

# **Level 3 Certificate in Networking and Architecture (9628-06)**

**Version (4.0) November 2018**

**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>Assessment</b>	Online multiple choice test
<b>Approvals</b>	Approval application required. Please see <a href="http://www.cityandguilds.com">www.cityandguilds.com</a> for details.
<b>Registration and certification</b>	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 3 Certificate in Networking and Architecture	35	175	9628-06	603/0618/X

Version and date	Change detail	Section
2.0 March 2018	Minor cosmetic corrections	Unit 306
3.0 April 2018	Test specification detail added	Assessment
4.0 November 2018	Test specification updated with revised total number of questions	Assessment

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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?	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?	The primary role of an Infrastructure Technician is to provide support to internal and external customers, helping them to be productive when using technology to do their own jobs, by using tools to problem solve and troubleshoot non-routine problems. This qualification covers networking services and its underlying architecture, and maintenance and security considerations of wired and wireless networks, TCP/IP network configuration and an introduction to the ISO model, and associated security considerations.
What opportunities for progression are there?	This qualification is part of the Digital Industries Apprenticeship programme and is not offered as a standalone product. 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 – 9648 Infrastructure Technician.

## Structure

Learners must complete the single unit 306 to gain this qualification.

## 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 Networking and Architecture	35	175

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## 2 Centre requirements

### Approval

Fast Track Approval is offered to existing City & Guilds Centres offering the SASE framework for the Apprenticeship, Advanced Apprenticeship and/or Higher Apprenticeship for IT, Software, Web and Telecoms through City & Guilds. See the separate document on our website that provides details of the Fast Track Process and actions to be taken. Please note the Fast Track form will list the Apprenticeship package under 9648 which relates to the Apprenticeship Standards. The form will automatically approve centres to this qualification and the other knowledge qualifications that sit in the Apprenticeship Standard.

City & Guilds is offering the opportunity for existing City & Guilds centres delivering SASE framework for the Advanced and/or Higher Level Apprenticeship for IT, Software, Web and Telecoms with other Awarding Organisations to gain approval for these Apprenticeship Standards through the Common Approval Framework. See the separate document at [www.cityandguilds.com](http://www.cityandguilds.com) which provides details of the New Programme Process and actions to be taken.

Centres that are not currently with City & Guilds will need to complete a Customer Application Form for the parent package 9648-03 and once accepted they will be asked to complete the Centre Approval Process. Please note that approval to the 9648 package will automatically approve you to this qualification and the other knowledge qualifications in this package - centres will not need to register onto the individual knowledge qualifications and therefore do not need direct approval. See the separate document on our website that provides details of the New Centre Approval Process and actions to be taken.

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

### Resource requirements

#### Resources

Please see the individual unit information for any resources required.

#### 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 areas 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.

While the Assessor/Verifier (A/V) units/TAQA are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, City & Guilds encourage trainers and assessors to qualify to the current TAQA standard. Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

## **Continuing Professional Development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge and/or practice remains current. This includes currency within the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance. It should also take account of any national, international policy and legislative developments.

Internal quality assurance is key to ensuring that the assessment of evidence for units is of consistent and appropriate quality. They should:

- be occupationally competent or technically knowledgeable in the area for which they are internally quality assuring
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training
- have a CV available demonstrating relevant experience and any qualifications held.

In certain circumstances, City & Guilds will recognise non-accredited learning and experience as equivalent as follows:

- If the Internal Quality Assurer does not hold a qualification they must be able to demonstrate evidence of working to their own organisation's internal quality assurance standards which clearly link to V1/TAQA or other equivalent standards for internal quality assurance.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully and that they have the full engagement of the employers for the full programme.

## **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 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 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 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.

