Online display advertising, or banner advertising, has been a primary internet marketing tool for many years and continues to be relevant for businesses and organisations.

This unit will equip a learner with the necessary knowledge and skills to create and implement an online display (banner). The learner will understand when to use banner ads, where to locate them, the technical requirements, as well as industry best practice in terms of ad design. They will publish an ad and evaluate its success, and in doing so will develop essential experience in industry best practice.

<b>Learning outcome</b>
The learner will: 1. understand requirements for online display advertising
<b>Assessment criteria</b>
The learner can: 1.1 compare online display advertising with search engine marketing. 1.2 compare different <b>types</b> of online display advertising 1.3 explain the <b>benefits</b> to a business of online display advertising campaigns 1.4 explain the <b>factors</b> to consider when planning online display advertising campaigns

<b>Range</b>
<p><b>Types</b> Banners, video display (interstitial), ad server/network, inline, in app, pop-up</p> <p><b>Factors</b> Aims and objectives, target audience, available skills and resources cost, time, accessibility, legal, copyright, ethical, competitors, context</p>

<b>Guidance</b>
<p><b>Benefits</b> Control over where ads appear, budget, easy to refine design and message, comprehensive and fast feedback on performance (metrics and analysis)</p>

<b>Learning outcome</b>
The learner will:
2. understand technology used in online display marketing
<b>Assessment criteria</b>
The learner can:
2.1 describe <b>methods of publishing</b> for publishing online display ads
2.2 describe the <b>technologies</b> that can be used for creating banner ads
2.3 describe <b>best practice</b> in banner ad design
2.4 explain the purpose of <b>different types of data</b> provided by technology to measure success

<b>Range</b>
<p><b>Methods of publishing</b> Websites, apps, classified ads, auction sites, Adservers / network, buying platforms, video channels</p> <p><b>Best practice</b> Message (headline, brand), image (creating, acquisition, editing), use of animation, layout, links, alt tag text</p> <p><b>Different types of data</b> Reports, statistics, metrics (click through rates (CTR), cost per click (CPC), cost per acquisition (CPA), cost per mile (CPM), cost per impression (CPI))</p>

<b>Guidance</b>
<p><b>Technologies</b> For image origination and editing, animation etc.</p>

<b>Learning outcome</b>
The learner will: 3. be able to create an online advertising campaign
<b>Assessment criteria</b>
The learner can: 3.1 <b>propose</b> an online display advertising campaign 3.2 <b>create</b> banner ads for an online display advertising campaign 3.3 place banner ads on websites 3.4 <b>evaluate</b> the success of an online display advertising campaign

<b>Range</b>
<b>Propose</b> Determine IAB size, suggest style and image use, suggest message, identify target audience, location, link destination
<b>Create</b> Source image, create image, edit, write copy, use animation timeline, destination link

<b>Guidance</b>
<b>Evaluate</b> Reports, metrics, analytics

<b>UAN:</b>	<b>D/505/1590</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	41
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	<p>E-mail marketing is a primary tool in online marketing. Businesses use this to tailor messages to their customers and new leads. With this unit, learners will develop an understanding of the processes and best industry practice required for effective e-mail marketing and the technology that supports those processes.</p> <p>Learners will be expected to be able to demonstrate managing a mailing list, creating a message and use an e-mail marketing service or system to run an e-mail marketing campaign and evaluate its success.</p>

<b>Learning outcome</b>
The learner will:
1. understand requirements for e-mail marketing
<b>Assessment criteria</b>
The learner can:
1.1 describe the benefits of e-mail marketing
1.2 describe the <b>stages</b> involved in e-mail marketing
1.3 explain the <b>criteria</b> for segmenting leads for e-mail marketing
1.4 explain <b>ways of generating leads</b> for e-mail marketing
1.5 explain the <b>legal requirements</b> to be considered for e-mail marketing

<b>Range</b>
<p><b>Stages</b> Set objectives, specify message, create mailing lists, create message, design and style message, technical test, send, report, evaluate</p> <p><b>Criteria</b> Job position, gender, age, previous buying habits, lifetime value, location</p> <p><b>Ways of generating leads</b> Researching, purchasing, identifying within existing database, recording</p> <p><b>Legal requirements</b> Use and storage of personal information, confidentiality, SPAM, unsubscribe, cross border issues</p>

