

Level 4 Certificate in Technology in Learning Delivery (7526-04)

June 2011 Version 1.0



Qualification at a glance

| | |
|---------------------------------------|------------------------------------------------------------------------------------------------|
| Subject area | Technology in Learning Delivery |
| City & Guilds number | 7526 |
| Age group approved | 16-18 and 19+ |
| Entry requirements | There are no entry requirements although candidates should have IT skills at level 2 or above. |
| Assessment | Portfolio |
| Fast track | Not available |
| Support materials | Centre handbook |
| Registration and certification | See Walled Garden/Online Catalogue for last dates |

| Title and level | City & Guilds number | Accreditation number |
|--------------------------------------------------------|---------------------------------|-----------------------------|
| Level 4 Certificate in Technology in Learning Delivery | 7526-04 | 600/1503/2 |



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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? | This qualification is ideal for learning professionals, including learning assistants looking to qualify as tutors, assessors, lecturers and trainers. It may also be of benefit to 16-18 year olds who are looking to go on to teacher training or become learning assistants |
| What does the qualification cover? | The qualification allows candidates to learn, develop and practise the skills required for employment and/or career progression in the lifelong learning sector. |
| Is the qualification part of a framework or initiative? | No |
| Who did we develop the qualification with? | The qualification was developed in association with Lifelong Learning UK, e-skills UK and Southern Regional College, Northern Ireland |
| What opportunities for progression are there? | It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> • 7303 Award in Preparing to Teach in the Lifelong Learning Sector • 7304 Certificate in Teaching in the Lifelong Learning Sector • 7305 Diploma in Teaching in the Lifelong Learning Sector • 7574 Level 3 Diploma for IT Users (ITQ) The qualification also allows candidates to progress to professional certification schemes such as Certified Membership of the Association of Learning Technologies (www.alt.ac.uk/get-involved/certified-membership) |

Structure

To achieve the **Level 4 Certificate in Technology in Learning Delivery**, learners must achieve all **16** credits from the three mandatory units below. There are no exemptions for these units.

| Unit accreditation number | City & Guilds unit | Unit title | Credit value |
|----------------------------------|-------------------------------|-----------------------------------------------------|---------------------|
| Mandatory | | | |
| T/502/4380 | 301 | Using collaborative technologies | 6 |
| T/502/9661 | 402 | Applying the use of technology to learning delivery | 6 |
| H/502/9669 | 403 | Sharing practice of technology in learning delivery | 4 |



2 Centre requirements

Approval

Centres already offering City & Guilds qualifications

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

If your centre is approved to offer the following qualifications:

- 7303 Award in Preparing to Teach in the Lifelong Learning Sector
- 7304 Certificate in Teaching in the Lifelong Learning Sector
- 7305 Diploma in Teaching in the Lifelong Learning Sector
- 7574 Level 3 Diploma for IT Users (ITQ)

you will receive automatic approval.

Centres NOT already offering City & Guilds qualifications

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

Physical resources and site agreements

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

It is acceptable for centres to use specially designated areas within a centre to assess, for example, the installation of computers specifically to test criteria that can not be undertaken on workstations connected to the centre's network due to the restrictions placed on them, for example to access third-party social networking sites. The equipment should be capable of being used under normal working conditions. For example, computers should have a standard operating system and some common productivity software tools installed. The units are vendor and product neutral and can be achieved using a wide range of hardware and software.

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;
- hold the ITQ at Level 3;
- hold the CTLLS/DTLLS or equivalent teaching qualifications;
- have recent relevant experience in using collaborative learning technologies;
- have credible experience of providing training.

Staff assessing this qualification must in addition:

- have the relevant experience to assess, with preferably two years experience in a role requiring assessment for learning in the wider FE sector or related context;
- have an understanding of the use of technology within teaching delivery pedagogy;
- have a sound knowledge of the National Occupational Standards for Learning Delivery and the relevant nation-specific professional standards for teachers, tutors and trainers;
- have a sound knowledge of the National Occupational Standards for IT Users;
- have a sound knowledge of the requirements for competency-based assessment;
- satisfy the relevant qualification requirements for assessors as specified by the regulatory authority(ies), preferably having or working towards LLUK-approved awards;
- be committed to further training and development.

