

# Level 3 Certificate in the Principles of Online and Offline Marketing (9628-12)

Version 2.1 (December 2019)

**Qualification Handbook**

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## Qualification at a glance

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

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>	<b>Ofqual accreditation number</b>
Level 3 Certificate in the Principles of Online and Offline Marketing	72	163	9628-12	603/1608/1

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.1 December 2019	Unit 312 and suggested learning resources	Assessment
2.0 April 2018	Test specification detail updated	Assessment

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# 1 Introduction

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

Area	Digital Apprenticeships
Who is the qualification for?	This qualification is designed to support learners to develop a full range of underpinning knowledge that can be used in a variety of businesses and industries that demonstrate confidence and transferability in a Digital Technology Environment.
What does the qualification cover?	<p>A successful Digital Marketer will be expected to understand, use and review a variety of online and offline marketing techniques to support the delivery of marketing campaigns. This qualification provides the successful learner with the underpinning knowledge of a range of marketing channels and their appropriate uses. This will allow them to define, design, build and implement digital campaigns across a variety of online and social media platforms, enabling them to drive the acquisition, engagement and retention of customers.</p> <p>Some of the topics covered include:</p> <ul style="list-style-type: none"><li>• The key components of a marketing campaign</li><li>• The different channels to engage different customers within different segments</li><li>• The benefits, limits and risks of customer relationship marketing</li><li>• The importance of collaboration in delivering marketing campaigns, including typical team structures, shared objectives and how to influence others.</li></ul>
What opportunities for progression are there?	This qualification is part of the Digital Industries Apprenticeship programme and are not offered as standalone products. On achieving this qualification the learner will have completed a section of the knowledge element as part of their apprenticeship journey.
Who did we develop the qualification with?	It was developed in collaboration with employers, sector experts and training providers using the Standard as the baseline. The Standards have been created by The Tech Partnership and their Employer Groups for the specific areas. The qualification embodies the required learning for an apprentice to have the opportunity to successfully gain the relevant knowledge for their chosen career path in a Digital Technology environment.
Is it part of an apprenticeship framework or initiative?	Yes – Digital Marketer (9648-04)

## Structure

### Total Qualification Time

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

TQT is comprised of the following two elements:

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

Title and level	GLH	TQT
Level 3 Certificate in the Principles of Online and Offline Marketing	72	163

## 2 Centre requirements

### Approval

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

Centres should use the fast track form if:

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

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

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

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

### Resource requirements

#### *Centre staffing*

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

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

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

### Learner entry requirements

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

### Age restrictions

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

## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

#### ***Recording documents***

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

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

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

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

#### Candidates must:

- successfully complete one evolve test for the unit

#### Available assessments/assignments

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

- evolve tests

Assessment Types			
Unit	Title	Assessment method	Where to obtain assessment materials
312	Principles of Online and Offline Marketing	Evolve Test	Please see <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Assessment strategy

Tables and content pertaining to the assessment strategy

#### Test Specifications

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

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

**Assessment conditions:** Invigilated examination conditions

**Number of questions:** 35

**Duration:** 1 hour 15 minutes

**Pass mark:** 24/35 (68%)

**Grading:** Pass/Fail

<b>Test:</b> 312	Principles of Online and Offline Marketing	
Learning Outcome	Topic	Number of questions
Identify and apply the core principles of marketing theory	Explore the philosophies of the seven different principles of marketing (7Ps)	2
Understand the importance of collaboration in delivering successful marketing campaigns	The structure of a typical team, common roles and a hierarchal approach / Wider business functions / Shared Objectives / Collaboration practices and tools	1



	Principle methods and behaviours in influencing others	3
Recognise and apply the different stages of the customer lifecycle	Stages of the customer lifecycle / Key pinch points in the life cycle journey	4
	Different channels to engage different customers and different market segments	2
Recognise the benefits, limits, risks and constraints of customer relationship marketing	The components of a marketing campaign	4
	Segmentation of customers to facilitate customer relationship marketing / Customer categorisation	2
	Types of customer relationship marketing / Benefits of customer relationship marketing / Limitations, risks and constraints of customer relationship marketing	6
	Matching audience engagement to appropriate channels and messaging	3
Understand how digital marketing and social media can form part of an inclusive marketing strategy	The legal, regulatory and ethical requirements related to the business of selling or marketing	3
	Components of a risk management framework	2
	Return on Investment (RoI) and measuring the outcome of a campaign	3
<b>Total questions</b>		<b>35</b>

### **Recognition of prior learning (RPL)**

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

For this qualification, RPL is not allowed.

## 5 Administration

### Quality assurance

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

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

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

#### **Internal quality assurance**

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

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

- internal quality assurance
- City & Guilds external moderation.

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

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

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

#### **External quality assurance**

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

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

External moderators will:

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

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

City & Guilds requires the Head of Centre to:

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

## **Enquiries about results**

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

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

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

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

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

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

## **Access arrangements and special consideration**

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

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

### **Access arrangements**

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

### **Special consideration**

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

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

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

We will provide this specification in English only.

