

# Level 4 Diploma in Digital Marketing (7513-40)

February 2014 Version 2.0 (June 2016)



## Qualification at a glance

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

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 4 Diploma in Digital Marketing	7513-40	601/2447/7

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Oct 2014	Amended assessment method for unit 404 and 406	<b>Assessment</b>
2.0 June 2016	Amended where to obtain assessment materials for unit 311 and removed unit 339 from the table	<b>Assessment</b>



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who is the qualification for?	This qualification is aimed at learners with experience of the Digital Marketing sector and may have completed the Level 3 Diploma in Social Media for Business or Level 3 Diploma in Digital Marketing.
What does the qualification cover?	<p>Digital Marketing is the use of digital media to attract and engage with current and potential customers, for example online advertising, email marketing, and search engine optimisation. The rich data generated enables granular analysis of what has worked, demanding analytical and creative skills above those demanded in traditional marketing and advertising.</p> <p>Learners will be expected to work on their own, undertaking projects or aspects of projects for which they will have sole responsibility. The optional groups in the qualification are designed to support the learners' journey and their chosen career within this sector.</p>
Is the qualification part of a framework or initiative?	The Level 4 Diploma in Digital Marketing is the key component of the Higher Level Apprenticeship in Social Media and Digital Marketing.
Who did we develop the qualification with?	<p>Developed in association with Agilisys Arch who have widely consulted with the industry and employers to inform this qualification development. Agilisys Arch gained Employer Ownership Pilot allowing them a unique opportunity to lead in the development of an infrastructure that provides the talent, experience and qualifications in Digital Marketing that the sector is currently struggling to provide. As a part of the bid Agilisys Arch engaged a range of willing partners :</p> <ul style="list-style-type: none"><li>• Google</li><li>• Streamingwell</li><li>• CCUSA</li><li>• The Ladders Associates</li><li>• UK Youth</li><li>• Incisive media</li><li>• Last Second Tickets</li><li>• McLaren</li><li>• Subtv</li><li>• London Borough of Barking and Dagenham</li></ul>

## Structure

To achieve the **Level 4 Diploma in Digital Marketing**, learners must achieve **120** credits overall.

Candidates must achieve:

- 60 credits from the mandatory units (401 – 406)
- a minimum of 21 credits from Optional Group A (336, 407 – 414)
- the remaining 39 credits must come from units in Optional Group A (336, 407 – 414) and/or Optional Group B (301, 305, 308, 311, 334, 337 -341, 501)

Unit Ref	UAN	Unit title	Level	Credit value	GLH
<b>Mandatory units</b>					
401	T/505/9095	Marketing planning	4	12	63
402	A/505/9096	Ethics and legalities of digital marketing	4	6	31
403	F/505/9097	Business concepts	4	11	72
404	T/504/1129	Project management	4	15	50
405	J/505/9098	Digital marketing metrics and analytics	4	6	32
406	K/504/1449	Personal and professional development	4	10	25
<b>Optional Group A</b>					
336	D/505/9107	Gamification	3	5	27
407	L/505/9099	Content marketing	4	7	37
408	A/505/9101	Online display advertising	4	5	26
409	F/505/9102	Marketing on mobile	4	5	31
410	L/505/9104	Search engine marketing	4	7	40
411	R/505/9105	Email marketing	4	7	35
412	Y/505/9106	Retention marketing	4	9	52
413	H/505/9108	Video channel management	4	6	30
414	K/505/9109	Designing an effective web based user experience	4	8	76
<b>Optional Group B</b>					
301	R/503/9324	Principles of social media within a business	3	6	42
302	M/503/9329	Principles of keywords and optimisation	3	5	30
305	H/503/9327	Content management system website creation	3	7	36
308	J/503/9322	Principles of social media advertising and promotion	3	6	34
311	Y/502/4632	Website software	3	5	40
334	T/505/1594	Delivering e-commerce solutions	3	9	68
337	J/502/4626	Spreadsheet software	3	6	45

<b>Unit Ref</b>	<b>UAN</b>	<b>Unit title</b>	<b>Level</b>	<b>Credit value</b>	<b>GLH</b>
338	T/502/4380	Using collaborative technologies	3	6	45
340	R/502/4614	Imaging Software	3	5	40
341	T/502/4394	Video software	3	4	30
501	M/503/0615	Relationship management for account managers	5	6	30



## 2 Centre requirements

### Approval

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

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

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

### Resource requirements

#### Centre staffing

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

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

Centre staff may undertake more than one role, e.g. tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

#### Assessors and Internal Quality Assurer

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

#### Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Learner entry requirements**

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

## **Age restrictions**

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



## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for this qualification:

<b>Description</b>	<b>How to access</b>
Qualification handbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

Candidates must:

- successfully complete one assignment/portfolio of evidence for each mandatory unit
- successfully complete one assignment/portfolio of evidence for each chosen optional unit.

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

- assignments.

<b>Unit Ref</b>	<b>Unit title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
<b>Mandatory units</b>			
401	Marketing planning	Portfolio of evidence	N/A
402	Ethics and legalities of digital marketing	Portfolio of evidence	N/A
403	Business concepts	Portfolio of evidence	N/A
404	Project management	Centre devised Assignment	City & Guilds website – centre devised guidance
405	Digital marketing metrics and analytics	Portfolio of evidence	N/A
406	Personal and professional development	Centre devised Assignment	City & Guilds website - centre devised guidance
<b>Optional Group A</b>			
336	Gamification	Portfolio of evidence	N/A
407	Content marketing	Portfolio of evidence	N/A
408	Online display advertising	Portfolio of evidence	N/A
409	Marketing on mobile	Portfolio of evidence	N/A

<b>Unit Ref</b>	<b>Unit title</b>	<b>Assessment method</b>	<b>Where to obtain assessment materials</b>
410	Search engine marketing	Portfolio of evidence	N/A
411	Email marketing	Portfolio of evidence	N/A
412	Retention marketing	Portfolio of evidence	N/A
413	Video channel management	Portfolio of evidence	N/A
414	Designing an effective web based user experience	Portfolio of evidence	N/A
<b>Optional Group B</b>			
302	Principles of keywords and optimisation	Assignment	City & Guilds website - assessment pack
305	Content management system website creation	Assignment	City & Guilds website - assessment pack
308	Principles of social media advertising and promotion	Assignment	City & Guilds website - assessment pack
311	Website software	Portfolio of evidence	An optional assignment is available
334	Delivering e-commerce solutions	Portfolio of evidence	N/A
337	Spreadsheet software	Assignment	City & Guilds website - assessment pack
338	Using collaborative technologies	Portfolio of evidence	N/A
340	Imaging Software	Portfolio of evidence	N/A
341	Video software	Portfolio of evidence	N/A
501	Relationship management for account managers	Portfolio of evidence	N/A

### **Time constraints**

The following must be applied to the assessment of this qualification:

- Candidates must finish their assessment within their period of registration.
- Assignments should take no longer than 8 hours. If they do, centres should consider why this is, and make sure that they are not trying to gather too much evidence.

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

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is allowed and is not sector specific.



## 5 Units

### **Availability of units**

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

### **Structure of units**

These units have the following:

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

## **Mandatory units**

<b>UAN:</b>	<b>T/505/9095</b>
<b>Level:</b>	4
<b>Credit value:</b>	12
<b>GLH:</b>	63
<b>Aim:</b>	Whether working with digital marketing, or more traditional methods, the fundamental principles of marketing will be applied.

Through this unit learners will gain an understanding of how marketing strategies are developed and turned into marketing plans that are implemented at different levels. An understanding of market segmentation and how digital marketing refines the definition of market segments will also be developed. For digital marketers, the ability to apply their understanding of digital marketing techniques to determine a suitable promotional mix to meet marketing objectives is critical. In all marketing communications, maintaining the corporate brand is an essential element and learners will develop the understanding needed to apply this in real world digital marketing contexts.

<b>Learning outcome</b>
The learner will: 1. understand digital marketing plans
<b>Assessment criteria</b>
The learner can 1.1 explain how organisations develop marketing strategies 1.2 explain the key <b>factors</b> which influence marketing decision making 1.3 assess the <b>risk</b> of competitors to organisational achievement 1.4 explain the impact of industry dynamics on an organisation 1.5 evaluate the risks to implementation of a marketing plan 1.6 explain how to set key performance indicators (KPIs) 1.7 explain how marketing plans are monitored and evaluated 1.8 specify monitoring arrangements that are capable of identifying variances from targets and expectations 1.9 devise a marketing plan that aligns with a marketing strategy 1.10 evaluate the implementation of a marketing plan.

<b>Range</b>
<b>Factors</b> Internal, external
<b>Risk</b> Market position, activities, future plans.

<b>Learning outcome</b>
The learner will: 2. understand how market segmentation contributes to marketing planning
<b>Assessment criteria</b>
The learner can: 2.1 explain the importance of defining target markets to the development and achievement of the marketing strategy 2.2 explain how target markets are established for marketing activities 2.3 describe how digital marketing techniques appeal to different market segments 2.4 explain how digital marketing contributes to market segmentation 2.5 evaluate data to inform market segmentation.

<b>Learning outcome</b>
The learner will: 3. understand how to develop a promotional mix for effective marketing
<b>Assessment criteria</b>
The learner can: 3.1 compare digital and non-digital marketing techniques 3.2 explain the effect of a <b>marketing mix</b> on a promotional mix 3.3 evaluate the suitability of digital marketing techniques to meet marketing objectives 3.4 evaluate a multi-channel approach to digital marketing 3.5 explain how emerging approaches to digital marketing can contribute to a marketing mix 3.6 illustrate how different digital marketing techniques combine to make a marketing campaign 3.7 analyse the implications of the overall purpose of marketing to the selection of marketing techniques and platforms.

<b>Range</b>
<b>Marketing mix</b> Product, price, place, packaging, processes.

<b>Learning outcome</b>
The learner will: 4. understand how branding is used across digital marketing channels
<b>Assessment criteria</b>
The learner can: 4.1 explain the brand characteristics of an organisation 4.2 explain the purpose of brand guidelines in digital marketing 4.3 explain how to incorporate brand identity into a digital marketing campaign.

# Unit 401            Marketing planning

## Supporting information

### Guidance

2.3/3.3/3.5 Emerging techniques/approaches are those that have arisen and gained prominence in the preceding 24 months. An example of an emerging technique in 2013 could be gamification.