Those assuring quality as Internal Verifiers must:

- have the relevant experience to assure quality, with preferably two years experience in a role developing or implementing quality assurance processes in a relevant context;
- have an understanding of the use of technology within teaching delivery pedagogy;
- have an understanding and preferably experience of assessment for learning;
- have a sound knowledge of the National Occupational Standards for Learning Delivery and the relevant nation-specific professional standards for teachers, tutors and trainers;
- have a sound knowledge of the National Occupational Standards for IT Users;
- have a sound knowledge of the requirements for competency based assessment;
- satisfy the relevant qualification requirements for those assuring quality as specified by the regulatory authority(ies), preferably having or working towards LLUK/LSIS-approved awards;
- be committed to further training and development.

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

Staff delivering the qualifications

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

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

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

Assessors and internal verifiers

Assessors

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

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

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

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

In addition to the requirements of the regulatory authorities, assessors must have carried out continued professional development to familiarise themselves with current standards for assessment

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.

Centre staff are also expected to record at least 30 hours of CPD each year (or pro-rata for part-time teachers or trainers, with a minimum of 6

hours per year) with the Institute for Learning, the sector professional body for teachers, trainers, tutors and trainee teachers across further education (FE) and skills.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, it is recommended that candidates should already hold the level 2 ITQ qualification or equivalent in order to complete the qualification satisfactorily.

Without evidence of formal qualifications, candidates must demonstrate adequate prior IT skills, knowledge and experience to ensure they have the potential to gain the qualification.

Centres must ensure that candidates have the potential and opportunity to gain the qualification successfully. As part of the assessment, candidates must have access to a work setting in which they are able to interact with learners and work collaboratively with other teachers and tutors.

Centres should ensure that any local entry requirements comply with the requirements of the Disability Discrimination Act and do not present any unnecessary barriers to entry.

Age restrictions

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

Legal restrictions apply to candidates under the age of 18 working unsupervised with children. Centres and candidates should be fully aware of minimum age requirements in their home nation and any implications for completing assessments.

Other legal considerations

Centres and candidates should be aware of relevant legislation and local guidelines concerning the use of computers, electrical equipment, access to the internet, safeguarding vulnerable learners online and the sharing of digital information.



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 qualification
- any units they have already completed which are relevant to the qualification
- the opportunities for application of learning in the workplace.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, 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 this qualification:

| Description | How to access |
|---------------------------------------------|------------------------------------------------------------------|
| Fast track approval forms | www.cityandguilds.com |
| Assignment guide for centres and candidates | www.cityandguilds.com |
| SmartScreen | www.smartscreen.co.uk |

Delivery strategies / suggested topics are included in each unit.

Suggested online resources for this qualification include

- The Excellence Gateway eProspectus (<http://eprospectus.excellencegateway.org.uk/>) provides an online database of technology focused CPD and training opportunities for Further Education and Skills.
- eCPD programme Online Learning Space, (<http://tlp.excellencegateway.org.uk/ecpd/ecpd/index.php>) a community of learning and skills sector practitioners dedicated to improving teaching and learning through the use of technology.
- Ofsted Good Practice Database – (<http://excellence.qia.org.uk/goodpracticedatabase>)
- JISC Effective practice case studies offer multimedia examples of innovative e-learning practice together with templates for capture and recording examples of own practice to share with others. (<http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/casestudies.aspx>)

- The LSN (<http://www.lsnlearning.org.uk/> and <http://www.lsnlearning.org.uk/solutions-and-services/technology-for-learning/>) offer tailored support and workshops on pedagogy-led blended delivery models.
- For keeping up to date with new and emerging technologies, visit the Educause Learning Initiative (<http://www.educause.edu/ELI7Things>) or the Centre for Learning and Performance Technologies (<http://www.c4lpt.co.uk/>).

Recording documents

Candidates and centres should use an electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: 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.

| Unit | Resource | How to access |
|-------------|----------------------|------------------------------------------------------------------|
| 301 | 7526 recording forms | www.cityandguilds.com |
| 402 | 7526 recording forms | www.cityandguilds.com |
| 403 | 7526 recording forms | www.cityandguilds.com |

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

Assessment of the qualification

Candidates must have a completed portfolio of evidence for the whole qualification

Knowledge and understanding are key elements of the components units for this qualification. Where the performance evidence is not sufficient to evidence the candidate's knowledge and understanding, these must be assessed by knowledge test, questioning or professional discussion.