<b>Learning outcome</b>
The learner will:
2. understand technology used in e-mail marketing
<b>Assessment criteria</b>
The learner can:
2.1 describe the functions of <b>e-mail technology systems</b>
2.2 describe <b>best practice</b> in creating e-mail marketing messages
2.3 explain the causes of <b>technical obstacles</b> encountered in e-mail marketing
2.4 explain the purpose of <b>different types of data</b> provided by technology to measure success

<b>Range</b>
<p><b>Best practice</b> Copywriting, content issues (e.g. copy, images, links, calls to action), design issues (e.g. layout, text, styling, structure, above the fold, mobile considerations), use of templates</p> <p><b>Technical obstacles</b> missing images, image blocking, broken layout, rendering issues in differing email clients, firewall and network blocking, attachments, limitations of tracking methods</p> <p><b>Different types of data</b> Reports, tracking, analysis, statistics, metrics</p>

<b>Guidance</b>
<p><b>E-mail technology systems</b> CRM, online e-mail services, html e-mail coding and templates, metrics and reports</p> <p><b>Different types of data</b></p>

Statistics e.g. undelivered, bounce back, out of office, unsubscribe, opened, click-through

**Learning outcome**

The learner will:

3. be able to run e-mail marketing campaigns

**Assessment criteria**

The learner can:

- 3.1 apply criteria from a brief to **create a mailing list**
- 3.2 apply criteria from a brief to **create** a marketing e-mail message
- 3.3 **test** marketing e-mail
- 3.4 **evaluate** the success of an e-mail marketing campaign against aims and objectives from a brief

**Range****Create a mailing list**

Research and record, purchase, identify customers in an existing database, segment according to criteria in a brief

**Create**

Incorporate copy, structure message, design layout, style, prepare images, add links

**Test**

Evaluate results against technical objectives, adjust for technical issues, frequency of testing

**Guidance****Evaluate**

Reports, metrics, analytics

# Unit 327            E-mail marketing

## Supporting information

### **Evidence requirements**

Portfolio evidence.

The expectation is that learners will be given a brief by a line manager and tutor, and will therefore carry out activities and be assessed in reference to the aims and objectives of that brief. Learners will for the most part be describing rather explaining, and demonstrating that they understand how to complete the processes of e-mail marketing

The learner could evidence the stages of e-mail marketing across multiple real world and simulated campaigns and therefore does not need to complete all stages for a single campaign. For example, in a situation where a learner contributes to only some stages of a complete campaign, any missing stages may be assessed from another real or simulated, campaign (LO3).

<b>UAN:</b>	J/502/9938
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>GLH:</b>	16
<b>Relationship to NOS:</b>	<p>This unit is linked to Council for Administration NOS</p> <p>Marketing 2.1.4 Identify and manage relationships with social marketing stakeholders</p> <p>Marketing 4.1.1 Develop and understanding of the client</p> <p>Marketing 4.4.3 Build and manage stakeholder relationships</p> <p>Marketing 4.4.5 Manage business and political relationships and lobby for influence</p> <p>Marketing 4.4.6 Manage financial public relations and investor relations</p> <p>Marketing 7.3.3 Develop strategic relationships with major clients</p> <p>Marketing 7.4.4 Build and sustain collaborative relationships with other organisations (MSC D17)</p> <p>Marketing 7.1.6 Monitor and control relationship management activities.</p>
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	This unit concerns understanding marketing stakeholder relationships, how to build and manage marketing stakeholder relationships and how to monitor and control marketing stakeholder relationships.

<b>Learning outcome</b>
The learner will: 1. understand marketing stakeholder relationships.
<b>Assessment criteria</b>
The learner can: 1.1 explain the basis on which the need for marketing <b>stakeholder</b> relationships are identified and prioritised 1.2 explain the use of stakeholder mapping in developing ways of building relationships 1.3 describe the nature of interest of different stakeholder groups and how this affects the nature of relationships and communications 1.4 explain the significance of stakeholders to the achievement of the overall marketing strategy 1.5 describe the <b>features</b> of the market in which stakeholders operate 1.6 describe how to establish stakeholders' attitudes to an organisation 1.7 describe actual and potential <b>synergies</b> and <b>conflicts</b> between clients and other stakeholders.