### Recording documents

Learners 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 learners 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 assessment for the mandatory unit

#### Assessment Types

Unit	Title	Assessment method	Where to obtain assessment materials
306	Networking and Architecture	Multiple Choice questions – online Evolve test.	www.cityandguilds.com

### 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:** 40

**Duration:** 60 minutes

**Pass mark:** 28/40 (70%)

**Grading:** Pass/Fail

Learning Outcome	Number of questions	%
1. Understand the use of a range of cabling and connectivity, the various types of antennas, wireless systems and IT test equipment.	10	25
2. Understand maintenance processes.	7	18
3. Understand the fundamentals of computer configuration.	8	20
4. Understand the architecture of business systems.	3	7
5. Understand the application of computational unit notation.	3	7
6. Understand skills necessary to maintain a secure network.	9	23
<b>Total</b>	<b>40</b>	<b>100</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

#### **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.

#### **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.

#### **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

The unit information can be found in this document.

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Learning outcomes, which are comprised of a number of topics

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.

## Unit 306 Networking and Architecture

<b>LEVEL:</b>	3
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<b>GLH:</b>	35
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### What is this unit about?

This unit provides learners with an understanding of networking services and its underlying architecture, and maintenance and security considerations of wired and wireless networks. Learners will gain an understanding of TCP/IP network configuration and an introduction to the ISO model, and associated security considerations. The primary role of an Infrastructure Technician is to provide support to internal and external customers, helping them to be productive when using technology to do their own jobs, by using tools to problem solve and troubleshoot non-routine problems. The Infrastructure Technician sets people up on systems and provides support when they need it, rectifying issues to maintain the organisations productivity.

Upon completion, learners studying this unit will have gained the knowledge to support the competencies of an Infrastructure Technician. Specific competencies supported by this unit include being able to undertake the following tasks:

- Make up cables with the correct connectors and test them.
- Use the correct cable for a given task.
- Select, install and test the correct wireless system and equipment for a given task.
- Utilise the correct testing software or equipment to support tasks.
- Utilise the maintenance tools, records and processes of the business to carry out First Line support on a helpdesk.
- Upgrade hardware and software to meet business needs, including provision of secure access for device users.
- Discuss the impact of failure of mechanisms and associated resources on the business and prioritize support for business systems accordingly.
- Support the implementation and maintenance of desktop IP addressing and its connectivity to the network.
- Provide connectivity support to local or remote users utilising telephone or remote access tools.
- Securely setup devices and users to access to files relevant to business operations.

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## Learning outcomes

In this unit, learners will be able to

1. Understand the use of a range of cabling and connectivity, the various types of antennas, wireless systems and IT test equipment
2. Understand maintenance processes
3. Understand the fundamentals of computer configuration
4. Understand the architecture of computer and business systems
5. Understand the application of computational unit notation
6. Understand networking skills necessary to maintain a secure network

## Scope of content

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

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## Learning outcome

1. Understand the use of a range of cabling and connectivity, the various types of antennas, wireless systems and IT test equipment.

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## Topics

- 1.1 Cables and connectors
- 1.2 Cable categories
- 1.3 Antennas
- 1.4 Wireless systems
- 1.5 Test equipment

In this learning outcome the learner will explore the fundamental uses of cabling and connectivity, including various types of antennas, wireless systems and test equipment.

### Topic 1.1

The learner will be able to describe the components, attributes and uses of cables and connectors:

- Cables and connectors
  - Ethernet
    - RJ11
    - RJ45
  - Coaxial
    - BNC
  - Fibre Optic
    - SC
    - ST
    - LC
- Attributes
  - Speeds
  - Distances
  - Security

### **Topic 1.2**

The learner should be able to identify Cat 1-4 cables and describe the differences between Cat 5 & Cat 6 cables:

- Cat 1-4
- Cat 5 & 6

### **Topic 1.3**

The learner should be able to describe the function and purpose of different types of antenna:

- Directional/point-to-point
- Omnidirectional
- Point-to-multipoint

### **Topic 1.4**

The learner should be able to describe technology and standards for using wireless systems:

- Wireless standards and technology
  - 802.11
  - 802.15
  - NFC
  - RFID
  - WiMAX
  - Cellular
  - Bluetooth
- Encryption
  - WEP
  - WPA
  - WPA2

### **Topic 1.5**

The learner should be able to describe the purpose and use of test tools

- Built-in
- Web-based
- Test application
- Command line (e.g. ifconfig, ipconfig, ping, netstat, traceroute, tracert)
- Wireless
  - Heat maps
  - RF surveys
- Wired
  - Cable quality
  - Fibre optics
  - Cable tester



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## Learning outcome

2 Understand maintenance processes

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### Topics

2.1 Maintenance tools

2.2 Maintenance records

2.3 Maintenance requests

In this learning outcome the learner will explore the fundamentals of maintenance processes

#### Topic 2.1

The learner will be able to identify a range of common maintenance tools and explain their use:

- Diagnostics
  - Protocol analyser
  - Process explorer
  - Process monitor/Top
  - Scandisk
  - Memtest
  - checkdisk
- Systems
  - Top/Htop/IOTop
  - VMstat
  - TCPdump
  - Netstat
  - IOstat
  - System centre
- Performance
  - Task manager/monitor
  - Perfmon
  - Sysmon
  - Activity Monitor

## Topic 2.2

The learner will be able to identify a range of maintenance record types and recording methods, and explain their purpose:

- Record types
  - Fault logging
  - Asset log
  - Worksheets
  - Acceptance test
- Recording method
  - Database
  - Spreadsheet
  - Job card

## Topic 2.3

The learner will be able to describe the different types of maintenance, including appreciation of organisation processes and relevant SLAs:

- Physical maintenance
  - Hardware and peripherals
  - Cabling
- Pro-active maintenance
  - Controlled release of packages
  - Configure and manage updates
- Reactive maintenance
  - Mean time between failures (MTBF)
  - Mean time to restore service (MTTR)

## Learning outcomes

3 Understand the fundamentals of computer configuration

### Topics

3.1 Computer systems

3.2 Readiness and compatibility

3.3 Devices and drivers

3.4 Access control

In this learning outcome the learner will explore the fundamentals of hardware devices, their comparability, compatibility and access.

#### Topic 3.1

The learner will be able to compare the features of hardware components, their performance and their benefits:

- Device
  - Form factor
- Hardware performance
  - Memory
  - CPU
  - Storage
  - Network cards

#### Topic 3.2

The learner will be able to evaluate hardware readiness and compatibility

- System requirements
  - Specifications (minimum/recommended)
- Hardware compatibility
  - Testing
  - Sandbox
  - Upgrading
- Network devices
  - Connectivity

### **Topic 3.3**

The learner will be able to describe configuration and support of devices and device drivers:

- Build OS image
  - OS, drivers and applications
- Devices
  - Display units
  - Printers
  - Scanners
  - Keyboard/mouse
  - Projectors
  - Storage devices (eg internal/external HD, USB stick, etc)
- Graphics cards
- Network drivers

### **Topic 3.4**

The learner will be able to describe considerations for implementing access control to local hardware and applications:

- Policy
  - Formulation
  - Enforcement
- Physical security
- Biometrics

## Learning outcomes

4 Understand the architecture of computer and business systems

### Topics

4.1 Business systems

In this learning outcome the learner will explore the fundamentals of business systems architecture

#### Topic 4.1

The learner will be able to describe resources and infrastructures that contribute to IT business systems:

- Resources
  - Servers
  - OS
  - Applications
  - Database
  - Middleware
  - Cloud services
- Infrastructure
  - Networking
  - Security and services

## Learning outcomes

5 Understand the application of computational unit notation

### Topics

5.1 Computational units

5.2 Number systems

5.3 IP addresses

In this learning outcome the learner will explore practical applications of numerical skills required for network addressing.