A recording of the questions used and candidate answers should be included as part of the portfolio of evidence.

| Unit number | Unit title | Assessment method |
|--------------------|-----------------------------------------------------|--------------------------|
| 301 | Using collaborative technologies | Portfolio |
| 402 | Applying the use of technology to learning delivery | Portfolio |
| 403 | Sharing practice of technology in learning delivery | Portfolio |

Assessment strategy

The Assessment Strategy for this qualification is based on the principles that for assessment of competency:

- The workplace is the primary assessment location;
- The primary source of evidence will come from naturally occurring workplace activities, produced under normal working conditions.

Assessment evidence will be in the form of a Portfolio containing:

- Naturally occurring workplace evidence;
- Observation records/recordings;
- Expert witness testimony and, if necessary
- Recordings of structured questions and answers and
- Centre-created assignments or scenarios where there is not opportunity to cover all the required competencies in the workplace;

Use of simulation is not permitted, except under exceptional circumstances where reasonable adjustments have to be made.

Assessment evidence, although demonstrating competency related to performance, should wherever possible be holistic, so that evidence is not necessarily collected specifically for each individual learning outcome and assessment criterion. Evidence should be:

- collected across units that naturally link together in terms of job roles wherever possible;

- authentic, current, sufficient, fit for purpose and valid;
- presented in digital format.

The units may also be separately assessed. Neither the units nor the qualification are graded. The evidence will be internally assessed and quality assured.

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 also sector specific.



5 Units

Availability of units

The following units can be obtained from the qualification pages of the City & Guilds website (www.cityandguilds.com).

They are also on The Register of Regulated Qualifications:
<http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

| Number | Unit Title | Credits | UAN |
|--------|-----------------------------------------------------|---------|------------|
| 301 | Using Collaborative Technologies | 6 | T/502/4380 |
| 402 | Applying the use of Technology to Learning Delivery | 6 | T/502/9661 |
| 403 | Sharing practice of technology in learning delivery | 4 | H/502/9669 |

Glossary of words used in the units

The following key words and terms are used in the units.

| Term | Definition |
|----------------------------|-------------------------------------------------------------------------------------------------|
| Collaborative technologies | Hardware and software tools and devices that support groups working to achieve a shared outcome |

| Term | Definition |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning technologies | Hardware and software tools and devices that support the learning and teaching process – including e-learning, learner support, e-assessment, collaborative technologies |
| e-learning | The broad set of applications and processes which support formal and informal web-based learning, computer-based learning, virtual classrooms and mobile learning. |
| Social networking | Used in this context to include communication and interactive tools for learning (including in-house and third-party peer-to-peer networking sites) |
| Communication tools | Audio, video and text tools to handle the capture, storage, presentation and transfer of information |
| Interactive tools | Tools to allow users to communicate in real time |
| Assistive Technology | Any device or system that allows an individual to perform a task they would otherwise be unable to do, or increases the ease and safety with which the task can be performed (Royal Commission, 1999) |
| Learning Management System (LMS) | A set of tools to manage learning resources, administrative functions, assessments, and grading. |

Unit 301

Using collaborative technologies

| | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | T/502/4380 |
| Level: | Level 3 |
| Credit value: | 6 |
| GLH: | 45 |
| Relationship to NOS: | This unit is linked to the NOS for IT Users v3 2009. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by e-skills UK, the Sector Skills Council for Business and Information Technology |
| Aim: | <p>This unit aims to improve the skills and knowledge needed by the candidate to manage and effectively integrate and facilitate the safe use of IT tools and devices for collaborative working and communications. The candidate will explore the use of collaborative technologies such as:</p> <ul style="list-style-type: none">• web or video conferencing,• micro blogging/instant messaging/chat,• online phone and video calls;• online forums,• social networking sites,• wikis, blogs and other centralised depositories for documents• RSS and data feeds,• bulk SMS or online work management tools. <p>The candidate will consider how these technologies can enhance group work and collaboration especially within the learning and teaching process.</p> <p>Candidates will also be required to:</p> <ul style="list-style-type: none">• set and implement guidelines for their use;• integrate IT tools and devices;• create environments to exploit their potential for learning and teaching;• manage risks, permissions and data flow; and• moderate and solve complex problems with the use of collaborative technologies |

