Level 3 in Operational Delivery for Public Services (3818-03)

Qualification Handbook

Qualification at a glance

Subject area	Public Services
City & Guilds number	3818
Age group approved	16+
Entry requirements	None
Assessment	Portfolio of evidence
Approvals	See page 6 (For centres in Wales only)
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	GLH	TQT	Accreditation number
Level 3 in Operational Delivery for Public Services	3818-03	47	132	C00/1229/9

Contents

1 Introduction

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

Area	Description
Who is the qualification for?	This qualification is for learners working in the Operational Delivery Profession in Wales.
What does the qualification cover?	This qualification allows learners to learn, develop and practice the skills required within the Operational Delivery Profession. It consists of three mandatory units covering customer service, team working and professionalism within Operational Delivery.
What opportunities for progression are there?	This qualification will assist professional development in operational delivery, which may support the learner to move across government departments and/or job roles. The qualification allows learners to progress to the following City & Guilds qualifications: • Level 4 qualifications in Operational Delivery (Management)
Who did we develop the qualification with?	This qualification has been developed in collaboration with the Department for Work and Pensions, Department for Transport and the Operational Delivery Profession.

Structure

To achieve the **Level 3 in Operational Delivery for Public Services** learners must achieve the **three** mandatory units (301-303)

Unit number	Unit title	Level	Credits
Mandatory			
301	Customer Service in Operational Delivery	3	2
302	Working Together in Operational Delivery	3	2
303	Professionalism in Operational Delivery	3	9

Total Qualification Time

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

TQT is comprised of the following two elements:
1) The estimated number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Title and level	GLH	TQT
Level 3 in Operational Delivery for Public Services	47	132

2   Centre requirements

Approval

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

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

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

Resource requirements

Centre staffing

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

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

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

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for 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 qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

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

Recording documents

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

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

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

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

4 Assessment

Learners must:
- have a completed portfolio of evidence for each unit

Time constraints

The following must be applied to the assessment of this qualification:
- Learners must finish their assessment within their period of registration

For this qualification the following assessments are available:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
301	Customer service in operational delivery	Portfolio of evidence	www.cityand guilds.com
302	Working together in operational delivery	Portfolio of evidence	www.cityand guilds.com
303	Professionalism in operational delivery	Portfolio of evidence	www.cityand guilds.com

Summary of assessment methods

This competence-based qualification is designed to be assessed in the learner's workplace as they undertake their normal work role.

The majority of assessment for this competence-based qualification will take place in the workplace under real work conditions, using observations by a qualified assessor and/or testimony from an expert witness, work products etc. All the identified assessment criteria must be evidenced and a holistic approach to assessment is encouraged.

Competence based units

There will be a combination of assessment methods for this qualification which meets competence units. Direct observation of learner's performance by a qualified occupationally competent assessor and the assessor's judgement on testimony from an Expert Witness Testimony are the main methods of assessment and main source of evidence. The evidence must at all times reflect the policies and procedures of the workplace as informed by current legislation, the relevant service standards and codes of practice for the sector.

This qualification is internally assessed and externally verified. Independence of assessment is achieved via robust external and internal verification processes, supported by City & Guilds reporting systems, which identifies areas of risk for each centre.

Performance evidence requirements
Performance evidence must be the main form of evidence gathered. In order to demonstrate consistent competent performance for a unit, different examples of performance of the unit activity will be required. Items of performance evidence often contain features that apply to more than one unit, and can be used as evidence in any unit where they are suitable.

Performance evidence must be:
* products of the learner's work, such as items that have been produced or worked on, plans, charts, reports, standard operating procedures, documents produced as part of a work activity, records or photographs of the completed activity

together with:

* evidence of the way the learner carried out the activities, such as witness testimonies, assessor observations or authenticated reports of the activity undertaken such as reflective statements or personal development plans. Where assessor observation would be difficult because of intrusion into areas of privacy and/or because activities occur rarely, expert witnesses may provide testimony for the units.

Additional assessment methods or evidence sources
In addition to observation, assessors should identify an appropriate mix of other assessment methods from the list below, to ensure that all the assessment criteria are sufficiently evidenced to allow them to make the consistency of the learner's practice for each unit.