1.9 Marketing plan to include for example;  
Actions, contingencies, accountabilities, milestones, success criteria/KPIs, budget, objectives, creative strategy, response rate for online engagement activity

2.3/3.3 Digital marketing techniques for example;  
Email, mobile, content, video channel, social media, online display, search, emerging

2.5 Data for example;  
User characteristics, demographics, behaviour patterns, trends

4.1  
Brand characteristics for example;  
Logo, colour scheme, font, font size, tagline, iconography, values, culture, identifiable characters.

## Unit 402

## Ethics and legalities of digital marketing

<b>UAN:</b>	<b>A/505/9096</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	31
<b>Aim:</b>	Any engagement with customers requires a consideration of legal and ethical issues. For the digital marketer, the development of new technologies and techniques requires not only compliance with legislation, but to consider customer and social perspectives on their activities.

This unit will develop in learners an understanding of both ethical and legal consideration of digital marketing and how these affect digital marketing activities.

<b>Learning outcome</b>
The learner will: 1. understand the implications of ethics to digital marketing
<b>Assessment criteria</b>
The learner can: 1.1 explain the fundamental <b>principles</b> of ethical behaviour 1.2 review the ethics of own behaviour 1.3 explain current and emerging concerns and expectations that are relevant to digital marketing 1.4 evaluate the ethics of digital marketing campaigns.

<b>Range</b>
<b>Principles</b> Integrity, objectivity, duty of care, confidentiality, professional behaviour.

<b>Learning outcome</b>
The learner will: 2. understand the effect of legal and regulatory requirements on digital marketing
<b>Assessment criteria</b>
The learner can: 2.1 explain how <b>regulatory requirements</b> affect digital marketing

- |  |
|--|
| 2.2 explain how legal issues affect digital marketing<br>2.3 explain how organisations ensure digital marketing activities are compliant with legal and regulatory requirements<br>2.4 explain the consequences of illegal practice. |
|--|

<b>Range</b>
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<b>Regulatory requirements</b>
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ASA regulations, CAP code.
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# **Unit 402            Ethics and legalities of digital marketing**

Supporting information

## **Guidance**

2.2 Legal issues for example;

Copyright, intellectual property, licensing, discrimination, security, privacy, trades descriptions, sales, anti bribery, platform terms and conditions, corruption.

<b>UAN:</b>	<b>F/505/9097</b>
<b>Level:</b>	4
<b>Credit value:</b>	11
<b>GLH:</b>	72
<b>Aim:</b>	Digital marketing does not take place in isolation of normal business practices. Business concepts such as management and leadership, finance and budgeting, business structures and the impact of the external environment are all essential elements of business. The learners will develop an understanding of these concepts and their contribution to success businesses.

<b>Learning outcome</b>
The learner will: 1. understand the relationship between business objectives and structures
<b>Assessment criteria</b>
The learner can: 1.1 analyse the impact of change on an <b>organisation</b> 1.2 assess how an organisation structure contributes to its objectives 1.3 evaluate how an organisation's structure affects its internal operation 1.4 explain how organisations demonstrate social responsibility 1.5 analyse the relationship between an organisation's business strategy and a department's operation 1.6 determine the departmental key performance indicators (KPIs) from a business plan 1.7 communicate organisational vision to others.
<b>Range</b>
<b>Organisation</b> Organisational structure, ownership, legal entity, employee rights.

<b>Learning outcome</b>
The learner will: 2. understand how the external environment affects business models
<b>Assessment criteria</b>
The learner can: 2.1 explain the relationship between supply and demand in a business environment 2.2 analyse the relationship between revenue and profit in an organisation 2.3 evaluate an organisation's competitive advantage 2.4 evaluate the impact of the <b>external environment</b> on an organisation's business model .

<b>Range</b>
<b>External environment</b> Political, economic, social, technological, legal, environmental.

<b>Learning outcome</b>
The learner will: 3. be able to lead a team
<b>Assessment criteria</b>
The learner can: 3.1 explain the difference between management, leadership and supervision 3.2 explain the difference between responsibility and accountability 3.3 analyse the relationship between the workplace and management style 3.4 explain how different leadership styles affect team members 3.5 demonstrate leadership in a personal area of responsibility.

<b>Learning outcome</b>
The learner will: 4. understand how finance affects a business operation
<b>Assessment criteria</b>
The learner can: 4.1 assess the sources of finance available for different business requirements 4.2 explain how budgets are developed 4.3 forecast departmental income and expenditure 4.4 assess departmental performance against a budget 4.5 recommend a budget for a project.

## **Unit 403            Business concepts**

### Supporting information

#### **Guidance**

1.3 This might include project teams and cross departmental working

1.1 Change for example;

Growth, decline, diversification, merger, acquisition, trading partnerships

4.1 Requirements for example;

Expansion, specific projects, start up, cash-flow.

<b>UAN:</b>	<b>T/504/1129</b>
<b>Level:</b>	4
<b>Credit value:</b>	15
<b>GLH:</b>	50
<b>Aim:</b>	The purpose of this unit is to provide learners with an understanding of the principles of project management and how projects are set up. Learners will gain an understanding of how to mitigate for risks and develop their skills in using management tools to monitoring and reviewing projects.

<b>Learning outcome</b>
The learner will: 1. understand why organisations use project management
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>principles</b> of project management 1.2 explain the <b>benefits</b> of project management to organisations and individuals.

<b>Range</b>
<b>Principles</b> Business justification, learning from experience, defined roles and responsibilities, manage by stages, manage by exception, focus on products, objectives, constraints, lifecycle.
<b>Benefits</b> Possible benefits will include: Increased efficiency, improved customer satisfaction, organisations may be more effective in delivering services, improvements in quality and output, development opportunities within the project team, increase in an organisation's competitive edge, opportunities to expand services, more flexibility, improved risk assessment.

<b>Learning outcome</b>
The learner will: 2. understand how to set up projects
<b>Assessment criteria</b>
The learner can: 2.1 explain the <b>considerations</b> when reviewing project proposals 2.2 explain <b>how to set clear goals</b> for projects 2.3 analyse project <b>resource requirements</b> 2.4 explain <b>how roles and responsibilities are allocated</b> within project teams 2.5 identify project <b>communication needs</b> 2.6 assess <b>possible risks</b> to successful completion of projects 2.7 explain how to <b>mitigate</b> for possible risks.

<b>Range</b>
<p><b>Considerations</b> Financial viability of the project, time, legal, resource, budget, constraints, dependencies, confidentiality eg restrictions in relation to the Data Protection Act, who has access to data and project documentation.</p> <p><b>How to set clear goals</b> Identify stakeholders, identify needs, use SMART principles, record goals in project plans.</p> <p><b>Resource requirements</b> Project requirements against goals, time constraints, budget, human resources, training needs, communication needs, IT requirements.</p> <p><b>How roles and responsibilities are allocated</b> Use of experts from different areas of the organisation; use of key stakeholders; identify training needs; meeting schedules; timing of reports.</p> <p><b>Communication needs</b> Formal/informal communication, identifying who requires communication eg stakeholders, management, team members.</p> <p><b>Possible risks</b> Safety issues, optimistic time and cost estimates, unexpected budget costs, unclear roles and responsibilities, stakeholder needs not sought, changing requirements after the start of the project, new requirements, poor communication, lack of commitment.</p> <p><b>Mitigate</b> Health and safety training, regular project review meetings, appropriate communication, training and monitoring.</p>

<b>Learning outcome</b>
The learner will: 3. be able to use management tools to maintain, control and monitor projects
<b>Assessment criteria</b>
The learner can: 3.1 describe different <b>management tools</b> for monitoring and control of projects 3.2 justify the use of management tools for monitoring and controlling projects 3.3 use management tools to <b>monitor</b> projects.

<b>Range</b>
<b>Management tools</b> Progress reports, budget monitoring reports, GANTT charts, Critical Path Analysis, use of relevant and current project software packages.
<b>Monitor</b> Updating task status, re-scheduling uncompleted tasks, updating project elements.

<b>Learning outcome</b>
The learner will: 4. be able to review projects at all stages
<b>Assessment criteria</b>
The learner can: 4.1 explain <b>reasons</b> for reviewing projects after completion 4.2 review projects against original proposals.

<b>Range</b>
<b>Reasons</b> Improve future projects, enables ability to learn from experience, identify key resources for future projects, ensures comparison against achievements to original objectives, highlights any issues eg health and safety, problems, training needs, shortages in terms of resources, increases in costs, allows for the ability to revise and update plans, enables completion of an end of project report.

<b>UAN:</b>	<b>J/505/9098</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	32

**Aim:** The success of a business is predicated on its profitability. A marketing department has an impact on those metrics and therefore the ultimate profitability of a business. This unit is about how a digital marketing department employs metrics and analytics to refine campaigns.

Learners who successfully complete this unit will be able to explain the customer journey through the sales funnel and explain, analyse and use data generated by analytics technologies to manage and refine a marketing campaign. They will be able to define data, customise how it is viewed, monitor and evaluate progress, and provide advice on how to optimise success.

<b>Learning outcome</b>
The learner will: 1. understand the sales funnel in digital marketing
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>paths</b> to conversion through <b>stages</b> of the sales funnel 1.2 identify the industry benchmarks for conversion rates for different stages in the sales funnel 1.3 evaluate the effects of a range of <b>factors</b> on sales funnel conversion rates.

<b>Range</b>
<b>Paths</b> Entry points, exit points
<b>Stages</b> Awareness, education, repertoire, consideration, purchase
<b>Factors</b> Consumer life cycle, quality of marketing activity, quantity of marketing activity.

<b>Learning outcome</b>
The learner will: 2. understand how metrics of digital marketing are generated
<b>Assessment criteria</b>
The learner can: 2.1 explain the data required to evaluate success Key Performance Indicators (KPIs) 2.2 explain the importance of <b>statistically significant</b> data 2.3 explain the tools used for generating tracking data 2.4 add tracking tools to a campaign 2.5 describe how tracking data is viewed.

<b>Range</b>
<b>Statistically significant</b> Validity, reliability, sample size, usefulness.