| Learning outcome | The learner will: |
|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| | 1. Be able to stay safe and secure when using collaborative technology |
| Assessment criteria | |
| 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. | |

| Range |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Guidelines set by the 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 for use by others. |
| 1.3 Methods to promote trust: Contact information, membership of professional bodies, recommendations, links, policies, standards. |
| 1.4 Checks on others' identities: Compare sources, cross references. |
| 1.5 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. |

| Additional guidance |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.2 Include for example, policies for general internet use; policies for using third party social networking or micro-blogging sites; policies to protect younger or vulnerable learners; storage; access permissions. Precautions to ensure personal security and privacy of personal information. Legal constraints on downloading of software and other digital content. Legal constraints on online behaviour. |
| 1.3 Online identities, social networking profiles. Checks on authenticity of information (eg use of references on Wikipedia); Login, password controls. Policies for referencing content sourced from the internet; plagiarism. |
| 1.5 Risks to system performance and integrity. |
| 1.6 Manage risks: prevention, mitigation, coping. Persistence of data: recording, message threads, audit history. Team roles and responsibilities when working with shared data. Moderated and un-moderated sessions. Managing unsolicited and inappropriate content. |

| Learning outcome | The learner will: |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 2. Be able to plan and set up IT tools and devices for collaborative working | |
| Assessment criteria | |
| 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. | |

| Range |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 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. |
| 2.2 Outcomes of collaborative working: Measurable (eg document, minutes, notes, project plan, transcript); ephemeral (g conversation, agreement); whether an audit trail is needed. |
| 2.3 Collaborative technology tools and devices: Hardware: mobile, laptop, desktop, peripherals (eg headset, handset, microphone, camera, 3G modem); Software: products, services, sites. Communication media: Text, audio/spoken, still/video/animated images. |
| 2.4 Compatibility issues: Between browser software, operating systems, plug-ins. |
| 2.5 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. |

| Additional guidance |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Collaborative tools for: Communication – eg email, fax, voicemail, webpage, messaging. Conferencing - telephone, Video-conferencing, online chat, shared whiteboard/presentation, application sharing, internet forums and groups, meeting systems. Collaborative management – social software (Facebook, Twitter etc), project and time management systems (shared calendars, task tracking and allocation), workflow systems, document management |

systems (eg SharePoint, Google Docs).
 Building personal and social networks, identifying and adding contacts; posting comments; uploading digital media content to social networking sites.

2.2 Archiving: recordings, storage, threading, Version control.

2.4 Access issues: Bandwidth, restricted websites, firewall protection.
 Integration: mobile/handheld devices, voting/polling devices, presentations with IWBs/web-conferencing. Open standards (eg ODMA)

2.6 Resolve problems: correct device drivers, synchronise devices, test on range of platforms. Reliability. Portability.

| Learning outcome | The learner will: |
|------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 3. Prepare collaborative technologies for use | |
| Assessment criteria | |
| 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. | |

| Range |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.2 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 |
| 3.3 Environments for collaborative technologies: User interface – choose skins, templates, widgets, wizards, cut and paste from other sources; work environment – lighting, position of devices |
| 3.4 Adjust settings: Hardware – colour, type size, window size, volume; Browser – cookies, pop-ups; Security settings – firewall |
| 3.5 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 |

| Additional guidance |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Data management – metadata, indexing, storage and retrieval, publishing Issues: security, quality control, ownership. Methods: scheduling, versioning, permissions, locking whilst editing, backup and archiving. |
| 3.4 Security settings – blocked sites, parental controls. |

| Learning outcome | The learner will: |
|-----------------------------------------------------------------------------------------------------|--------------------------|
| 4. Manage tasks using collaborative technologies | |
| Assessment criteria | |
| 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. | |