<b>Range</b>
<b>Stakeholders</b> Internal and external customers, investors, client, shareholders
<b>Features</b> Political, economic, social, technological, legal, ethical
<b>Conflict</b> Internal and external conflict
<b>Synergies</b> Working in partnership.

<b>Learning outcome</b>
The learner will: 2. understand how to build and manage marketing stakeholder relationships.
<b>Assessment criteria</b>
The learner can: 2.1 explain how to identify common goals and potential synergy between stakeholders and an organisation 2.2 explain the importance of engaging stakeholders in marketing activities 2.3 explain the basis upon which stakeholder <b>communications plans</b> are developed 2.4 explain the requirements of a competitor management strategy 2.5 explain the importance of agreeing common objectives with clients

2.6 describe the scope of generalist and specialist personnel that can be deployed in support of building long term relationships with clients.

**Range**

**Communication plans**

Service level agreements, frequency of updates.

**Learning outcome**

The learner will:

3. understand how to monitor and control marketing stakeholder relationships.

**Assessment criteria**

The learner can:

- 3.1 explain the use of key performance indicators and success criteria in monitoring the effectiveness of stakeholder relationships
- 3.2 describe **methods** of monitoring the on-going effectiveness of stakeholder relationships
- 3.3 explain the importance of effective stakeholder communications and feedback system
- 3.4 explain how changes in the **market environment** in which stakeholders operate may have an impact on relationships
- 3.5 explain how to develop strategies and plans that address changing stakeholder attitudes and needs
- 3.6 explain how to develop **reporting systems** that meet agreed success criteria
- 3.7 explain the importance of reviewing the effectiveness of collaborative arrangements with stakeholders.

**Range**

**Methods**

Survey, annual review, ad-hoc contact, account management

**Market environment**

Political, economic, social, technological, ethical, legal, competitors

**Reporting systems**

CRM system, internal communication (verbal/non-verbal).

**Guidance**

For assessment criterion 1.2, stakeholder mapping is referring to a tool to analyse the relationship between stakeholders, e.g. areas of communality between stakeholders.

For assessment criterion 2.6, candidates should know the structure of a marketing department and the individual roles and responsibilities

For assessment criterion 3.5, candidates should consider the impact of the changes in market environment in AC 3.4.

<b>UAN:</b>	<b>H/505/1591</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	The aim of this unit is to enable the learner to understand the promotional mix and its relationship to branding. Learners will develop an understanding of the importance of branding and develop the skills to develop appropriate promotional campaigns for existing and new brands.

<b>Learning outcome</b>
The learner will:
1. understand the constituents of the promotional mix
<b>Assessment criteria</b>
The learner can:
1.1 explain what is meant by promotional mix
1.2 assess the suitability of a promotional mix for a product or service

<b>Learning outcome</b>
The learner will:
2. understand how to promote a brand to customers
<b>Assessment criteria</b>
The learner can:
2.1 explain the benefits of branding
2.2 explain ways in which a new business might establish its brand
2.3 explain how a business might use an established brand in its promotional mix

<b>Learning outcome</b>
The learner will: 3. be able to prepare promotional plans
<b>Assessment criteria</b>
The learner can: 3.1 design a promotional campaign to establish a new brand 3.2 design a promotional campaign for a new product or service which utilises an existing brand 3.3 create a plan for implementing and reviewing a promotional campaign.

<b>UAN:</b>	<b>K/505/1592</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	23
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	The purpose of this unit is to provide learners with an understanding of the principles of project management and how projects are planned. Learners will develop their skills in using management tools to plan, monitor and review projects.

<b>Learning outcome</b>
The learner will:
1. understand why organisations use project management
<b>Assessment criteria</b>
The learner can:
1.1 explain the difference between routine and project work
1.2 describe the <b>elements</b> of project work
1.3 outline the benefits of project management to an organisation

<b>Range</b>
<b>Elements</b>
temporary, set budget, set scope, terms of reference, defined outcome, unique team and communication structure, viability, risk and issues management,

<b>Learning outcome</b>
The learner will: 2. be able to plan projects
<b>Assessment criteria</b>
The learner can: 2.1 define clear goals for a project 2.2 describe project resource requirements 2.3 use <b>project planning tools</b> 2.4 create a project <b>schedule</b> 2.5 identify project communication needs 2.6 assess potential risks to the successful completion of a project 2.7 explain actions to minimise risk

<b>Range</b>
<b>Schedule</b> timeline, deadlines, milestones, activities

<b>Guidance</b>
<b>Project planning tools</b> The learner is expected to be able to use appropriate tools for a project such as; editorial calendars, project planning software, Gantt charts, collaborative technologies (eg Google drive, Evernote, Dropbox, cloud services etc.). They do not need to use every possible available tool but they should use tool that enable them to collaborate, communicate, share, and schedule.