<b>Learning outcome</b>
The learner will: 3. understand analytics of digital marketing
<b>Assessment criteria</b>
The learner can: 3.1 explain how to <b>customise</b> analytics reporting technology for digital marketing campaigns 3.2 analyse digital marketing campaign data 3.3 evaluate the <b>methods for testing</b> digital marketing campaigns 3.4 recommend methods for optimising digital marketing campaigns.

<b>Range</b>
<b>Customise</b> Metrics displayed, frequency
<b>Methods for testing</b> multivariate testing, attribution models.

# **Unit 405            Digital marketing metrics and analytics**

## Supporting information

### **Evidence requirements**

Learner evidence should relate to their involvement in at least two campaigns using any digital marketing technique.

### **Guidance**

2.1 Data for example;

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

2.1 KPI's for example;

Cost per acquisition (CPA), sales, retention rates, win back, engagement, re-engagement, perception, customer satisfaction, brand awareness, average revenue per user

2.3

Tools for example;

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

<b>UAN:</b>	<b>K/504/1449</b>
<b>Level:</b>	4
<b>Credit value:</b>	10
<b>GLH:</b>	25
<b>Aim:</b>	The purpose of this unit is to provide learners with an understanding of the different methods and resources available to them to help them plan for their personal and professional development.

They will learn how to identify factors that may affect targets or goals, prioritise actions and how feedback from others can be utilised to aid their development and career progression. They will be able to develop a plan which can either be used during progress of a course of study or as a tool for their future or current career path.

<b>Learning outcome</b>
The learner will: 1. understand how to plan for personal and professional development
<b>Assessment criteria</b>
The learner can: 1.1 describe the <b>benefits</b> of personal and professional development 1.2 identify <b>development opportunities</b> for career and personal progression 1.3 analyse development opportunities that may support career and personal progression.

<b>Range</b>
<b>Benefits</b>
<ul style="list-style-type: none"> <li>Personal - update skills, gain new skills, increase motivation, confidence.</li> <li>Professional - career progression, meeting organisation goals, how role fits into organisation.</li> </ul>
<b>Development opportunities</b>
Skills, knowledge, qualifications, enterprise opportunities.

Internal and external development opportunities with reference to skills, knowledge, qualifications, enterprise opportunities with reference to benefits for self and organisation.

### **Learning outcome**

The learner will:

2. understand how people learn

### **Assessment criteria**

The learner can:

- 2.1 explain the **principles** of how people learn
- 2.2 describe different learning styles
- 2.3 evaluate **learning resources** to support development
- 2.4 analyse the use of different learning strategies.

### **Range**

#### **Principles**

Relevant theories, methodologies, pedagogies.

#### **Learning resources**

Libraries, organisation's resources, IT, Internet.

### **Learning outcome**

The learner will:

3. be able to produce personal and professional development plans

### **Assessment criteria**

The learner can:

- 3.1 carry out **self-audit** of skills and experience
- 3.2 identify **targets** for personal and professional development
- 3.3 use **methods** to track personal development
- 3.4 create a personal and professional development **plan**.

### **Range**

#### **Self-audit**

Feedback from others, skills scan, looking at job role.

#### **Targets**

SMART target setting.

Candidate should investigate and select appropriate mechanisms to monitor own progress.

#### **Methods**

Task manager, blog, project management tools, diaries, performance review/plan, objectives.

#### **Plan**

Includes what, who, how and when in a clear format.

**Learning outcome**

The learner will:

4. be able to make recommendations for personal and professional development

**Assessment criteria**

The learner can:

- 4.1 explain the **benefits** of reflective practice
- 4.2 evaluate **progress** against development plan
- 4.3 recommend opportunities for further development.

**Range****Benefits**

Extent to which targets have been met/not met including any changes in expectations, further support required, barriers to progress.

**Progress**

The candidate should identify further personal and professional development.

## Optional group A units

<b>UAN:</b>	<b>D/505/9107</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	27
<b>Aim:</b>	<p>Game dynamics and mechanics are essential elements of any game, whether traditional or digital. The application of these to digital marketing is an emerging and there are increasing applications of this approach.</p> <p>This unit develops in learners an understanding of the fundamentals of gamification theory. Learners apply this theory by creating their own vision for gamification in a digital marketing context.</p>

<b>Learning outcome</b>
The learner will:
1. understand gamification theory
<b>Assessment criteria</b>
The learner can:
1.1 explain how <b>game dynamics</b> are used in marketing
1.2 explain how <b>game mechanics</b> are used on marketing
1.3 explain how gamification is used for different types of marketing objectives
1.4 asses the capability of platforms for gamification
1.5 explain the success criteria used to measure gamification
1.6 explain <b>ethical issues</b> of gamification.

<b>Range</b>
<b>Game dynamics</b> Rewards, achievement, competition, status, self-expression, altruism
<b>Game mechanics</b> Points, challenges, leaderboards, levels, virtual goods and spaces, gifts and charity
<b>Ethical issues</b> Addiction, in-app purchases, IP, duty of care, security, privacy.

<b>Learning outcome</b>
The learner will: 2. be able to propose gamification solutions to marketing objectives
<b>Assessment criteria</b>
The learner can: 2.1 describe a gamification proposal 2.2 explain how a gamification proposal meets marketing objectives 2.3 <b>plan</b> the implementation of a gamification proposal.

<b>Range</b>
<b>Plan</b> Timing, resources, sequencing of activities, testing.

## **Unit 336**            **Gamification**

### Supporting information

#### **Guidance**

1.3 Marketing objectives for example;  
Increase sales, engagement, awareness, trending, positive action, reduce negative sentiment.

<b>UAN:</b>	<b>L/505/9099</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	37
<b>Aim:</b>	<p>This unit seeks to equip learners with essential industry working practice skills and knowledge to help them evaluate a range of content marketing methods and technologies and plan, implement, manage and evaluate a campaign.</p> <p>Learners will be expected to identify the relevance of content marketing to a campaign, propose ideas, and utilise an editorial calendar to manage publishing and analyses processes whilst considering any technical and legal issues.</p>

<b>Learning outcome</b>
The learner will:
1. understand the uses of content marketing
<b>Assessment criteria</b>
The learner can:
1.1 explain the relationship between branding and content marketing
1.2 describe the differences between original and curated content
1.3 explain the <b>factors</b> to consider when creating a brief for a content marketing campaign
1.4 propose content marketing campaign ideas to meet aims and objectives
1.5 explain the uses of an editorial calendar for content marketing campaigns
1.6 evaluate the legal requirements of a content marketing campaign.

<b>Range</b>
<b>Factors</b>
Aims and objectives, target audience, available skills and resources, cost, time, accessibility, ethics.

**Learning outcome**

The learner will:

2. understand technology used in content marketing

**Assessment criteria**

The learner can:

- 2.1 evaluate the technical issues of proposed content media
- 2.2 explain how search engine optimisation is achieved for content media
- 2.3 describe the tools used to build content media
- 2.4 describe the technologies that enable interactivity in content media
- 2.5 explain the data required from technology to measure success of a content marketing campaign.

**Learning outcome**

The learner will:

3. be able to manage a content marketing campaign

**Assessment criteria**

The learner can:

- 3.1 **plan** a content marketing campaign
- 3.2 use an editorial calendar in running a content marketing campaign
- 3.3 originate content for a content marketing campaign
- 3.4 curate content for a content marketing campaign
- 3.5 publish content in line with content marketing campaign plans
- 3.6 **manage** a content marketing campaign
- 3.7 evaluate the success of a content marketing campaign against the aims and objectives of the brief.

**Range****Plan**

Aims and objectives, budgets, deadlines, design, testing, delivery, target audience, metrics, publishing system, resources, link destination

**Manage**

Monitor and adjust plan, work to agreed targets, refine content media as required, analyse data, liaison with others.

## **Unit 407**            **Content marketing**

### Supporting information

#### **Guidance**

1.6 Legal requirements for example;

Use and storage of personal information, confidentiality, SPAM, unsubscribe, cross border issues, copyright, intellectual property

2.4 Technologies for example;

HTML5, AJAX, JavaScript, forms, jQuery, data feed technologies

2.5 Data for example;

Reports, statistics, metrics.

<b>UAN:</b>	<b>A/505/9101</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	26
<b>Aim:</b>	The publishing and analytic technologies of online display advertising continue to evolve with new options and increasing levels of sophistication.

This unit puts the learner in the driving seat of a campaign. They will evaluate the relevance of a banner ad campaign against a marketing objective for a given target audience and plan, implement and refine a campaign. In addition, the learner will be expected to reflect on their performance and critically analyse their working methods to make improvements.

<b>Learning outcome</b>
The learner will:
1. understand requirements for online display advertising
<b>Assessment criteria</b>
The learner can:
1.1 explain how to profile target audiences for online display ad campaigns
1.2 evaluate the suitability of publishing locations for online display ad campaigns for different target audiences
1.3 explain the <b>factors</b> to consider when planning online display ad campaigns.

<b>Range</b>
<b>Factors</b>
Aims and objectives, target audience, available skills and resources cost, time, accessibility, legal, copyright, ethical, competitors, context.

<b>Learning outcome</b>
The learner will: 2. understand technology used in online display ad campaigns
<b>Assessment criteria</b>
The learner can: 2.1 evaluate the relative merits of the <b>methods of publishing</b> display ads 2.2 describe the tools that can be used for creating banner ads 2.3 explain <b>best practice</b> in banner ad design 2.4 explain the data required to measure success of online display advertising.

<b>Range</b>
<b>Methods of publishing</b> Adservers / network, buying platforms, real-time bidding, re-targeting <b>Best practice</b> Message (headline, brand), image (creating, acquisition, editing), use of animation, layout.

<b>Learning outcome</b>
The learner will: 3. be able to manage an online display ad campaign
<b>Assessment criteria</b>
The learner can: 3.1 <b>plan</b> an online advertising campaign 3.2 <b>create</b> banner ads for an online display campaign 3.3 <b>manage</b> a banner ad campaign 3.4 evaluate the success of a banner ad campaign against aims and objectives of a brief 3.5 evaluate own performance in running online display ad campaigns 3.6 recommend actions for improvement to own performance ad campaign.

<b>Range</b>
<b>Plan</b> Aims and objectives, budgets, deadlines, design, testing, delivery, target audience, metrics, publishing system, resources, link destination
<b>Create</b> source image, create image, edit, write copy, destination link
<b>Manage</b> Monitor and adjust plan, work to agreed targets, refine ads as required, analyse data, liaison with others.