| Range |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.2 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 |
| 4.3 Moderating collaborative technologies: Reporting inappropriate content; checking posts, motivating contributors |
| 4.4 Archiving outcomes: Cut, paste, save; record, transcribe |
| 4.5 Problems with collaborative technologies: routine (eg settings, software not responding, hardware connections); non-routine (eg access, transmission speed, bandwidth); complex (eg compatibility) |
| 4.6 Respond to problems: Follow on screen help, know who to ask for expert help; use diagnostic wizards, check bandwidth |

| Additional guidance |
|-------------------------------------------------------------------------------------------------------|
| 4.1 Levels of responsibility: end-user, moderator, facilitator, designer/developer, technical support |
| 4.2 Forms and features of cyber-bullying and its effect; recognising behaviours and symptoms |
| 4.3 Moderating collaborative technologies: motivating contributors |
| 4.6 Reporting misuse and misconduct |

Unit 301 Using collaborative technology

Supporting information

Evidence requirements

Evidence for this Unit will be in the form of a portfolio of performance evidence. Much of this evidence can be in the form of hyperlinks to online stores, social networking sites, discussion threads groups or shared resources. It is recommended that the candidate creates their own learning log as an evidence record.

A holistic approach to gathering evidence is recommended, as activities can contribute to several assessment criteria within this unit, or to more than one unit.

Guidance

Candidates will develop new IT skills, as well as developing and extending existing ones. At level 3, the candidate should not only be proficient in using a range of collaborative tools for their own purposes (for example setting up and building their personal profile on a social network; creating materials for use with an interactive whiteboard) but also be able to facilitate the setting up and use of the tools by others. In the context of this qualification, there will be opportunities to act as an in-house coach or mentor for colleagues getting started with using learning technologies in their teaching.

Candidates will be able to manage the technical aspects of setting up the collaborative environment, and providing guidelines for safe and responsible use by others. They will be able to select appropriate learning technologies for a range of learning and teaching situations and advise others on how to use them effectively.

Typical evidence might include or be derived from practical demonstration of:

- Organisational guidelines for the safe and responsible use of collaborative technologies
- Recording of a webinar or video-conference set up by the candidate for others
- Set up, facilitate and moderate a webinar, discussion forum and/or chat sessions with learners and/or colleagues
- A shared webdrive with document/spreadsheet/presentation outcomes from collaborative working with colleagues
- Quizzes/questions used in a classroom via handheld voting devices
- Development of subject-specific interactive resources for teaching and learning
- Observation record of setting up an interactive whiteboard, laptop and projector for use by others
- Contributions to in-house or third-party social networks, wikis, blogs etc

- Sharing of multimedia case study illustrating innovative use of collaborative technologies with learners or colleagues
- Using virtual classroom tools for real-time interactive/collaborative learning
- Giving feedback online to learners using appropriate media
- Evidence of completion of administrative functions within a learning platform including setting up users and courses; managing levels of access and permissions; uploading resources
- Evidence of setting up and administering an e-portfolio or e-assessment system
- Setting up, moderating and troubleshooting an in-house social network
- Analysis of associated social, environmental, health and safety and security issues

Unit 402

Applying the use of technology to learning delivery

| | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UAN: | T/502/9661 |
| Level: | Level 4 |
| Credit value: | 6 |
| GLH: | 20 |
| Relationship to NOS: | This unit is derived from the LSIS e-CPD framework and has been mapped to the NOS for Learning Delivery. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Lifelong Learning UK, the Sector Skills Council for the lifelong learning sector |
| Aim: | The unit provides the underpinning knowledge and understanding about the principles of learning to enable learning to be enhanced through the safe application of technologies. It includes planning for the use of technology in learning activities and to support learners with specific learning needs. |

| Learning outcome | The learner will: |
|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| | 1. Understand how learning is enhanced by the use of technology. |
| Assessment criteria | |
| The learner can: | |
| 1.1 Critically analyse the use of technology to support and/or enhance teaching and learning | |
| 1.2 Evaluate learning approaches that use technology to engage and motivate learners and lead to independence | |

| Additional guidance |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Support teaching and learning: formal and informal learning; personalisation, widening participation, assessment for learning, blended approach. Achieving independence. Engagement with learning; self-directed learning, self-reliance, peer-to-peer support, co-operative and collaborative learning. At-risk students. Classroom roles and organisation. |
| 1.2 Approaches to motivate learners: action learning, interactivity, mobile devices, collaborative groupwork, gaming and simulations, user-generated content. Coaching and mentoring. Engaging learners: increasing flexibility and access to learning |

opportunities; local champions; communicating success stories; demonstrating value; building learner confidence in using tools; encouraging feedback; rapid results and feedback; parental support.