### **Other issues**

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

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

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

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

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

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

## 6 Units

### Availability of units

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

### Structure of the units

These units each have the following:

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

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

# Unit 312 The Principles of Online and Offline Marketing

<b>Unit level:</b>	Level 3
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<b>GLH</b>	72
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## What is this unit about?

The aim of this unit is to extend learners' knowledge and awareness of the different principles of marketing theory from both an online and offline perspective. Learners will be able to develop a rounded appreciation in both the value and the importance of delivering a blended and successful marketing campaign. Over time the core principles of successful marketing campaigning have been evolutionary, rather than revolutionary.

This unit enables learners to examine key underpinning marketing theory for both online and offline marketing campaigns. Learners need to be able to understand and recognise the importance of working collaboratively to deliver successful marketing campaigns. As marketing campaigns become more complex and individually personalised, learners need to be able to consider and recognise not only the potential benefits but also understand the limitations and risk in taking a particular approach.

Finally, learners need to understand how different components from both digital marketing and social media can be combined with more traditional methods of marketing to form a blended, inclusive and complementary approach.

Learners should consider the following questions as a starting point to this unit: - How do you utilise the range of marketing channels to target different customer segments?

- How can new technology-led approaches to marketing be utilised to compliment and underpin traditional approaches to marketing?
- What knowledge is required to create a marketing campaign for a specific target segment?
- What are the benefits, limits, risks and constraints of customer relationship marketing?
- How do digital and social media strategies fit together to achieve shared business objectives?

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## Learning outcomes

In this unit, learners will be able to

- 1 Identify and apply the core principles of marketing theory
- 2 Understand the importance of collaboration in delivering successful marketing campaigns
- 3 Recognise and apply the different stages of the customer lifecycle
- 4 Recognise the benefits, limits, risks and constraints of customer relationship marketing
- 5 Understand how digital marketing and social media can form part of an inclusive marketing strategy

## Scope of content

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### Learning outcome

- 1 Identify and apply the core principles of marketing theory
- 

### Topics

- 1.1 Seven principles of marketing (7Ps)

In this learning outcome the learner will gain an appreciation of the underpinning principles of marketing. It is anticipated that the learner will not only understand the concept but also apply them in their own work environment.

#### Topic 1.1

Explore the philosophies of the seven different principles of marketing (7Ps):

- Product
  - Place
  - Price
  - Promotion
  - Packaging
  - People
  - Positioning
- 

### Learning outcome

- 2 Understand the importance of collaboration in delivering successful marketing campaigns
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### Topics

- 2.1 Team structure
- 2.2 Shared objectives and collaboration
- 2.3 Influencing

In this learning outcome the learner will identify the contribution different team members make to the planning of marketing campaigns. They will understand different approaches to fostering collaboration and gaining the input of other team members and the methods to influence the success of a campaign.

## Topic 2.1

The structure of a typical team, common roles and a hierarchal approach (Owners, Directors, Senior Managers, Middle Managers, First Line Managers, Specialists, Front Line Staff and Trainees / Juniors)

- Wider business functions
  - HR, Marketing
  - Accounts/Finance
  - R&D
  - Sales
  - Operations
  - Production
  - Customer Service
  - Recruitment

## Topic 2.2

Shared Objectives:

- Business objectives, team objectives, personal objectives, project objectives
- Company Vision, Values, Mission Statement

Collaboration practices and tools:

- Team work for the stakeholders
- Best practice
- Shared common goals
- Online collaboration
- Offline collaboration

## Topic 2.3

Principle methods and behaviours in influencing others:

- Meredith Belbin's model of team roles
- Leadership
- Organisational behaviour
- Inclusivity
- Negotiation
- Presentation
- Consultation
- Idea generation
- Receiving, encouraging and giving constructive feedback
- Early involvement and participation
- Professional behaviours
- Developing strong relationships
- Positivity
- Confidentiality
- Integrity
- Trust
- Availability of resource



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## Learning outcome

3 Recognise and apply the different stages of the customer lifecycle

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### Topics

3.1 Customer lifecycle

3.2 Engagement methodologies

In this learning outcome the learner will identify the stages of the lifecycle and how this applies to their business. They will understand the different pinch points for dropout and methods and channels for engagement. It is important to cover topic **3.2** in relation to the different segments identified in **4.2**

#### Topic 3.1

Stages of a Business to Business (B2B) customer lifecycle:

- Awareness
- Nurturing
- Desire
- Purchase
- Support
- Loyalty
- Advocacy

Key pinch points in the life cycle journey:

- Different drop out points
- Poor point of sale
- Broken links
- Lack of trust
- Lack of suitable returns policy
- No follow up
- Reviews – poor or none
- Payment options
- Hidden costs / additional hoops

#### Topic 3.2

Different channels to engage different customers and different market segments:

- Emails
- TV / Radio
- Paid search / Organic search
- Social Media
- Cold calling
- Online / Offline
- Third party referrals / word of mouth / refer a friend

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## Learning outcome

- 4 Recognise the benefits, limits, risks and constraints of customer relationship marketing
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### Topics

- 4.1 Marketing Campaign
- 4.2 Segmentation
- 4.3 Customer relationship marketing
- 4.4 Appropriate audience engagement

In this learning outcome the learner will understand the opportunities and challenges of using customer relationship marketing.