# **Unit 408            Online display advertising**

## Supporting information

### **Guidance**

1.1 Profile for example;

Location, gender, previous buying habits, lifestyle, age, ethnicity

1.2 Publishing Locations for example;

Websites, apps, classified ads, social media, online productivity platforms

2.2 Tools for example;

For project management, for image origination and editing, animation

2.4 Data for example;

Reports, statistics, metrics (click through rates (CTR), cost per click (CPC), cost per acquisition (CPA), cost per mille (CPM), cost per impression (CPI)).

<b>UAN:</b>	<b>F/505/9102</b>
<b>Level:</b>	4
<b>Credit value:</b>	5
<b>GLH:</b>	31
<b>Aim:</b>	<p>Mobile devices have developed not only in use, but also in the design and variety of hardware available. From mobile phones with text facility to smart phones and tablets, mobile devices now offer a range of functions, forms and capabilities. This unit requires learners to demonstrate how mobile marketing techniques can be employed in the overall marketing objectives of a business. Learners must understand the potential of technologies and identify marketing opportunities.</p>

Learners will be able to explain a range of technologies and factors, and apply industry best practice knowledge and skills to propose ideas for applications based and location aware solutions for a business-marketing objective. In addition, learners will be able to consider legal and ethical issues and consider interface design issues.

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. understand how uniqueness of mobile technologies affects marketing</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 evaluate how the unique facets of mobile devices provide opportunities for mobile marketing</li> <li>1.2 explain the opportunities for mobile marketing arising from technological developments</li> <li>1.3 explain how the limitations of mobile technologies for mobile marketing are overcome by businesses.</li> </ol>

**Learning outcome**

The learner will:

2. understand mobile marketing communications

**Assessment criteria**

The learner can:

- 2.1 analyse the potential of mobile marketing to the marketing strategy of a business
- 2.2 suggest how apps can be optimised to meet the marketing objectives of a business
- 2.3 describe best practice interface design for mobile
- 2.4 explain how to optimise a business' website for mobile marketing
- 2.5 propose digital marketing techniques for a mobile marketing campaign.

**Learning outcome**

The learner will:

3. understand the use of location aware applications for business

**Assessment criteria**

The learner can:

- 3.1 explain the uses of different types of location aware applications for mobile marketing for a business
- 3.2 explain the ethical issues of location aware applications
- 3.3 propose the use of location aware applications for mobile marketing for a business.

# Unit 409            Marketing on mobile

## Supporting information

### Guidance

1.1 Unique facets for example;

Personal single user, primary means of communication, emotional attachment by user, close integration of social media, retail and communication, mobile

1.2 Opportunities for example;

Retail, promotion, obtain information on user, payment systems, loyalty systems, communication

1.2 Technological developments for example;

GPS, near field communications, camera, barcodes, augmented reality, maps, apps, mobile sites, network speeds, access points, synchronisation of user state across devices

1.3 Mobile technologies for example;

Hardware, software, connection, accessibility, analytics and metrics, data allowance

2.1 Potential for example;

Population, numbers of mobile device owners, users, sales data, interdependency, globalisation, deregulation, retail habits, brand identity, emerging markets

2.2 Marketing objectives for example;

Existing, changing/evolving

2.5 Techniques for example;

Search engine optimisation, paid search, display advertising, SMS and MMS, barcodes, mobile apps, social media

3.1 Location aware applications for example;

Geo-marketing vouchers, games, social media, search, maps

3.2 Ethical issues for example;

Cookies, opt-in/opt-out, push notifications, location tracking, data security, business policies and practices.

<b>UAN:</b>	<b>L/505/9104</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	40
<b>Aim:</b>	The technologies and techniques of search engine marketing are evolving fast.

This unit seeks to equip learners with essential current industry working practice skills and knowledge to help them to put together and manage a search campaign, which utilises advertising platforms and will allow a business/organisation to compete on both branded and non-branded keywords.

The learner will be able to plan, manage, run, evaluate and optimise a campaign using tracking methodologies to measure success. In addition they will be able to explain processes, reflect on and evaluate their own performance.

<b>Learning outcome</b>
The learner will: 1. understand how search engine marketing fits into the marketing objectives of a business
<b>Assessment criteria</b>
The learner can: 1.1 compare SEO and paid search 1.2 explain the <b>techniques</b> used to improve organic search engine positioning 1.3 explain how to optimise the location of paid search ads 1.4 explain the <b>factors</b> to consider when planning a search marketing campaign for a business 1.5 explain how audience targeting technologies are used to optimise paid search ads 1.6 explain the relationship between a paid search ad and the landing page.

<b>Range</b>
<p><b>Techniques</b> Meta-tags, link-building, keyword usage within content, use of social media</p> <p><b>Factors</b> Aims and objectives, target audience, message, cost, time, optimisation.</p>

<b>Learning outcome</b>
The learner will: 2. understand the role of keywords in a search marketing campaign
<b>Assessment criteria</b>
The learner can: 2.1 explain the considerations for selecting keywords and keyword phrases 2.2 analyse competitor keywords and keyword phrases 2.3 explain how to leverage current events to optimise campaigns 2.4 explain the data required from technology to measure success.

<b>Learning outcome</b>
The learner will: 3. be able to manage a search marketing campaign
<b>Assessment criteria</b>
The learner can: 3.1 <b>plan</b> a search marketing campaign 3.2 select keyword and keyword phrases for a search marketing campaign to meet requirements of a brief 3.3 edit web copy for optimisation 3.4 create a paid search ad to meet requirements of a brief 3.5 <b>manage</b> a paid search ad campaign 3.6 evaluate the success of a search marketing campaign against the aims and objectives of the brief 3.7 evaluate own performance in running paid search campaigns 3.8 recommend actions for improvement of own and campaign performance .

<b>Range</b>
<p><b>Plan</b> Aims and objectives, budgets, deadlines, design, testing, tailor ads to target audience strategies for optimisation, delivery, metrics, resources, link destination</p> <p><b>Manage</b> Monitor and adjust plan, work to agreed targets, refine content as required, analyse data, liaison with others.</p>

# Unit 410 Search engine marketing

## Supporting information

### Guidance

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

1.3 Location. Which websites/search results pages and where on the page the ad appears.

1.5 Audience targeting technologies for example;  
Geo targeting, device targeting, weather specific targeting

2.3 Current events for example;  
New stories, trends, topical issues, fads, fashion

2.4 Data for example;  
Reports, statistics, metrics (Click through rates (CTR), cost per click (CPC), cost per acquisition (CPA), cost per mille (CPM), cost per impression (CPI))

3.2 Keyword and keyword phrases for example;  
Competitor researched, branded, own, current events

3.3 Edit for example;  
Meta-tags, keyword density, headings, hyperlinks, social media integration.

<b>UAN:</b>	<b>R/505/9105</b>
<b>Level:</b>	4
<b>Credit value:</b>	7
<b>GLH:</b>	35
<b>Aim:</b>	With this unit, learners will evaluate email as a marketing tool. Learners will develop an understanding of best industry practice required and be able to explain and demonstrate a range of organisational, marketing and technical concepts and factors.

Learners will be expected to be able to employ industry best practice to analyse information to develop a brief and establish customer profiles for a campaign, design a message, whilst considering technical and legal issues, manage a mailing list and run a campaign. They will also be able to evaluate campaign success and their own performance.

<b>Learning outcome</b>
The learner will: 1. understand requirements for email marketing campaigns
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>requirements</b> for different <b>stages</b> in email marketing campaigns 1.2 explain how to profile target audience for email marketing campaigns 1.3 explain ways of generating leads for email marketing 1.4 evaluate an email marketing campaigns against <b>legal requirements</b> .

<b>Range</b>
<b>Requirements</b> Budget, time, staffing, expertise (in-house, outsourced), software
<b>Stages</b> Set objectives, specify message, create mailing lists, create message, design and style message, technical test, send, report, evaluate

**Legal requirements**

Use and storage of personal information, confidentiality, SPAM, unsubscribe, cross border issues.

**Learning outcome**

The learner will:

2. understand design criteria for email marketing campaigns

**Assessment criteria**

The learner can:

- 2.1 explain possible calls to action of an email message
- 2.2 describe best practice in **writing** copy for email marketing messages
- 2.3 describe best practice in the **technical design** of email marketing messages
- 2.4 evaluate e-mail marketing platforms
- 2.5 explain the causes of technical obstacles encountered in email marketing
- 2.6 explain the data required from technology to measure success.

**Range****Writing**

Copywriting, tone of language, corporate style, organising content, links, calls to action, use of headlines, proof reading, sign off

**Technical design**

Design layout, style, use of rich media, HTML coding, links, tracking codes.

**Learning outcome**

The learner will:

3. be able to run email marketing campaigns

**Assessment criteria**

The learner can:

- 3.1 establish a customer profile for an email marketing campaign
- 3.2 create a **brief** for an email marketing campaign
- 3.3 create a mailing list for a customer profile
- 3.4 apply criteria from a brief to **create** a marketing email message
- 3.5 test a marketing email
- 3.6 evaluate the success of an email marketing campaign against aims and objectives from a brief
- 3.7 evaluate own performance in running an email marketing campaigns
- 3.8 recommend actions for improvement to own performance and an email campaign.

<b>Range</b>
<b>Brief</b> Customer profile, campaign objectives, success criteria, budget
<b>Create</b> Write copy, technical design.

# Unit 411      Email marketing

## Supporting information

### Guidance

The expectation is that learners will originate, implement, manage and evaluate a campaign in the workplace. A basic objective may be set by a line manager (e.g. sell more shoelaces) but the campaign brief should be developed and implemented by the learner.

3.3 It is expected that learners will be working on the development and implementation of a real world campaign and will therefore be able to develop customer profile(s) from existing data that a business holds about its customer and the specifics of the campaign objectives.

1.3 Ways of generating leads for example;

Researching (social media and business networks, sales data, subscription lists, membership lists, trade organisations), purchasing,

2.1 Calls to action for example;

Complete a form, provide personal information, write a review, purchase a product, find out more information, watch a video, visit a website

2.5 Technical obstacles for example;

Missing images, image blocking, broken layout, rendering issues in differing email clients, firewall and network blocking, attachments

3.3 Create for example;

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

3.5 Test for example;

Evaluate results against objectives, adjust for technical issues.