<b>Learning outcome</b>
The learner will: 3. be able to review projects at all stages
<b>Assessment criteria</b>
The learner can: 3.1 describe different <b>methods</b> for monitoring projects 3.2 outline reasons for reviewing projects during and after completion 3.3 <b>monitor</b> a project against plan 3.4 amend a project plan in response to monitoring activity 3.5 review a project plan

<b>Range</b>
<b>Methods</b> Progress reports, team meetings, budget monitoring, GANTT charts, use of relevant and current project software packages <b>Monitor</b>

Updating task status, re-scheduling uncompleted tasks, updating project tasks

# Unit 330            Project management

## Supporting information

### **Evidence requirements**

LO2 could be evidenced through one planning document

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

<b>Learning outcome</b>
The learner will: 1. understand how to organise and evaluate data that has been researched.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 2. understand how to report data that has been researched.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. be able to analyse and evaluate data.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 4. be able to report data.
<b>Assessment criteria</b>
The learner can: 4.1 present data in agreed format 4.2 present data to agreed timescale.

# Unit 331 Analyse and report data

## Supporting information

### Evidence requirements

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Assessment guidance</b>
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"><li>• feedback obtained.</li></ul>
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"><li>• letters</li><li>• emails</li><li>• memos</li><li>• data reported.</li></ul>

UAN:	M/505/1593
Level:	3
Credit value:	6
GLH:	41
Relationship to NOS:	
Endorsement by a sector or regulatory body:	This unit is endorsed by the Council for Administration.
Aim:	This unit aims to enable learners to produce copy digital media communications such as emails, blogs, newsletters and websites. It requires an understanding of how different media channels affect how copy is produced. Learners will also develop skills of writing copy using different styles and formats for different types of digital communication as well as the skills of reviewing copy that they or others have produced.

<b>Learning outcome</b>
The learner will:
1. understand how digital media channels affect how copy is produced
<b>Assessment criteria</b>
The learner can:
1.1 explain <b>considerations</b> for a selection of <b>media channels</b>
1.2 explain how online content management system <b>affects</b> copy production

<b>Range</b>
<b>Considerations</b> Constraints, possibilities, opportunities, target audience, search engine optimisation
<b>Media channels</b> Website, email, blog, social media, text message, video channel, , newsletter
<b>Affects</b>

considerations, constraints, keywords and keyword phrases, legal issues (defamation, libel, copyright), styling, formatting

### Learning outcome

The learner will:

2. be able to produce copy for different types of digital communication

### Assessment criteria

The learner can:

- 2.1 write copy to meet the requirements of a brief
- 2.2 use a style that is **fit for purpose**
- 2.3 format copy according to **guidelines**
- 2.4 produce **copy** to accompany non-text media content
- 2.5 produce **optimised** hyperlinks
- 2.6 create **metadata** for copy
- 2.7 embed **metadata** for different types of digital media communications

### Range

#### Copy

Captions, descriptions, reviews, sub-titles, annotations

#### Optimised

Search engine optimised, destination clear, accessible

### Guidance

#### Fit for purpose

For target audience, for purpose, for type of digital communication (email, text message, blog, social media post, web page, newsletter), consistency (within texts, between related texts)

#### Guidelines

Writing conventions, policies, accessibility, style guides

#### Metadata

Keywords, alt tag, xml, metacontent, copyright

### Learning outcome

The learner will:

3. be able to review copy for digital media communications

### Assessment criteria

The learner can:

- 3.1 check copy for **errors**
- 3.2 check the accuracy of content
- 3.3 review copy against any **legal and ethical considerations**