- **Expert witnesses** may observe learner practice and provide testimony for competence based units which will have parity with assessor observation for all competence based units across the qualification. If an assessor is unable to observe their learner she/he will identify an expert witness in the workplace, who will provide testimony of the learners work based performance.
- **Work products** can be any relevant products of learners' own work, or to which they have made a significant contribution, which demonstrate use and application within their practice.
- **Professional discussion** should be in the form of a planned and structured review of learners' practice, based on evidence and with outcomes captured by means of audio/visual or written records. The recorded outcomes are particularly useful as evidence that learners can evaluate their knowledge and practice across the qualification.
- **Learner/ reflective accounts** describe learners' actions in particular situations and/or reflect on the reasons for practising in the ways selected. Reflective accounts also provide evidence that learners' can evaluate their knowledge and practice across the activities embedded in this qualification.
- **Questions** asked by assessors and answered by learners to supplement evidence generated by observations and any other evidence type used. Assessors may be able to infer some knowledge and understanding from observing learner practice. They may ask questions to confirm understanding and/or cover any outstanding areas. Questions may be asked orally or in writing but in both cases, a record must be kept of the questions and responses.
- **Witness testimonies.** These should be from people who are in a position to provide evidence of learner competence. Where testimony is sought from individuals who are service users, care should be taken to ensure the purpose of the testimony is understood and no pressure is felt to provide it.
- **Projects/Assignments.** Learners may complete a relevant project or assignment which can be mapped to the relevant standards and therefore provide evidence.
- **Case studies** must be based on real work practice and experiences and will need to be authenticated by an assessor if used as evidence of a competent performance. Theoretical or simulated exercises would only be admissible as evidence of knowledge and understanding.

NB Confidential records must not to be included in learners' portfolios but must be referred to in the assessment records.

Recognition of prior learning (RPL)
Recognition of prior learning means using a person's previous experience or qualifications that have already been achieved to contribute to a new qualification. RPL is **not allowed** for this qualification.

5 Units

Unit 301   Customer service in operational delivery

Level:	Level 3
GLH:	11
Credits:	2
Aim:	This unit concerns delivering and maintaining excellent customer service to a diverse range of customers. The learner will be able to draw on a range of communication methods and techniques to enhance the customer experience.

Learning outcome:

The learner will:

1. be able to deliver excellent customer service

Assessment criteria

The learner can:

1.1 Identify different types of customers within own role
1.2 Use effective questioning techniques to establish information to support customer needs
1.3 Use information sources to analyse and interpret information
1.4 Provide accurate advice and guidance according to policies and procedures
1.5 Comply with legislation, policies and codes of practice that is relevant to own area of operational delivery
1.6 Make effective decisions to support customers within own authority
1.7 Explain when it is necessary to refer to others for decision making
1.8 Explain how to refer queries to others for decision making

Learning outcome

The learner will:

2. be able to communicate effectively with customers

Assessment criteria

The learner can:

2.1   Use different methods to engage with customers
2.2   Clearly communicate with customers to solve problems
2.3   Assess different support methods for customers with individual needs

Unit 301　　　　　Customer service in operational delivery
Supporting Information

Evidence requirements

Examples of workplace evidence required could include:

- Witness statements
- Observation
- Case studies
- Self-assessment reflective statement
- Peer group discussions
- Any feedback
- Or a combination of the above

Evidence requirements

Learning outcome 1

1.1 ,1.2 , 2.1 Customer
This varies across operational delivery job roles and may be internal or external e.g. members of the public, members of other departments/teams, external agencies

1.2 Questioning techniques
Learners may adopt a range of questioning techniques depending on their job role and type of customer contact that they engage in. These could include spontaneous, pre-planned routing/script and trigger, probing and searching, solution focussed, open and closed.