| | |
|-----------------------------------------------------------------------------------------------------|--------------------------|
| Learning outcome | The learner will: |
| 2. Be able to use technologies and tools to enhance the learning experience. | |
| Assessment criteria | |
| The learner can: | |
| 2.1 Select delivery technologies and tools relevant to the needs of learners. | |
| 2.2 Use technologies and tools to create learning resources to enhance learning experiences. | |
| 2.3 Implement assistive and adaptive technologies to support learners with specific learning needs. | |
| 2.4 Review ways in which technologies and tools enhance learning experiences. | |

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional guidance |
| 2.1 Delivery technologies and tools: mobile devices, voting technology, interactive whiteboards, presentation software, collaborative technologies. Local server or cloud-based systems. Access to learning both in and out of class. |
| 2.2 Instructional design. Create accessible and engaging learning resources: interactive, using video, audio, images as well as text. Content development and content management systems. Rapid application development tools. Apps development. |
| 2.3 Assistive and adaptive technologies: free and open source tools, portable tools; tweaks for existing software; options based on personal technology (eg mobile phones, MP3 players); commercial tools. Magnifiers, screen readers, text-to-speech, touch screen and positional technologies. Readability, accessible presentations, environmental conditions. |
| 2.4 Improving engagement and retention. Improving results. Quality and consistency of content. Increasing access and flexibility. Reducing study time. Catalyst for change. Fun. Enrich, extend or facilitate learning: widening communication and learning experience. more effective use of questioning and discussion time; broader problem solving approaches, more time to focus on conceptual understanding; authentic tasks and problems, real-time investigations. |

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| Learning outcome | The learner will: |
| 3. Be able to harness learners' enthusiasm, knowledge and understanding of technologies and tools to enhance learning. | |
| Assessment criteria | |
| The learner can: | |
| 3.1 Work with learners to build on previous experiences of technology to enhance learning. | |
| 3.2 Select technologies and online resources to enhance learning to meet learner needs. | |

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| Additional guidance |
| 3.1 Previous experiences: IT skills, digital literacy, using learners' own technology devices (eg mobile phones, MP3 players, laptops), IT across the curriculum. |
| 3.2 Select resources: text, audio, video, games; ownership - copyright, licensing; compatibility; currency. Open standards, compliance. |

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| Learning outcome | The learner will: |
| 4. Be able to apply processes leading to safe practice in the use of technology for learning. | |
| Assessment criteria | |
| The learner can: | |
| 4.1 Communicate with learners on the safe use of technology and internet tools. | |
| 4.2 Implement processes to enable learners to use technology in learning safely. | |

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| Additional guidance |
| 4.1 Safe use: protection of personal data, privacy, respect for others. Image and video sharing sites. Safe use of mobile apps. |
| 4.2 Processes: online behaviour, reporting misuse and misconduct. Safeguarding vulnerable learners. |
| See also: Using Collaborative Technologies Outcome 4 |

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| Learning outcome | The learner will: |
| 5. Be able to use new and emerging technologies and tools to meet learner needs. | |
| Assessment criteria | |
| The learner can: | |
| 5.1 Apply new and/or emerging technologies and tools to meet the learning needs of learners. | |
| 5.2 Review with learners how new and/or emerging technologies have enhanced the learning experience. | |

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| Additional guidance |
| 5.1 New/emerging technologies: Web 2.0 tools, social networks, in-house and third party peer-to-peer sites; Communities of practice. Open educational resources; next generation presentation tools; multiple author tools; location-aware tools; live questions; alternative reality; lecture capture |
| 5.2 Collaborative and team-based learning; technology to support formative and summative assessment. Integration of learning technologies and tools. Technologies for reflective learning. Data visualisation; telepresence. |

Unit 402 Applying the use of technology to learning delivery

Supporting information

Evidence requirements

Evidence for this Unit will be in the form of a portfolio of performance evidence. Much of this evidence can be in the form of hyperlinks to online stores, social networking sites, discussion threads groups or shared resources. It is recommended that the candidate creates their own learning log as an evidence record.