<b>UAN:</b>	<b>Y/505/9106</b>
<b>Level:</b>	4
<b>Credit value:</b>	9
<b>GLH:</b>	52
<b>Aim:</b>	Retention marketing is an important tool for every organisation- whether it is a subscription business, charity organisation or a large corporation. It helps organisations retain their profitability by ensuring that they keep their customers wherever they are along the customer journey.

Through this unit, you will learn how to analyse data in order to understand how you can communicate and serve customers in the best possible way. You will learn about how organisations maintain positive customer relations and strategies used to retain customers.

<b>Learning outcome</b>
The learner will: 1. understand the value of customer data to retention marketing
<b>Assessment criteria</b>
The learner can: 1.1 illustrate the stages of a customer journey 1.2 explain the tools used throughout the customer journey to obtain customer data 1.3 analyse customer data for characteristics and behaviour 1.4 explain how data sources are integrated to form a customer profile 1.5 explain how <b>data</b> is used to prioritise retention marketing.

<b>Range</b>
<b>Data</b> Customer data, customer profiles, metrics.

<b>Learning outcome</b>
The learner will: 2. understand how organisations achieve positive customer relations

**Assessment criteria**

The learner can:

- 2.1 explain how organisations engage with customers with different customer profiles
- 2.2 evaluate methods of communication for good customer relations
- 2.3 evaluate an organisations complaints policy and procedures
- 2.4 review an organisation's crisis management procedures
- 2.5 explain how CRM tools contribute to effective customer relations
- 2.6 explain the role of community in customer relations
- 2.7 explain how feedback is used for positive customer relations.

**Learning outcome**

The learner will:

3. understand strategies for retention marketing

**Assessment criteria**

The learner can:

- 3.1 explain how loyalty is used to retain customers
- 3.2 assess the role of public relations in retention marketing
- 3.3 suggest how to personalise a marketing proposition for different customer profiles
- 3.4 analyse the relationship between **sales** and retention marketing
- 3.5 evaluate the retention strategies used by different organisations.

**Range****Sales**

Additional products, ancillary products, cross-selling, upgrades, upselling.

# Unit 412      Retention marketing

## Supporting information

### Guidance

1.2 Tools for example;

Web analytical tools, tracking tools, registration, CRM, online profiles, surveys, internal systems

2.1 Engage for example;

How often, nature of communication, tone of communication

2.2 Methods of communication for example;

Call centres, automated email, social media, webchat, FAQs, virtual assistant, webinars, video

2.4 This could be a media crisis, product is poisonous, plane accident, cloud system failure

2.7 Feedback for example;

Tools used for collecting and sharing, how it is acted upon, how shared with customers

3.5 No retention strategies are specified, as the range is too diverse.

Centres are expected to deliver a range of relevant examples from related organisations.

<b>UAN:</b>	<b>H/505/9108</b>
<b>Level:</b>	4
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Aim:</b>	Video channels are one digital marketing technique that can be used by an organisation. Whilst there are many platforms that enable individuals to set up their own channel, the management of that channel for marketing purposes requires both technical and theoretical understanding.

This unit will develop in learners an understanding of the technical requirements for managing a video channel for digital marketing including sourcing and configuring content as well as search engine optimisation. Learners will also understand both the opportunities and constraints that video channels offer the digital marketer.

<b>Learning outcome</b>
The learner will: 1. understand video channel technologies
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>technical considerations</b> of video channel management 1.2 evaluate the suitability of different platforms to meet video channel requirements 1.3 explain how to achieve search engine optimisation for video channels.

<b>Range</b>
<b>Technical considerations</b> File formats, video quality, channel configuration options.

<b>Learning outcome</b>
The learner will: 2. understand requirements for video channel management
<b>Assessment criteria</b>
The learner can: 2.1 describe how video content is sourced 2.2 explain how video channel brand guidelines contribute to an organisation's marketing objectives 2.3 describe the content of a video channel brief 2.4 explain the legal and ethical issues to consider in using video content 2.5 recommend how a video channel can be promoted to meet marketing objectives 2.6 explain opportunities for monetising video channels.

<b>Learning outcome</b>
The learner will: 3. be able to manage a video channel
<b>Assessment criteria</b>
The learner can: 3.1 source content to meet a brief 3.2 schedule content release 3.3 <b>configure</b> content for release 3.4 evaluate the success of the video content against a brief 3.5 evaluate own performance 3.6 recommend actions for improvement of own performance and video content.

<b>Range</b>
<b>Configure</b> Tags, comments, copyright information, embedding, privacy, SEO, branding.

## Unit 414

## Designing an effective web based user experience

<b>UAN:</b>	<b>K/505/9109</b>
<b>Level:</b>	4
<b>Credit value:</b>	8
<b>GLH:</b>	76
<b>Aim:</b>	<p>A website designed without consideration of the user and their experience limits its potential to contribute to an organisations marketing objectives.</p> <p>The aim of this unit is to provide an understanding of the user experience and the components and technologies of website design. Learners will develop the skills and understanding required to design a specification for a user experience centred website and carry out an evaluation to ensure it meets user and organisational marketing requirements.</p>

<b>Learning outcome</b>
The learner will: 1. understand the web-based user experience
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>principles</b> of a web-based user experience 1.2 explain how <b>website elements</b> affect user behaviour 1.3 analyse user requirements 1.4 evaluate the contribution of a websites information architecture to the user experience.

<b>Range</b>
<b>Principles</b> Usability, accessibility, design, human-computer interaction (HCI), system performance, marketing
<b>Website elements</b> Colour, brand, buttons, images, layout, use of other media, headings, content.

**Learning outcome**

The learner will:

2. be able to optimise website user experience

**Assessment criteria**

The learner can:

- 2.1 describe how web pages can be made more interactive
- 2.2 explain how the use of xml can enhance the website user experience
- 2.3 explain how the use of scripting languages can enhance the website user experience
- 2.4 explain the importance of cross-browser compatibility
- 2.5 specify the user data required from a website to be collected from a website subsystem
- 2.6 plan a user flow through an organisation's website for a call to action.

**Learning outcome**

The learner will:

3. be able to test the websites user experience

**Assessment criteria**

The learner can:

- 3.1 design wireframes for multivariate testing
- 3.2 create content for multivariate testing
- 3.3 analyse multivariate testing data
- 3.4 propose how a website user experience can be optimized.

# Unit 414      Designing an effective web based user experience

## Supporting information

### Guidance

1.3 User requirements would be analysed through different sources eg surveys, usage databases, website metrics, customer online profiles

2.1 Learners should explain in terms of types of software that can provide user interaction as well as the type of interaction they can provide

2.5 Examples of a website subsystem could be a payment section, or a microsite linked to a competition

2.5 User data for example;  
Format in which data collected, type of data to be collected

2.6 This could be a subsystem for an organisation with a complex website. Calls to action could include a purchase, completion of a form or survey, link to social media account, engagement with wider elements of website

2.6 User flow for example;  
For different devices, the source from which the user accesses the website (search engine, another website, favourites, type in URL), using different tools (touch, mouse)

3.1 Wireframes for example;  
Pixel height, width, colour depth, amount of text on a button, layout, branding, links.

## Optional group B units

<b>UAN:</b>	<b>R/503/9324</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	42
<b>Aim:</b>	This unit is about the fundamentals of social media marketing for a business.

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

<b>Range</b>
<b>Audience</b> Customers, competitors, influencers, suppliers, partners
<b>Marketing tools</b> Marketing calendar, digital and physical media, telemarketing, face to face, surveys
<b>Different sizes and types of business</b> Sole trader, Small Medium Enterprise (SME), enterprise, corporate, public sector, education, international, charitable, not-for-profit, voluntary sector

**Factors**

Audience, business type, business brand, resources, content, cost, time, market conditions.

**Guidance****Brand and value**

For example: logo, mission statement, ethics, sustainable business practices, statement of purpose

**Learning outcome**

The learner will:

2. understand how to select social media tools and channels for a business

**Assessment criteria**

The learner can:

- 2.1 describe the **different tools and channels** that can be used for social media
- 2.2 describe the features and benefits of the **different tools and channels** that can be used for social media
- 2.3 identify the potential type of **audience** for each **different tool and channel** that can be used for social media
- 2.4 explain the factors to consider when selecting **different tools and channels** for social media
- 2.5 evaluate **different tools and channels** for social media for business use.

**Range****Different Tools and Channels**

Social Network, Email newsletter, Website, Keywords, Mobile social media, Mobile Websites, Blog, Video, Podcasts, Forums, Social Bookmark, Wikis, Online vouchers, Geo-location

**Audience**

Customers, competitors, influencers, suppliers, partners.

**Guidance****Different Tools and Channels**

For example: Television, augmented reality, social gaming, virtual world

**Learning outcome**

The learner will:

3. understand how to measure the success of using social media tools and channels

**Assessment criteria**

The learner can:

- 3.1 explain the importance of measuring the outcomes of using **different social media tools and channels**
- 3.2 explain why **SMARTER** targets should be set for **different social media tools and channels**
- 3.3 describe the **methods** a business can use to measure and identify success of **different social media tools and channels**
- 3.4 describe what success could look like when using **different social media tools and channels** for **different types and sizes of business.**

**Range**

**Different Tools and Channels**

Social Network, Email newsletter, Website, Keywords, Mobile social media, Mobile Websites, Blog, Video, Podcasts, Forums, Social Bookmark, Wikis, Online vouchers, Geo-location

**SMARTER**

Specific, measurable, attainable, relevant, timely, evaluate, re-evaluate

**Methods**

Analytics tools, manual, automated, human analysis

**Different sizes and types of business**

Sole trader, Small Medium Enterprise (SME), enterprise, corporate, public sector, education, international, charitable, not-for-profit, voluntary sector.

**Guidance**

**Different Tools and Channels**

For example: Television, augmented reality, social gaming, virtual world

**Success**

This can differ – change in perception, financial, interaction, increased awareness, improved sentiment

**Learning outcome**

The learner will:

- 4. understand how social media policy and guidelines can impact a business

**Assessment criteria**

The learner can:

- 4.1 describe the **components** of a business's social media policy and guidelines
- 4.2 explain the importance of having a social media policy and guidelines
- 4.3 explain the importance of having a reputation management policy
- 4.4 describe the benefits of managing **perception changes** in a business's reputation

4.5 describe how to manage **perception changes** in a business's reputation.