1.3 Information sources
Internet, intranet, internal policy and guidance, subject matter experts

1.4 Legislation, policies and codes of practice
Data Protection Act, Declaration of Confidentiality, Data Classifications, organisation policy and procedures, Freedom of Information Act (FOI)

1.7 Refer to others
There may be occasions when it is necessary to refer queries to other personnel within the organisation for decision making or further action. This may be for resolution, technical advice, or authorisation from a higher level

Learning outcome 2

2.1 Methods
Written e.g. email, letter, digital communication, information systems
Verbal e.g. face to face, telephone, business conferencing systems

2.3 Support
Additional support for customers could include the use of interpreters, language specific documents, large print documents, hearing loops, braille documents

2.3 Individual needs

Operational delivery officers may be expected to deal with a range of customers with individual needs such as access requirements, communication e.g. interpreters where needed, religious requirements, privacy, disability and vulnerable customers

Unit 302   Working together in operational delivery

Level:	3
GLH:	12
Credits:	2
Aim:	This unit is concerned with working collaboratively with teams, colleagues and others to develop productive working relationships and achieve individual, team and business results. Learners must also consider their own role within the team and the wider organisation

Learning outcome:

The learner will:

1. Understand own role within the organisation

Assessment criteria

The learner can:

1.1 Describe how own role contributes to the team and organisational objectives
1.2 Explain how working practices align with job role objectives
1.3 Explain how teams contribute to the wider business

Learning outcome

The learner will:

2. Be able to work effectively as part of a team

Assessment criteria

The learner can:

2.1 Collaborate with others to seek support and guidance for own role
2.2 Support others to achieve results
2.3 Share good working practices with the team
2.4 Develop productive working relationships with others
2.5 Assess the benefits of effective team working

Unit 302   Working together in operational delivery
Supporting Information

Evidence requirements
Examples of workplace evidence required could include:

- Witness statements
- Observation
- Examples of sharing good working practice
- Emails/meeting notes
- Peer group discussions
- Any feedback
- Or a combination of the above

Guidance
Learning outcome 2
2.1 Collaborate with others to seek support and guidance

The learner should provide evidence of occasions when they have asked for support or guidance from others within the organisation. They should demonstrate that they know who and where to find specific information relating to their own job role. This may include information from the intranet, line managers, colleagues, other departments /agencies.

2.2 Share good working practices

Learners should bring forward evidence of occasions where they have shared good working practice either through informal or formal methods such as peer group discussions, team meetings line manager meetings, local or regional forums

2.4 Wider business

Learners should bring forward evidence from their own team. Relationships with the wider business could vary from a district level to regional or cross government level

2.5 Benefits of effective team working

Learners should be able to provide evidence of benefits to both the business and individuals such as working smarter, speed of delivering change, team cohesion, enhanced progression or promotion for individuals

Unit 303   Professionalism in operational delivery

Level:	3
GLH:	24
Credits:	9
Aim:	This unit concerns working in operational delivery and the importance of continuous improvement. Working in a professional manner includes adapting to change, self-motivation, learning and building own knowledge and skills and striving to maintain continuous professional development.

Learning outcome:

The learner will:

1. Be able to demonstrate a professional approach

Assessment criteria

The learner can:

1.1 Lead by example displaying appropriate **behaviours**
1.2 Follow equality and diversity strategies
1.3 Adapt to change positively
1.4 Take responsibility for **own actions**

Range

Behaviours

Adhere to the civil service code and values; comply with workplace policies e.g. social media, data protection, personal safety

Own actions
Self motivation, work planning, meeting deadlines

Learning outcome

The learner will:

2. Be able to take responsibility for own personal and professional development

The learner can:

2.1 Assess the **benefits** of personal and professional development
2.2 Evaluate own performance in relation to **continuous improvement**
2.3 Produce **personal development plans**
2.4 Participate in **professional discussions**
2.5 Produce reflective statements to identify areas for improvement in own skills and knowledge
2.6 Explain the **benefits** of using reflective practice
2.7 Make **recommendations** to improve/change professional practice based on reflection undertaken
2.8 Update personal development **plans**

Range

Benefits to the individual
Transferable skills, opportunities to develop own skills and qualifications

Benefits to the organisation and the customer
Improved delivery, provision of accurate information

Continuous improvement
Improving weak areas and gaining new skills, motivation, increased ability to embrace, changes/challenges, possible financial reward/promotion, increased employability

Personal development plan
Using strengths, weaknesses, opportunities, threats (SWOT) analysis, training needs analysis (TNA), observation and feedback, one-to-one meetings/appraisal and performance reviews