### Range

#### Errors

Grammar, punctuation, spelling

#### Legal and ethical considerations

data protection, libel, defamation, privacy, copyright, organisational policies



<b>UAN:</b>	<b>T/502/4394</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to the Level 3 the National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT)
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
<b>Aim:</b>	<p>This is the ability to use a software application designed to record and edit video sequences.</p> <p>On completion of this unit a candidate should be able to select and use a range of advanced video software tools and techniques to record and edit complex or non-routine video sequences.</p> <p>Video software tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and</li> <li>• the user will take full responsibility for inputting, manipulating and outputting the information.</li> </ul>

<b>Learning outcome</b>
The learner will: 1. use video hardware and software to capture sequences
<b>Assessment criteria</b>
The learner can: 1.1 determine the content needed for sequences, and when to originate it 1.2 explain any compatibility issues between combinations of input device and audio software 1.3 select and use an appropriate combination of input device and audio software to optimise the recording of information 1.4 select and use an appropriate combination of hardware and software to originate and develop new content for sequences 1.5 analyse and explain the impact file size and file format will have, including when to use information coding and compression 1.6 store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available

<b>Learning outcome</b>
The learner will: 2. use video software tools and techniques to edit sequences
<b>Assessment criteria</b>
The learner can: 2.1 select and use appropriate audio software tools and techniques to mark-up and edit sequences to achieve required effects 2.2 provide guidance on how copyright constraints affect use of own and others' information 2.3 organise, combine and link information for sequences in line with any copyright constraints, including across different software

<b>Learning outcome</b>
The learner will: 3. play and present video sequences
<b>Assessment criteria</b>
The learner can: 3.1 explain the features and constraints of playback software and display devices as appropriate for different purposes 3.2 select and use an appropriate combination of audio or video playback software and display device to suit the file format 3.3 present sequences effectively by exploiting the features and settings of the playback software and display device to maximise quality and meet needs

3.4 evaluate the quality of sequences and explain how to respond to quality issues and problems

# Unit 333 Video 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 hardware and software to capture video 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, operating systems, plug-ins

- **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)

- **Originate and develop:**

- ◆ Process: plan (eg storyboard, script, compose), prepare (eg information, equipment), develop, test, refine
- ◆ Types of content: ☐ audio (eg music, sound effects, voiceovers)
- ☐ visual (eg drama, dance, animation)

- **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)
- ◆ Popularity, overhead, support for advanced functionality and content
- ◆ Support of streaming media

- **Information coding and compression:**

- ◆ Codec, compression, difference between lossy and lossless compression
- ◆ Factors affecting video quality

- **Store and retrieve:**

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

## **Outcome 2 Use video software tools and techniques to edit sequences**

The learner should be able to and understand:

- **Sequence:**

- ◆ 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, special effects

- **Combine information:**

- ◆ Combine images with sound (eg dub or overlay sound track onto film sequence, integrate 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

- **Copyright constraints:**

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

## **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 colour balance, jerkiness, dropping frames, break-up, freezes, blurriness, pixilation), sound (eg clicks, disjoints, noise), unwanted objects

- **Adjust playback and display settings:**

- ◆ Playback controls, sound
- ◆ Screen size: visual, screen resolution, colour balance, sound quality



<b>UAN:</b>	<b>T/505/1594</b>
<b>Level:</b>	3
<b>Credit value:</b>	9
<b>GLH:</b>	68
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by the Council for Administration.
<b>Aim:</b>	This unit will provide the learner with an understanding of e-commerce and its impact on business, society and customers. They will develop an understanding of the technologies required and available for e-commerce solutions and the wider implications to a business of introducing e-commerce to their operations. Learners will develop skills that enable them to implement an e-commerce solution for a business activity.

<b>Learning outcome</b>
The learner will:
1. understand the e-commerce environment
<b>Assessment criteria</b>
The learner can:
1.1 describe <b>e-commerce activities</b> used by businesses
1.2 explain differences between e-commerce and traditional retail
1.3 describe the impact of e-commerce on society
1.4 analyse <b>impacts</b> of introducing e-commerce to a business
1.5 explain the advantages and disadvantages of e-commerce to customers

<b>Range</b>
<b>e-commerce activities</b> bricks and mortar retail online stores, online only retail stores, computer application sales (software, games), digital media sales (photos, music), communication services, training courses, in-app purchases
<b>Impacts</b> On personnel, on finances, on how products and services are delivered, on business operations, new opportunities, risks,