#### Topic 5.1

The learner will be able to describe units used in computing:

- Bit (b)
- Byte (B)
- Kilobyte (KB)
- Megabyte (MB)
- Gigabyte (GB)
- Terabyte (TB)

#### Topic 5.2

The learner will be able to recognise the basic number systems used in computer networks:

- Binary
- Hex

#### Topic 5.3

The learner will be able to recognise IP addresses:

- IPv4
- IPv6

## Learning outcomes

6 Understand networking skills necessary to maintain a secure network

### Topics

- 6.1 Data Communications
- 6.2 IP settings
- 6.3 DNS service
- 6.4 Virtual networks
- 6.5 Remote management systems
- 6.6 Access control
- 6.7 Network services

In this learning outcome the learner will explore the networking skills required to maintain a secure network.

#### Topic 6.1

The learner will be able to describe the four layers of the TCP/IP stack model:

- TCP/IP stack
  - Application
  - Transport
  - Internet
  - Network access
- Relationship between OSI 7-layer model and network devices
  - Physical (Cable)
  - Data link (NIC, Switch)
  - Network (Router)

#### Topic 6.2

The learner will be able to describe configuration of IP settings:

- IP address
- Netmask
- Gateway
- DHCP
- APIPA

#### Topic 6.3

The learner will be able to recognise the purpose of server DNS and describe the configuration of client DNS:

- Server DNS
- Client DNS

#### Topic 6.4

The learner will be able to describe the nature of virtual networks:

- VLAN
- VPN

**Topic 6.5**

The learner will be able to describe configuration of remote access to a network using remote management systems

- RDP
- VNC
- SSH
- PowerShell

**Topic 6.6**

The learner will be able to describe the importance of access control when maintaining network security:

- Physical
- Authorisation
- Authentication

**Topic 6.7**

The learner will be able describe the use of directory services required to access files:

- User
- User groups
- Permissions
- Object data



## Guidance for delivery

Mentors/tutors should be aware that generic terminology is used so there is no vendor specific terminology in this unit. Vendor specific knowledge may be taught as required but will not be assessed.

Where the required knowledge may vary depending on company or organisation policy, this must be made clear to the learner, and they must understand that real world examples are not necessarily typical of all organisations. Equally, learner should be aware of knowledge that is generally applicable to most or all organisations.

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

Learners should be encouraged to explore and use as wide a range of hardware and software as possible, this should also include researching and utilising new and emerging technologies where available.

### **Equipment**

Below is an indicative list, not an exhaustive list.

#### Hardware

- Computer components e.g. motherboard, CPU, RAM, expansion cards, hard drives
- Networking equipment e.g. switch, router, modem, network cable and connectors
- Tools e.g. screwdrivers, multimeter, cable crimper, cable tester
- Rack-based Physical Server (for demo only)

#### Desktop Virtualisation Software

- Oracle VirtualBox
- VMWare Player
- Hyper-V on Windows 8.1 Pro or Higher

#### ISO/binaries of Server Operating Systems

- Windows Server
- CentOS

#### Other software:

- Wireshark
- CPUz
- SiSoft Sandra

## Employer engagement

Employer engagement is essential in order to maximise the value of learner' experience. A partnership approach should be adopted where possible with relevant employers in the sector.

When delivering the learning, the organisation or employer should aim to maintain contact with the wider industry to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date. Assessors and apprenticeship mentors/tutors should also undertake regular CPD activities in the industry to maintain knowledge of current industry practice.