A holistic approach to gathering evidence is recommended, as activities can contribute to several assessment criteria within this unit, or to more than one unit.

Guidance

The candidate will research examples of effective teaching and learning practice using learning technologies in their own subject discipline. They will be able to locate and contribute to professional communities of interest where they can keep their knowledge and understanding up-to-date and be responsive to new developments and theories around learner engagement and motivation through technology. They will understand the principles of using technology to support pedagogy and scaffold the learning experience and the importance of evaluating the approaches used.

Candidates will be aware of what technologies are available to them in their teaching and the technical requirements and processes for introducing innovative solutions in their organisation. Candidates will also be aware of the technologies available to their learners and how to make the most of learners' own technology devices (such as laptops, smartphones, MP3 players etc). They will be able to source appropriate solutions for those requiring assistive or adaptive devices and advise on their use. They will be aware of learner preferences, competence and confidence in the use of learning technologies and be able to personalise the learning experience using technologies as appropriate to meet the needs of the learner.

Evidence is likely to be generated through task-based activities such as:

- Creating and uploading new learning resources, activities and links to a Virtual Learning Environment or Learning Management System
- Evaluation and review of the effectiveness of specific approaches and learner activities using learning technologies
- Investigation of the initial and diagnostic assessment process to understand the barriers to learning and ensure assistive and adaptive devices are deployed effectively as required by individual learners
- Creating a checklist of quality criteria for online learning resources
- Signposting subject-specific online resources and evaluating their usefulness

- Surveying learner preferences and adapting approach in response to learner feedback
- Developing own impact/evaluation measures and tools
- Create a set of linked webpages and using with learners
- Investigation of the range of new and emerging technologies to support learning and teaching and discussion on how these might be adopted and deployed within the organisation
- Discussion and contribution to blogs, communities of practice, subject networks around the use of learning technologies
- Explore and identify case studies of best practice, within and beyond their own organisation

Unit 403

Sharing practice of technology in learning delivery

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| UAN: | H/502/9669 |
| Level: | Level 4 |
| Credit value: | 4 |
| GLH: | 15 |
| Relationship to NOS: | This unit is derived from the LSIS e-CPD framework and has been mapped to the NOS for Learning Delivery. |
| Assessment requirements specified by a sector or regulatory body: | This unit is endorsed by Lifelong Learning UK, the Sector Skills Council for the lifelong learning sector |
| Aim: | The unit is about how the practitioner uses their own skills in using technology in learning delivery to enhance learning with colleagues and to disseminate practice across the organisation. |

| Learning outcome | The learner will: |
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| 1. Be able to support colleagues to use technology in teaching and learning. | |
| Assessment criteria | |
| The learner can: | |
| 1.1 Identify how own knowledge of technology in learning delivery can be shared with colleagues. | |
| 1.2 Plan activities to support the development of colleagues' use of technology in teaching and learning. | |
| 1.3 Work with colleagues to support their use of technology in teaching and learning. | |

| Additional guidance |
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| 1.1 Sharing with colleagues: collaborative technologies, user-generated content, video and podcast libraries. Learning commons. Maintain and improve own knowledge and skills. |
| 1.2 Plan professional development objectives. Skills audit, peer coaching plan; cascade training, eCPD plan, planning and designing technology projects. Evaluate project outcomes. Gathering feedback. Mentoring: establishing clear, negotiated goals, planning and identifying next steps. |
| 1.3 Identify examples of effective practice; secure resources, gain management support. Contributions to wider communities. |

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| Learning outcome | The learner will: |
| 2. Be able to use learning and development techniques to develop skills and practice for technology for learning in the organisation. | |
| Assessment criteria | |
| The learner can: | |
| 2.1 Identify opportunities to use technology in teaching and learning across the organisation. | |
| 2.2 Apply learning and development techniques to support colleagues' skills development and practice in using technology for learning. | |