<b>Learning outcome</b>
The learner will: 2. understand the technologies of e-commerce
<b>Assessment criteria</b>
The learner can: 2.1 describe customer <b>experience</b> of e-commerce technologies 2.2 explain <b>features</b> of an e-commerce system required by businesses 2.3 describe <b>solutions</b> available to develop e-commerce websites 2.4 explain <b>technical considerations</b> for e-commerce website development 2.5 describe features of technology that support secure management of <b>data</b>

<b>Range</b>
<b>Experience</b> Call to action, personalisation of website (cookies, tracking), browsing products, reviews, offers, basket, payment system, invoicing, email notifications, delivery information
<b>Features</b> Communication (internal and external), stock control, customer relations, product descriptions, payment systems, customer reviews, administration, search and metadata, optimisation, customisation, security
<b>Solutions</b> Hosting service shopping cart, auction sites, third party shopping systems, bespoke development, associate selling, distribution
<b>Technical considerations</b> Web server performance, financial transaction security, customer database, browser compatibility and security, cookies and tracking
<b>Data</b> Storage of credit card details, subscribing to email marketing notifications, personal details, customer login details, cookies, unsubscribe, opt-out

<b>Learning outcome</b>
The learner will: 3. understand business implications of e-commerce solutions
<b>Assessment criteria</b>
The learner can: 3.1 describe the current <b>legislation</b> related to online purchasing 3.2 explain the financial <b>implications</b> to a business of implementing e-commerce systems

<b>Guidance</b>
<b>Legislation</b>

Data protection of customer details, trades description, online consumer protection

**Implications**  
Staff retraining, delivery costs, transactional fees, hosting costs, search engine marketing costs, maintaining online store, fraud

<b>Learning outcome</b>
The learner will: 4. be able to design e-commerce solutions
<b>Assessment criteria</b>
The learner can: 4.1 evaluate the suitability of e-commerce for a business activity 4.2 propose e-commerce solutions for a business activity 4.3 implement e-commerce solutions for a business activity 4.4 review implemented e-commerce solutions for a business activity



## 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 contains units that can be used in the following qualifications:

- 4419 Medical administration
- 4428 Business and administration
- 4475 Business and administration
- 4520 ITC professional competence
- 7526 Technology in learning delivery
- 7540 ITC professional competence
- 7546 Employability and personal development
- 7574 ITQ for IT users
- 7591 Employment and personal learning at work
- 7593 Business skills
- 7711 Sales
- 7712 Marketing
- 7734 Principles of marketing

The table below shows where 7513 units in the **Level 3 Diploma in Digital Marketing** are used in other city & Guilds qualifications;

<b>7513 Unit Ref</b>	<b>UAN</b>	<b>Unit title</b>	<b>Exists in other qualification(s) as</b>
202	L/502/4613	Imaging software	7574-221
203	M/502/4393	Video software	7574-214
207	F/600/7799	Understanding the business environment	7546-519 7591-215
208	F/502/8206	Understand legal, regulatory and ethical requirements in sales and a marketing	7711-203 7734-202
209	F/502/4625	Spread sheet software	4419-805 4428-239 4475-213 4520-276 7540-081 7574-227 7593-229
304	T/502/4380	Using collaborative technology	4428-341 7526-301 7574-309 7712-326
311	Y/502/4632	Website software	4428-342 7574-328 7593-327 7712-327
320	T/502/9935	Principles of marketing and evaluation	7734-301
328	J/502/9938	Principles of marketing stakeholder relationships	7734-305
331	Y/601/2538	Analyse and report data	4428-318 7593-311
333	T/502/4394	Video software	7574-314

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

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

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



## Appendix 2 Sources of general information

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

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

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

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

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

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

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

The **centre homepage** section of the City & Guilds website also contains useful information 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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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a></b>
<b>International learners</b> General qualification information	F: +44 (0)20 7294 2413 E: <a href="mailto:intcg@cityandguilds.com">intcg@cityandguilds.com</a>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>
<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) E: <a href="mailto:singlesubjects@cityandguilds.com">singlesubjects@cityandguilds.com</a>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	F: +44 (0)20 7294 2413 E: <a href="mailto:intops@cityandguilds.com">intops@cityandguilds.com</a>
<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 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <a href="mailto:business@cityandguilds.com">business@cityandguilds.com</a>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	F: +44 (0)20 7294 2413

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

## City & Guilds Group

The City & Guilds Group 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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