**Range**

**Components**

Internet, behaviour in and out of work, appropriate use, online privacy, brand and values, corporate code of practice, complaints process, training requirements, code of conduct, crisis management, tone and manner

**Perception changes**

Positive, positive neutral, neutral, negative neutral, negative.

**Learning outcome**

The learner will:

5. be able to monitor how a business is using social media

**Assessment criteria**

The learner can:

5.1 explain the importance of knowing how similar businesses or industries are using social media

5.2 explain how to monitor the ways similar businesses or industries are using social media

5.3 **monitor** how a business is using social media

5.4 identify improvements to a business's use of social media.

**Guidance**

**Monitor**

Needs to be monitored for a minimum of a week

**Monitor**

AC 5.3 & 5.4 are linked and should be delivered together

<b>UAN:</b>	<b>M/503/9329</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Aim:</b>	This unit is about understanding how to implement keywords and/or keyword phrases on a website to achieve maximise optimisation.

<b>Learning outcome</b>
The learner will: 1. understand Search Engine Optimisation (SEO)
<b>Assessment criteria</b>
The learner can: 1.1 define the term Search Engine Optimisation (SEO) 1.2 explain the importance of SEO to a business 1.3 explain the difference between organic and 'paid' search results 1.4 describe the differences between Pay-per-Click and Pay-per-Impression 1.5 describe the <b>factors</b> that need to be considered as part of an SEO plan.

<b>Range</b>
<b>Factors</b> What people search for, keyword phrases, which search engines are preferred by audience, how search engines use keywords, link building, page rank, audience segmentation, demographics, tags.

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

### Learning outcome

The learner will:

2. be able to plan implementation of SEO techniques

### Assessment criteria

The learner can:

- 2.1 define the term “keyword”
- 2.2 explain the **factors** to consider when identifying keywords and/or keyword phrases
- 2.3 create a list of keywords and/or keyword phrases for a business
- 2.4 identify the competition and monthly search volumes for the keywords and/or keyword phrases identified for a business
- 2.5 explain **where** on a website a search engine looks for keywords and/or keyword phrases
- 2.6 research others use of keywords and/or keyword phrases to maximise keyword effectiveness for a website
- 2.7 review the list of keywords and/or keyword phrases in a website for a business
- 2.8 describe how **link building** can help or hinder the search engine ranking of a website
- 2.9 create a **link building** plan for the website for a business
- 2.10 describe the **factors** that can positively and negatively affect how a search engine ranks a website.

### Range

#### 2.2 Factors

Audience, Jargon, Long Tail, Competitive, monthly search volumes, misspellings and synonyms

#### Where

Titles, image titles, headings, meta-tags, alt-tags on images, description, content, anchor text on links and url

#### Link building

Cross-linking, external linking, in-linking, anchor text

#### 2.10 Factors

Repetitive words and phrases, keyword used more than 10%, capitalisation, overuse of exclamation marks, Heading 1 / Heading 2 text style, alt text of images, caption text, anchor text for links, hidden in white text on a white background, used in 30% of the content of the page, over use of capitals.

### Guidance

#### 2.6

Analyse source code of top 5 organic search results

#### 2.3, 2.4, 2.6 & 2.7

These assessment criteria are linked and should be delivered together.

**Learning outcome**

The learner will:

3. understand social media Optimisation (SMO)

**Assessment criteria**

The learner can:

- 3.1 define the term social media Optimisation (SMO)
- 3.2 explain why SMO is important to a business
- 3.3 explain how search engines include **different tools and channels** of social media in their results
- 3.4 explain how to use keywords and/or keyword phrases to listen and engage with a social media audience
- 3.5 compare how SEO for a website differs for SMO.

**Range****Different Tools and Channels**

Social Network, Email newsletter, Website, Keywords, Mobile social media, Mobile Websites, Blog, Video, Podcasts, Forums, Social Bookmark, Wikis, Online vouchers, Geo-location.

**Guidance****Different tools and channels**

Television, augmented reality, social gaming, virtual world.

**Learning outcome**

The learner will:

4. understand how to plan implementation of a website optimised for mobile devices

**Assessment criteria**

The learner can:

- 4.1 define the term Mobile Optimisation
- 4.2 identify the main **differences** between SEO and Mobile Optimisation
- 4.3 explain why Mobile Optimisation is important to a business
- 4.4 describe how to **optimise** a website for viewing on a mobile device
- 4.5 explain why keywords and/or keyword phrases for a mobile website might differ from those for a non-mobile website
- 4.6 identify changes required to a non-mobile website to make it suitable for mobile devices.

**Range****Differences**

Specific meta data, mobile XML sitemap, links from mobile specific directories, different set of keyword and/or keyword phrases, mobiles websites may need to be simplified, file formats may be different

**Optimise**

Call to action buttons are clear, concise text, mobile XML, server, geo-location tags, no Flash, text only option, mobile domains.

## **Unit 302**            **Principles of keywords and optimisation**

Supporting information

### **Guidance**

Candidates must have access to tools to analyse keywords for this unit.

## Unit 305

## Content management system website creation

<b>UAN:</b>	<b>H/503/9327</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>GLH:</b>	36
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by CfA, the Council for Administration, and e-skills UK, the Sector Skills Council for Business and Information Technology.
<b>Aim:</b>	This unit is an introduction to website creation using content management system software (CMS). It includes implementation of keywords, use of templates, blog and measuring success. It also covers an awareness of accessibility.

<b>Learning outcome</b>
The learner will: 1. be able to create a plan for the components of a content management system (CMS) website
<b>Assessment criteria</b>
The learner can: 1.1 define the term Content Management System (CMS) 1.2 describe the <b>features</b> and <b>functions</b> of CMS Website software 1.3 explain the <b>advantages and disadvantages</b> of different <b>hosting options</b> 1.4 describe what success could look like when using a CMS website 1.5 identify keywords and/or keyword phrases to be used on each page of a website 1.6 register with a hosting provider with a suitable domain name in relation to keywords and/or keyword phrases identified 1.7 identify the website template to be used for a website 1.8 plan the content and layout needed for each page on a website 1.9 explain <b>how laws, guidelines and constraints</b> affect the content and use of websites 1.10 explain when and why to use different <b>file types</b> for saving content.

<b>Range</b>
<b>Features</b> Server side, SEO friendly, content hierarchy

### **Functions**

Integrated file manager, intuitive interface, templates

### **Advantages and disadvantages**

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

### **Hosting Options**

Self hosted, hosted by wordpress / blogger

### **Laws, guidelines and constraints**

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

### **File Types**

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

### **Guidance**

#### **CMS Website Software**

Wordpress, blogger, weebly

#### **Content and layout**

Web page content and layout will vary according to the needs of the website but should include text (e.g. body, headings), images (photographs, images), moving images (animation, videos, live streaming), Social networking links, Blog.

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

- 2.1 customise a website template in relation to a plan
- 2.2 use planned content to populate a website template
- 2.3 use programming and development techniques to add features and enhance a website
- 2.4 include keywords and/or keyword phrases in **website meta-tags**
- 2.5 include a blog in a website implementation
- 2.6 store and retrieve files in line with local guidelines and conventions where available
- 2.7 include links to social Networking Sites in relation to a plan
- 2.8 include buttons to share content on a website
- 2.9 use testing methods to check that all elements and features of a website are working
- 2.10 register a website with search engines.

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

<b>Guidance</b>
<p><b>Website templates</b> Templates may be customised according to requirements of CMS and website design. Templates should give header / footer and layout of pages (side bars, menu structure)</p> <p><b>Programming and development techniques</b> Methods will vary but may include use of plugins, widgets, creating and changing code using programming language, snippets, creating internal and external links, adding multimedia content to pages.</p> <p><b>Social networking sites</b> Could include Twitter, LinkedIn, Facebook, Google+, FourSquare or others</p> <p><b>Buttons</b> RSS, Digg, Delicious etc.</p> <p><b>Testing methods</b> Methods will vary but should include 'viewing pages using different browser software', checking links, testing multi-media and interactive elements.</p>

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

<b>Range</b>
<p><b>Parts of a website</b> Use of style sheets, colour, images, multimedia, navigation, scripts and forms, text, structure</p> <p><b>Accessibility guidelines</b> Cascading style sheet, colours that do not cause problems for colour blindness, use ALT tags and titles on images, tabulated structures need captions and headings, sound files need accessible player or</p>

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

### **Learning outcome**

The learner will:

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

### **Assessment criteria**

The learner can:

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

### **Guidance**

#### **Methods of measuring**

Number of hits to a website page, number of downloads, emails sent to an address, calls to a phone number, number of shares of content, number of visits to a blog

#### **Analytical information**

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

## **Unit 305**            **Content management system website creation**

Supporting information

### **Guidance**

The CMS website created could be for a business, charity, sports club, personal, enterprise, event etc.

This unit can be completed with free hosting or paid for hosting. It is required that a CMS package is used.

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

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

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

## Guidance

### Digital vouchers

For example: Groupon, KGB deals, Living Social, Voucher codes

### Potential uses

For example: promote deals of the day, tickets or discounted gift certificates delivered through web or via email. Increase brand awareness, encourage social sharing of vouchers

### Disadvantages

For example: Significant expense, lack of customer retention, coupons intended for specific market can leak more broadly, cost vs. low profit margin

### Overcome the barriers

For example: Process for customer retention, incentives, offer brand special exclusive deals.

## Learning outcome

The learner will:

2. be able to plan the implementation of social networking site advertising campaigns for marketing purposes

## Assessment criteria

The learner can:

- 2.1 explain the factors to consider when creating social networking site adverts
- 2.2 justify the use of social networking site advertising campaigns
- 2.3 explain the importance of identifying the required outcomes from the social networking advertising campaigns
- 2.4 explain the advantages of creating more than one advertising campaign running in parallel on the same social networking site
- 2.5 explain why a social networking advertising campaign might fail
- 2.6 plan parallel social networking site advertising campaigns for a business
- 2.7 explain methods of monitoring social networking site advertising campaigns
- 2.8 identify changes that might be required for a social networking advertising campaign based on monitoring results.