#### Topic 4.1

The components of a marketing campaign:

- Research and Analysis
- Competitor analysis
- SWOT
- PEST
- Marketing Brief
- Audience identification or segmentation
- Different media types
- Value proposition and positioning
- Call to Action
- Mechanisms / Tools
- Measurement
- Evaluation
- SMART targets / Return on Investment / Measures of success

#### Topic 4.2

Segmentation and reverse segmentation of customers to facilitate customer relationship marketing:

- Age
- Gender
- Demographic
- Interests / Hobbies
- Income
- Religion or culture
- Lifestyle

Customer categorisation:

- Business 2 Business (B2B)
- Business 2 Consumer (B2C)
- New customers

- Repeat customers
- Sales leads
- Business customer
- Leisure / personal customer

### **Topic 4.3**

Types of customer relationship marketing:

- Basic marketing
- Reactive marketing
- Accountable marketing
- Proactive marketing
- Partnership marketing
- Targeted marketing
- Community management
- Soft Selling – personalisation, rewards and reminders

Benefits of customer relationship marketing:

- Trust building
- Individualistic
- Low cost
- Perception
- Feedback
- Repeat business
- Cross selling opportunities
- Upselling opportunities
- Referrals - word of mouth – trust
- Customer retention

Limitations, risks and constraints of customer relationship marketing:

- SPAM perception
- Timebound
- Personalisation can be time consuming
- Measurement
- Legal compliance
- Data protection

### **Topic 4.4**

Matching audience engagement to appropriate channels and messaging:

- Appropriate channels and platforms matched to target audience
- Targeted Search Engine Optimisation (SEO)
- Email marketing campaigns
- Web site
- Blogs / Thought Leadership / Rich content
- Visual applications (Infographics) vs text based content (Blogs)
- Multimedia content
- Accessibility of content
- Legalities of advertising or promoting certain products
- Demographics of different applications, channels and platforms

- Timely and appropriate responses to customer comments and feedback (social etiquette)
- Knowing when to take the conversation “offline”

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## Learning outcome

- 5 Understand how digital marketing and social media can form part of an inclusive marketing strategy

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## Topics

- 5.1 Legal, regulatory and ethical marketing
- 5.2 Risk management
- 5.3 Return on Investment (RoI) and measuring the outcome of a campaign

In this learning outcome the learner will gain an awareness that there are a number of key acts and codes relating to marketing and doing business online. It is not expected that the learner will know the content of the acts but rather an awareness of the areas they govern. Learners are expected to cover risk management and return on investment for a number of business models and explore the traditional and emerging business types.

### Topic 5.1

The legal, regulatory and ethical requirements related to the business of selling or marketing:

- Consumer Contracts Regulations (replaced Distance Selling Regulations)
- Copyright Laws and Creative Commons (different licences, attribution, Intellectual Property)
- Equality Act
- Data Protection Act incorporating the General Data Protection Regulation (GDPR)
- Gambling Act
- Sale of Goods Act
- Trades Description Act
- Consumer Protection for Unfair Trading Regulations
- Unsolicited Goods Act
- Charities Act
- ASA Advertising Codes
- British Code of Advertising, Sales Promotion and Direct Marketing.
- DMA Code of Practice

### Topic 5.2

Components of a risk management framework:

- Strategies
- Policies and procedures
  - o Social media policy
  - o Behaviour in and out of work
  - o Appropriate use
  - o Privacy
  - o Corporate code of practice

- o Complaints process
- o Tone and manner
- o Training requirements
- Legal responsibilities
- Brand values
- Confidentially
- Contingency plan
- Crisis management plan
- Continuity plan

### **Topic 5.3**

Return on Investment (RoI) and measuring the outcome of a campaign

- Measuring conversion rates and Click-Through-Rates (CTRs)
- Measuring and evaluating User Experience (UX)
- Customer service – retention, support, queries
- Impact of drop out points / pinch points
- Open rates / response rates
- Evaluation, review and analysis of marketing brief
- Measuring ROI of a campaign

## Suggested learning resources

### **Books**

Principles and Practice of Marketing 9<sup>th</sup> edition

David Jobber and Fiona Ellis-Chadwick

Published by: McGraw-Hill Education

ISBN-10: 152684723X

ISBN-13: 978-1526847232

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### **Journals and magazines**

### **Websites**

CIM

<https://www.cim.co.uk>

CIM 7Ps

<https://www.cim.co.uk/files/7ps.pdf>

Creative commons

<https://creativecommons.org>

Online and distance  
selling

<https://www.gov.uk/online-and-distance-selling-for-businesses/overview>

## Appendix 1 Sources of general information

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

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

Specifically, the document includes sections on:

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

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

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

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

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

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

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

*Centre Guide – Delivering International Qualifications* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

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

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



## Appendix 2 Useful contacts

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

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## City & Guilds Group

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

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