Professional discussions
Formal and informal discussions, one to one, peers, line managers, mentors, buddies and coaches

Benefits of using reflective practice
To consider the development or changes in own skills, the skills of others, acquired knowledge, values and practice, problem solving, making continuous improvement

Recommendations
Refer to improvements/changes to learners own work practices

Plans
Should be SMART, outline of professional development activities selected, aims and objectives, timescales

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Learning outcome

The learner will:

3. Be able to support continuous improvement within the organisation

Assessment criteria

The learner can:

3.1   Work with others to agree continuous improvement activities
3.2   Use a range of research methods to research working practices
3.3   Use different methods to analyse research findings
3.4   Use different reporting methods to make recommendations to stakeholders

Unit 303   Professionalism in operational delivery

Supporting Information

Evidence requirements

Examples of workplace evidence required for learning outcome 1 could include:

- Witness statements
- Observation

Examples of workplace evidence required for learning outcome 2 must include:

- Witness statements
- Observation
- Professional discussion, one to one, line manager meetings
- Interview
- Personal development plans
- Self-assessment reflective statements

Examples of workplace evidence required for learning outcome 3 could include:

- Witness statements
- Observation
- Projects
- Report
- Presentation

Guidance
Learning outcome 1

1.1 Behaviours
This relates to the following behaviours;

- Changing and improving
- Making effective decisions
- Leading and communicating
- Collaborating and partnering
- Building capability for all
- Managing a quality service
- Delivering at pace

1.2 Equality and diversity strategies
These may also include inclusions strategies

Learning outcome 2

2.3 & 2.8

The learner will produce at least two personal development plans over the course of this qualification. They should provide evidence of personal development plans before and after their professional discussions that show changes/improvements as a result of effective professional discussions.

The learner must provide additional evidence in their portfolio about the ways in which they bring their personal development plans to life. The plans should contain information on how the gaps in learning, knowledge or experience were addressed and whether more exposure was required. For example where they have identified a knowledge gap they should provide evidence of actions that they have taken to fill the gap such as training requests, arranging mentoring sessions, using additional resources (career mapper, e- library, professions curriculum)

Personal development plans will link to continuous improvement activities in learning outcome 3, providing evidence of the way in which learners have dealt with changes or improvements within their own job role.

2.4 Professional discussion

Evidence for professional discussions can include documented evidence of one to one sessions, discussions with peers, line managers, mentors, buddies and coaches.

These discussions should allow the learner and others to explore particular areas relevant to the learner's personal development in relation to their job role. Questioning within these sessions will provide opportunities for the learner to confirm the importance of personal development. They should be able to explain how the process fits with the organisations' standards, behaviours and values such as Integrity, honesty, objectivity, and impartiality.

2.5 & 2.6 Reflective statements/ reflective practice

The learner should understand the rationale for using reflective practice in their job role. They should be able to link reflective practice to their own continuous professional development. Their reflective statements should show that they have evaluated their own skills and identified areas for improvement.

Learning outcome 3

3.1 Continuous improvement activities

There is an expectation that learners will work with line managers/operational delivery profession leads to identify improvement activities within the workplace. This could include an area of work within their own team/ department or across the wider organisation that could be changed or improved.

3.2 Range of research methods

Research methods could include but are not limited to intranet, internet, civil service learning, peer discussions, line managers, departmental networking

3.4 Reporting methods

Learners will be able to utilise different reporting methods to support their recommendations to stakeholders. It is expected that evidence for this will cover the following reporting methods as a minimum; formal report, presentation, verbal feedback session. Evidence of the reporting methods used must be included in the portfolio of evidence

Appendix 1   Sources of general information

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

City & Guilds Centre Manual 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 learners
* 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 on such things as:

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

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

Specifically, the document includes sections on:
- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to our web page that the document resides upon, rather than linking to the document itself.

Useful contacts

UK learners General qualification information	**E: learnersupport@cityandguilds.com**
International learners General qualification information	**E: intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**E: centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	**E: singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**E: intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**E: walledgarden@cityandguilds.com**
Employer Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery	**E: business@cityandguilds.com**

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

About City & Guilds

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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