## Guidance

### Factors

For example: targeted to audience, appropriate social networking site, appropriate call to action, time constraint, design, content, budget, multi-channel campaign targeting and analytics

### 2.2 Use

For example: awareness, acquisition, retention, increased click through to website, perception change, amplification

## 2.5 Why

Less click throughs if users see the advert too often, high cost if advert is not targeted appropriately, less customer loyalty if campaign is not designed for retention, market conditions, legal conditions, inappropriate launch timing

### Social networking site

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

## Learning outcome

The learner will:

3. understand the use of promotional campaigns on social networking sites

## Assessment criteria

The learner can:

- 3.1 define **promotional campaigns** on social networking sites
- 3.2 compare different types of promotional campaigns on social networking sites
- 3.3 explain why to use promotional campaigns on social networking sites
- 3.4 explain the limitations imposed by social networking sites on promotional campaigns
- 3.5 explain how to comply with restrictions on promotional campaigns on social networking sites
- 3.6 explain the **factors** which could cause negative PR when running a promotional campaign.

## Guidance

### Promotional campaigns

For example: discount coupons, special offer codes, competitions, PR (public relations)

### Factors

Vote rigging, unfair preferences, inability to control outcomes.

## Learning outcome

The learner will:

4. understand current national and international legal and organisational guidelines for a social networking advertising/promotional campaign

## Assessment criteria

The learner can:

- 4.1 explain the **current national and international legal and organisational guidelines** relating to the use of social networking site adverts
- 4.2 explain the importance of following **current national and international legal and organisational guidelines** for a social networking advertising/promotional campaign.

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

<b>UAN:</b>	<b>Y/502/4632</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to the Level 3 National Occupational Standards for IT users devised by e-Skills UK (Sector Skills Council for ICT).
<b>Endorsement by a sector or regulatory body:</b>	This unit is endorsed by e-Skills UK, the Sector Skills Council for ICT.
<b>Aim:</b>	<p>This unit is about the ability to use a software application designed for planning, designing and building websites.</p> <p>On completion of this unit a candidate should be able to select and use a range of advanced website software tools and techniques to develop multiple-page websites with multimedia and interactive features.</p> <p>Website software tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> <li>• the software tools and functions used will be complex and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;</li> <li>• the development techniques will be complex, and will involve research, identification and application; and</li> <li>• the user will take full responsibility for planning and developing the structure, inputting, manipulating, adding multimedia or interactive features, uploading and publishing the information.</li> </ul> <p><b>Examples of context:</b> Shopping website linked to product information and stock control database.</p>

<b>Learning outcome</b>
The learner will: 1. create structures and styles and use them to produce websites
<b>Assessment criteria</b>
The learner can: 1.1 determine what website content and layout will be needed for each page and for the site 1.2 plan and create web page templates to layout content 1.3 select and use website features and structures to enhance website navigation and functionality 1.4 create, select and use styles to enhance website consistency and readability 1.5 provide guidance on laws, guidelines and constraints that affect the content and use of websites 1.6 explain what access issues may need to be taken into account 1.7 explain when and why to use different file types for saving content 1.8 store and retrieve files effectively, in line with local guidelines and conventions where available.

<b>Learning outcome</b>
The learner will: 2. select and use website software tools and features to develop multiple page websites with multimedia and interactive features
<b>Assessment criteria</b>
The learner can: 2.1 prepare content for web pages so that it is ready for editing and formatting 2.2 organise and combine information needed for web pages in line with any copyright constraints, including across different software 2.3 select and use appropriate editing and formatting techniques to aid meaning 2.4 select and use appropriate programming and development techniques to add features and enhance websites 2.5 select and use file formats that make information easier to download 2.6 check web pages meet needs, using IT tools and making corrections as necessary.

<b>Learning outcome</b>
The learner will: 3. publish and test multiple page websites with multimedia and interactive features
<b>Assessment criteria</b>
The learner can: 3.1 select and use appropriate testing methods to check that all elements and features of complex websites are working as planned

- 3.2 identify any quality problems with websites and explain how to respond to them
- 3.3 select and use an appropriate programme to upload and publish the website and make sure that it will download efficiently
- 3.4 respond appropriately to quality problems with websites to ensure outcomes are fit for purpose.

# Unit 311 Website software

## Supporting information

### Guidance

The following guidance is not a prescriptive list of activities; they are suggested areas that a learner could show competence in to achieve this unit. Centres may use some or all these activities or some of their own devising to teach and help learners complete this unit successfully.

### Learning outcome

#### 1. Create structures and styles and use them to produce websites

The learner should be able to and understand:

#### Content and layout:

- Web page content and layout will vary according to the template, but may include:
  - text (eg body text, headings, captions)
  - images (eg still photographs, diagrams)
  - numbers (eg tables, charts or graphs)
  - background (eg colours, gradients, patterns, textures)
  - structure (eg frames, side bars)
  - moving images (eg animation, video clips)
  - sound (eg clips linked to navigation, background music, video sound track)
  - interactive components (eg message boards, forms, e-mail links, registration log-ins)
  - down loads (eg pdf files, pod casts)

#### Constraints affecting websites:

- Effect of copyright law (eg on music downloads or use of other people's images)
- Acknowledgment of sources, avoiding plagiarism, provisions of the Data Protection Act; accessibility standards, IPR

#### Website features:

- Web page features will vary, but may include:
  - navigation (eg action buttons, links, hot spots, menus, hyperlinks, pop-ups)
  - multimedia (eg animation, sound linked to actions, video clips, sound track)
  - interactive (eg message boards, forms, downloads, pod casts, e-mail links, registration log-ins)
  - e-commerce facilities

#### Website access issues:

- The difficulties different users may have in accessing websites
- Accessibility guidelines, ways to increase accessibility

- Effect of download speeds (eg from different browser software, connection type, size of web page contents), ways to improve download speeds
- Ways to improve search engine results

### **Web page templates:**

- Web page content and layout will vary according to the template, but may include:
  - text (eg body text, headings, captions)
  - images (eg still photographs, diagrams)
  - numbers (eg tables, charts or graphs)
  - background (eg colours, gradients, patterns, textures)
  - structure (eg frames, side bars)
  - moving images (eg animation, video clips)
  - sound (eg clips linked to navigation, background music, video sound track)
  - interactive components (eg message boards, database fields, forms, e-mail links, registration log-ins)
  - downloads (eg pdf files, podcasts)

### **Web page styles:**

- Styles will vary according to the different elements of the website design, but may include:
  - typeface (eg font, colour, size and alignment of headings, captions or body text)
  - lines (eg type, thickness and colour of borders, tables, diagrams)
  - structure (eg size of frames, number of tabs, format of menu)
  - cascading style sheets

### **File types:**

- Text (eg rtf, doc, pdf), images (eg jpeg, tiff, psd), charts and graphs (eg xls), sound (eg wav, MP3)

### **Store and retrieve:**

- Files (eg create, name, open, save, save as, print, close, find, share)
- Version control; import/export
- File size; folders (eg create, name)

## **Learning outcome**

### **2. Select and use website software tools and features to develop multiple page websites with multimedia and interactive features**

The learner should be able to and understand:

#### **Combine information:**

- Combine images with sound (eg dub or overlay sound track onto film sequence; integrate a audio or video sequence with another application):
  - Techniques: copy and paste, insert, screen grabs/shots
  - File download (eg connect USB lead, drag and drop), file transfer protocol (FTP)
  - Forms of information: moving images, sound; pre-recorded, live, web-streaming

**Editing techniques:**

- Editing techniques will vary in line with the type of information, for example:
  - select, copy, cut, paste, undo, redo, drag and drop, find, replace, size, crop, position, change templates

**Programming and development techniques:**

- Creating links to bookmark text within a page, linking web pages together, adding a link to another website
- Altering simple code using programming language, creating code using an appropriate programming language
- Adding multimedia content to web pages
- Setting up a secure area, message board or e-mail link
- Adding meta tags

**File formats:**

- Change format of documents to RTF or HTML

**Check web pages:**

- **Using help:** Will vary depending on the content but may include, for example:
  - Text: spell check; grammar check, type face and size, hyphenation
  - Layout: page layout, margins, line and page breaks, tables, sections
  - Images: size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution

**Learning outcome****3. Publish and test multiple page websites with multimedia and interactive features**

The learner should be able to and understand:

**Testing methods:**

- Methods will vary but may include:
  - viewing web pages using browser software
  - testing navigation round pages within multiple page website
  - testing external links
  - testing multi-media and interactive elements

**Quality problems with websites:**

- Problems may vary, but could include:
  - content that is not appropriate for the template or missing
  - text that is not readable or missing
  - images that are oriented or sized wrongly
  - navigation that does not work as planned
  - multimedia features (eg sound levels, image resolution, synchronisation of sound and images)
  - interactive features (eg response to posting a message or when key fields on forms are not completed, downloads not active)

**Upload and publish website:**

- Upload content to a template
- Use file exchange programme to upload and publish (eg FTP or HTTP)
- Improve loading speed of a website

Submit to search engines

## Unit 334

## Delivering e-commerce solutions

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

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

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

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

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

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

<b>Guidance</b>
<p><b>Legislation</b> Data protection of customer details, trades description, online consumer protection</p> <p><b>Implications</b> Staff retraining, delivery costs, transactional fees, hosting costs, search engine marketing costs, maintaining online store, fraud.</p>

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

<b>UAN:</b>	<b>J/502/4626</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Aim:</b>	This is the ability to use a software application designed to record data in rows and columns, perform calculations with numerical data and present information using charts and graphs.

On completion of this unit a candidate should be able to select and use a wide range of advanced spread sheet software tools and techniques to produce, present and check complex and non-routine spread sheets.

Spreadsheet software tools and techniques will be defined as 'advanced' because:

- the range of data entry, manipulation and outputting techniques will be complex and non-routine;
- the tools, formulas and functions needed to analyse and interpret the required information require complex and non-routine knowledge and understanding (for example, data restrictions, data validation using formula, pivot tables, data maps); and
- the user will take full responsibility for setting up and developing the functionality of the spread sheet.

<b>Learning outcome</b>
The learner will: 1. use a spreadsheet to enter, edit and organise numerical and other data
<b>Assessment criteria</b>
The learner can: 1.1 identify what numerical and other information is needed in the spreadsheet and how it should be structured 1.2 enter and edit numerical and other data accurately 1.3 combine and link data from different sources

1.4 store and retrieve spreadsheet files effectively, in line with local guidelines and conventions where available.