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| Additional guidance |
| 2.1 Across organisation: CPD, Preparation for performance review, appraisal. Strategies to reduce internal variation. Subject specific software and learning tools. Cross-curricular themes. |
| 2.2 Learning and development techniques: action research, supported experiment, learning conversations, managing feeds; blogging/micro-blogging to share hints and tips, useful links and sites, new tools etc. |

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| Learning outcome | The learner will: |
| 3. Be able to disseminate practice in the embedding technology in learning delivery across the organisation. | |
| Assessment criteria | |
| The learner can: | |
| 3.1 Identify strategies for disseminating practice in embedding technology across the organisation. | |
| 3.2 Apply strategies to disseminate practice in using technology for learning. | |

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| Additional guidance |
| 3.1 Research: surveys, questionnaires, interviews, reports. Identify and communicate benefits. Using collaborative technologies for uploading and sharing effective practice videos or content. Blogs as tools for information dissemination. Identifying key practitioners and educational gurus to follow. Choice of media. Barriers to implementation. |
| 3.2 Strategies to disseminate practice: peer coaching, study groups, subject networks, learning networks. Planning staff development: One-to-one support and intervention, workshops, seminars, conferences, Publications, job aids, checklists, e-portfolios, case studies. Lesson studies; learning visits. |

Unit 403 Sharing practice of technology in learning delivery

Supporting information

Evidence requirements

Evidence for this Unit will be in the form of a portfolio of performance evidence. Much of this evidence can be in the form of hyperlinks to social networking sites, discussion threads, groups or shared resources, demonstrating their contribution to debate and ability to share, and learn from, effective practice. It is recommended that the candidate creates their own learning log as an evidence record.

A holistic approach to gathering evidence is recommended, as activities can contribute to several assessment criteria within this unit, or to more than one unit.

Guidance

The candidate will develop their role as a coach for colleagues in their organisation in the use of learning technologies in teaching and learning. As they develop their own skills and expertise in their use, they may have opportunity to mentor others and have impact on a wider range of student learning processes, motivation and outcomes. They will help develop strategies for the use of learning technologies in their organisation and play an active part in the implementation of these strategies. They will look at how to tailor the approach for particular subject areas, cross-curricular themes or learning technologies. They will develop skills in active listening, asking open questions and being non-judgemental, empathising with colleagues, sharing and reflecting on what is working well – and what is not. The candidate will build up a number of relevant links for themselves and colleagues, and develop their own support networks.

Evidence is likely to be generated through task-based activities such as:

- Audit own skills and develop plans for peer coaching and gathering feedback from colleagues
- Developing peer coaching plans for supporting colleagues as they introduce new tools or technologies into their teaching
- Sharing the principles of effective practice through discussion, for example using collaborative technologies to share with subject networks
- Developing multimedia content for sharing with colleagues
- Uploading audio or video content to the web to illustrate good practice
- Developing guidelines for using technology to support effective continuing professional development
- Developing and implementing organisational strategy for using learning technologies, including strategies for overcoming barriers to their use

- Research and document evidence of impact of learning technologies in the learning process
- Design and demonstrate potential uses of emerging technologies in the classroom and review their effectiveness
- Setting up seminars or workshops for sharing effective practice within own organisation
- Showcase learner experiences
- Record 'learning conversations' with colleagues
- Develop own action plan for developing new skills and understanding



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 has connections to the:

- Level 1-3 Award/Certificate/Diploma for IT Users (ITQ)
- LSIS eCPD framework

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
- Key Skills (England) – see www.cityandguilds.com/keyskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw
- Core Skills Scotland



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.

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.

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 such 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:** information on how to register for GOLA/e-volve assessments.

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Useful contacts

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| UK learners General qualification information | T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com |
| International learners General qualification information | T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com |
| Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com |
| 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 | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com |
| International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com |
| Walled Garden Re-issue of password or username, Technical problems, Entries, Results, GOLA/e-volve, Navigation, User/menu option, Problems | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com |
| Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy | T: +44 (0)121 503 8993 E: business@cityandguilds.com |
| Publications Logbooks, Centre documents, Forms, Free literature | T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 |

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City & Guilds Group

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