1. Local branches of BCS The Chartered Institute for IT can often provide access to local employers, since many members will be senior practitioners and leaders in organisations that employ IT professionals. The BCS has an extensive branch network of volunteers operating across the UK, Channels Islands and Isle of Man.  
<http://www.bcs.org/category/5897>
2. Invite local businesses to visit the workplace or organisation that is delivering the apprenticeship programme to talk about their experience in using Digital Technology for IT system support, especially in respect of their dealing with issues regarding networking and architecture. Ask the learner to identify aspects of the IT support practices of local business that may be considered 'good practice'.
3. The Computing/IT faculty of every university will have links to employers in the local economy and their faculty staff may be willing to introduce the workplace or organisation that is delivering the apprenticeship programme to major employers of IT skilled graduates and apprentices. Such links should be developed by the workplace or organisation that is delivering the apprenticeship programme so as to better understand the skills needs and career options for IT practitioners at all levels (i.e. think of how your learner can develop their career)
4. Tech Partnership, the UK sector skills council for the IT/Telecoms industry, have an extensive list of small/medium sized employers of IT skilled apprentices and college leavers. They also provide a wealth of free resources to enable better engagement with local employers. <https://www.thetechpartnership.com/>
5. The Computing Technology Industry Association (CompTIA) is a non-profit, international trade association representing more than 2,000 members, 3,000 academic and training partners and tens of thousands of registered users spanning the entire information communications and technology (ICT) industry. Anyone can sign up to become a registered user and gain access to a vast library of resources that includes cutting edge research into technology trends from the UK and around the world.

## Suggested learning resources

### Books

Networking Essentials Published by: Pearson IT Certification; 2016, 4th edition ISBN: 978-0789758194	Beasley J & Nilkaew P
CompTIA A+ Certification All-in-One Exam Guide Published by: McGraw-Hill Education; 2016, 9th edition ISBN: 978-1259589515	Meyers, M
CentOS System Administration Essentials Published by: Packt Publishing, 2014 ISBN: 978-1783985920	Mallet, A
CCNA Routing and Switching Study Guide Published by: Sybex, 2013 ISBN: 978-1118749616	Lammle, T
Microsoft Windows Networking Essentials Published by: John Wiley & Sons, 2011 ISBN: 978-1118016855	Gibson, D
Microsoft Windows Server Administration Essentials Published by: John Wiley & Sons, 2011 ISBN: 978-1118016862	Carpenter, T
Introducing Windows Server 2012 R2 Technical Overview Published by: Microsoft Press, 2013 ISBN: 978-0-7356-8278-8	Tulloch, M
Introducing Windows Server 2016 Technical Preview Published by: Microsoft Press, 2016 ISBN: 978-0-7356-9773-7	Tulloch, M

### Journals and magazines

#### Websites

<https://certification.comptia.org/certifications/a>  
<https://certification.comptia.org/certifications/network>  
<https://technet.microsoft.com/en-us/virtuallabs/>  
<https://technet.microsoft.com/library/hh801901.aspx>  
<http://wiki.centos.org/>  
[https://mva.microsoft.com/en-US/training-courses/networking-fundamentals-academic-edition-12452?l=j8Xm7GLPB\\_3105192806](https://mva.microsoft.com/en-US/training-courses/networking-fundamentals-academic-edition-12452?l=j8Xm7GLPB_3105192806)  
[http://www.w3schools.com/website/web\\_tcpip.asp](http://www.w3schools.com/website/web_tcpip.asp)  
<http://www.cisco.com/c/en/us/support/docs/ip/routing-information-protocol-rip/13788-3.html>  
<http://jodies.de/ipcalc>  
<https://www.professormesser.com/network-plus/n10-006/n10-006-course-index/>  
<https://www.professormesser.com/free-a-plus-training/220-901/comptia-220-900-course/>

## Appendix 1 Relationships to other qualifications

### ***Links to other qualifications***

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

### ***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.

*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 3 Useful contacts

### UK learners

General qualification information

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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### International learners

General qualification information

F: +44 (0)20 7294 2413

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

F: +44 (0)20 7294 2413

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

F: +44 (0)20 7294 2413

F: +44 (0)20 7294 2404 (BB forms)

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

F: +44 (0)20 7294 2413

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

F: +44 (0)20 7294 2413

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

T: +44 (0)121 503 8993

**E: [business@cityandguilds.com](mailto:business@cityandguilds.com)**

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### Publications

Logbooks, Centre documents, Forms, Free literature

F: +44 (0)20 7294 2413

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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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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