**Learning outcome**

The learner will:

- 2. select and use appropriate formulas and data analysis tools and techniques to meet requirements

**Assessment criteria**

The learner can:

- 2.1 explain what methods can be used to summarise, analyse and interpret spreadsheet data and when to use them
- 2.2 select and use a wide range of appropriate functions and formulas to meet calculation requirements
- 2.3 select and use a range of tools and techniques to analyse and interpret data to meet requirements
- 2.4 select and use forecasting tools and techniques.

**Learning outcome**

The learner will:

- 3. use tools and techniques to present, and format and publish spreadsheet information

**Assessment criteria**

The learner can:

- 3.1 explain how to present and format spreadsheet information effectively to meet needs
- 3.2 select and use appropriate tools and techniques to format spreadsheet cells, rows, columns and worksheets effectively
- 3.3 select and use appropriate tools and techniques to generate, develop and format charts and graphs
- 3.4 select and use appropriate page layout to present, print and publish spreadsheet information
- 3.5 explain how to find and sort out any errors in formulas
- 3.6 check spreadsheet information meets needs, using IT tools and making corrections as necessary
- 3.7 use auditing tools to identify and respond appropriately to any problems with spreadsheets.

# Unit 337 Spreadsheet software

## Supporting information

### Guidance

The learner should be able to and understand:

- Enter and edit:
  - Insert data into single and multiple cells, clear cells, edit cell contents, replicate data, find and replace, add and delete rows and columns
  - Use absolute and relative cell references
  - Add data and text to a chart
- Numerical and other information:
  - Numbers, charts, graphs, text, images
- Spreadsheet structure:
  - Spreadsheet components (eg cells, rows, columns, tabs, pages, charts, ranges, workbooks, worksheets)
  - Structure, design and layout
- Store and retrieve:
  - Save, save as, find, open, close
  - Open CSV file in spreadsheet application, save spreadsheet file as CSV
  - Templates
- Analyse and manipulate:
  - Totals, sub-totals and summary data
  - Sorting and display order
  - Lists, tables, graphs and charts
  - Filter rows and columns
  - Judgment of when and how to use these methods
- Functions and formulas:
  - Design of formulas to meet calculation requirements mathematical, statistical, financial, conditional logical functions

## Unit 338

## Using collaborative technologies

<b>UAN:</b>	<b>T/502/4380</b>
<b>Level:</b>	3
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Aim:</b>	<p>This unit is about the ability to use IT tools and devices for collaborative working and communications, such as web or video conferencing, instant messaging/chat, online phone and video calls; online forums, social networking sites, wikis and other centralised depositories for documents, blogging, RSS and data feeds, bulk SMS or online work management tools.</p> <p>On completion of this unit a candidate should be able to manage and effectively integrate and facilitate the safe use of multiple IT tools and devices so that groups can work collaboratively and effectively by:</p> <ul style="list-style-type: none"><li>• setting and implementing guidelines for using collaborative technologies;</li><li>• integrating IT tools and devices and creating environments to exploit their potential;</li><li>• managing risks, permissions and data flow; and</li><li>• moderating and solving complex problems with the use of collaborative technologies;</li></ul> <p><b>Examples of context:</b> Typical collaborative activities may include – developing guidelines and instructions for a work team about the use of social networking; moderating online conference sessions or web discussion groups for a professional community of interest.</p>

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

- 1.1 explain what and why guidelines need to be established for working with collaborative technology
- 1.2 develop and implement guidelines for good practice in working with collaborative technology
- 1.3 explain how to establish an identity or present information that will promote trust
- 1.4 develop and implement guidelines for checking the authenticity of identities and different types of information
- 1.5 analyse and plan for the risks in the use of collaborative technologies for different tasks
- 1.6 analyse and manage risks in the use of collaborative technologies.

### **Learning outcome**

The learner will:

2. 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.

### **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.

### **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.

<b>UAN:</b>	<b>R/502/4614</b>
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	40
<b>Aim:</b>	<p>This is the ability to use a software application designed to create, modify and layout images for display in print or on a screen (eg vector graphics for design and drawing; raster graphics for photo manipulation or illustration).</p> <p>On completion of this unit a candidate should be able to select and use a wide range of advanced imaging software tools and techniques to complex and non-routine designs.</p> <p>Imaging software tools and techniques will be defined as 'advanced' because:</p> <ul style="list-style-type: none"> <li>• the software tools and functions used will be complex and at times require new learning, which will involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;</li> <li>• the inputting, manipulating and outputting techniques will be multi-step and complex, and will involve research, identification and application; and</li> <li>• the user will take full responsibility for inputting, structuring, editing and presenting the information.</li> </ul>

<b>Learning outcome</b>
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The learner will: 1. obtain, insert and combine information for images
<b>Assessment criteria</b>
The learner can: 1.1 explain what images are needed 1.2 explain how the context affects the way images should be prepared 1.3 provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images 1.4 obtain, insert and prepare images 1.5 explain how file format affects image quality, format and size and how to choose appropriate formats for savings images 1.6 use appropriate techniques to organise and combine information of different types or from different sources 1.7 store and retrieve files effectively, in line with guidelines and conventions where available.

<b>Learning outcome</b>
The learner will: 2. use imaging software tools to create, manipulate and edit images
<b>Assessment criteria</b>
The learner can: 2.1 explain what technical factors affecting images need to be taken into account and how to do so 2.2 select and use suitable tools and techniques efficiently to create images 2.3 use guide lines and dimensioning tools appropriately to enhance precision 2.4 select and use appropriate tools and techniques to manipulate and edit images 2.5 check images meet needs, using IT tools and making corrections as necessary 2.6 identify and respond appropriately to quality problems to ensure that images are fit for purpose and meet needs.

<b>UAN:</b>	<b>T/502/4394</b>
<b>Level:</b>	3
<b>Credit value:</b>	4
<b>GLH:</b>	30
<b>Aim:</b>	This is the ability to use a software application designed to record and edit video sequences.

On completion of this unit a candidate should be able to select and use a range of advanced video software tools and techniques to record and edit complex or non-routine video sequences.

Video software tools and techniques will be defined as 'advanced' because:

- the software tools and functions used will be complex, and at times involve having the idea that there may be a tool or function to do something (eg improve efficiency or create an effect), exploring technical support, self-teaching and applying;
- the inputting, manipulating and outputting techniques will be complex, and will involve research, identification and application; and
- the user will take full responsibility for inputting, manipulating and outputting the information.

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

<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 determine the content needed for sequences, and when to originate it</li> <li>1.2 explain any compatibility issues between combinations of input device and video software</li> <li>1.3 select and use an appropriate combination of input device and video software to optimise the recording of information</li> <li>1.4 select and use an appropriate combination of hardware and software to originate and develop new content for sequences</li> <li>1.5 analyse and explain the impact file size and file format will have, including when to use information coding and compression</li> <li>1.6 store and retrieve sequences using appropriate file formats and compression, in line with local guidelines and conventions where available.</li> </ol>
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<p><b>Learning outcome</b></p>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2. use video software tools and techniques to edit sequences</li> </ol>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 select and use appropriate video software tools and techniques to mark-up and edit sequences to achieve required effects</li> <li>2.2 provide guidance on how copyright constraints affect use of own and others' information</li> <li>2.3 organise, combine and link information for sequences in line with any copyright constraints, including across different software.</li> </ol>

<p><b>Learning outcome</b></p>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>3. play and present video sequences</li> </ol>
<p><b>Assessment criteria</b></p>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>3.1 explain the features and constraints of playback software and display devices as appropriate for different purposes</li> <li>3.2 select and use an appropriate combination of video playback software and display device to suit the file format</li> <li>3.3 present sequences effectively by exploiting the features and settings of the playback software and display device to maximise quality and meet needs</li> <li>3.4 evaluate the quality of sequences and explain how to respond to quality issues and problems.</li> </ol>

## Unit 501

## Relationship management for account managers

<b>UAN:</b>	<b>M/503/0615</b>
<b>Level:</b>	5
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Aim:</b>	This unit covers principles of building relationships with accounts, using social networking in sales, consultative selling, undertaking stakeholder analysis and how to monitor and control customer relationships.

<b>Learning outcome</b>
The learner will: 1. understand how to build relationships with accounts
<b>Assessment criteria</b>
The learner can: 1.1 explain what information is needed about the account and competitors 1.2 describe how to build trust with accounts 1.3 explain how to provide expertise to improve the productivity of the account 1.4 explain how to reduce the account's financial burden 1.5 explain how to improve the quality of service provision 1.6 describe how to maintain account loyalty to own organisation

<b>Learning outcome</b>
The learner will: 2. understand how to use networking in sales
<b>Assessment criteria</b>
The learner can: 2.1 evaluate methods for developing a personal network of contacts to meet current and future needs for information, resources and sales opportunities 2.2 explain the importance of reciprocity and confidentiality in networking 2.3 evaluate methods for maintaining communication with contacts in personal network

<b>Learning outcome</b>
The learner will: 3. understand how to use consultative selling
<b>Assessment criteria</b>
The learner can: 3.1 evaluate methods for researching prospective customer organisations suitable for consultative selling 3.2 evaluate methods for establishing rapport and own credentials with customer organisation 3.3 evaluate strategic questions to identify issues in the customer organisation which represent sales opportunities 3.4 quantify in financial and strategic terms the effects of the most important issue or opportunity 3.5 evaluate solutions for the customer organisation issue

<b>Learning outcome</b>
The learner will: 4. know when and how to undertake stakeholder analysis
<b>Assessment criteria</b>
The learner can: 4.1 describe the importance of and the need for stakeholder analysis 4.2 describe how to identify and analyse the needs and concerns of different stakeholders

<b>Learning outcome</b>
The learner will: 5. understand how to monitor and control customer relationships
<b>Assessment criteria</b>
The learner can: 5.1 evaluate the concept of monitoring and control in maintaining relationship management activities 5.2 evaluate own organisation's requirements relating to monitoring and control activities 5.3 evaluate methods of formal and informal feedback for monitoring of key customer activities 5.4 identify and evaluate techniques to be used to analyse information obtained during monitoring and control 5.5 identify key strengths and weaknesses of the relationship and areas for improvement



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

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

This qualification contains units that can be used in the following qualifications:

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

### 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**.

**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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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 such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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## Useful contacts

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

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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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