

# Level 3 in Operational Delivery Principles (3818-13)

March 2018 Version 1.0

**Qualification Handbook**



## Qualification at a glance

<b>Subject area</b>	Public Services
<b>City &amp; Guilds number</b>	3818
<b>Age group approved</b>	16+
<b>Entry requirements</b>	None
<b>Assessment</b>	Short answer assignment
<b>Approvals</b>	See page 7 ( For centres in Wales only)
<b>Support materials</b>	Centre handbook, Assessment Packs
<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>GLH</b>	<b>TQT</b>	<b>Accreditation number</b>
Level 3 in Operational Delivery Principles	3818-13	94	127	C00/1229/8

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# 1 Introduction

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

Area	Description
<b>Who is the qualification for?</b>	This qualification is for learners working in the Operational Delivery Profession in Wales.
<b>What does the qualification cover?</b>	This qualification allows learners to develop the knowledge required for employment and/or career progression within Operational Delivery. The qualification includes units on working in operational delivery, providing customer service, managing team performance, operational delivery interviews and visits.
<b>What opportunities for progression are there?</b>	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: <ul style="list-style-type: none"><li>• Level 4 qualifications in Operational Delivery (Management)</li></ul>
<b>Who did we develop the qualification with?</b>	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 Principles** learners must complete 10 credits. 3 credits to be taken from (304-306), a maximum of 2 credits from (307 or 312), the remaining credits from (308-311, 313-316)

Unit number	Unit title	Unit Level	Credit
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### Mandatory

304	Working in operational delivery	3	1
305	Safety and security in operational delivery	3	1
306	Principles of equality and diversity in operational delivery	3	1

### Optional Group A

307	Resolving customer service problems in operational delivery	3	1
312	Customer service in partnership	3	2

### Optional Group B

308	Verify the calculation/entitlement	3	1
309	Technical advice in operational delivery cases	3	1
310	Investigate suspected non-compliance in operational delivery	3	2
311	Manage team and individual performance against set objectives	3	3
313	Operational delivery interviews	3	1
314	Operational delivery visits	3	1
315	Managing debt in operational delivery	3	1
316	Principles of researching the labour market to respond to customer needs	3	4

## 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.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 3 in Operational Delivery Principles	94	127

## 2 Centre requirements

### Approval

If your centre is approved to offer the qualifications in 3815-03 Level 3 Operational Delivery suite then you can apply for fast track approval for the Level 3 in Operational Delivery Principles.

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

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, 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 qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Recording documents

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

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

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

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the 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:

- successfully complete one short answer assignment for each mandatory or optional 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
304	Working in operational delivery	Assignments - Externally set, internally marked short or structured response question paper	www.cityand guilds.com
305	Safety and security in operational delivery	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com
306	Principles of equality and diversity in operational delivery	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com
307	Resolving customer service problems in operational delivery	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com
308	Verify the calculation/entitlement	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com
309	Technical advice in operational delivery cases	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com
310	Investigate suspected non-compliance in operational delivery	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com
311	Manage team and individual performance against set objectives	Assignments Externally set, internally marked short or structured response question paper	www.cityand guilds.com

<b>Unit No.</b>	<b>Title</b>	<b>Assessment Method</b>	<b>Where to obtain assessment materials</b>
312	Customer service in partnership	Assignments Externally set, internally marked short or structured response question paper	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
313	Operational delivery interviews	Assignments Externally set, internally marked short or structured response question paper	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
314	Operational delivery visits	Assignments Externally set, internally marked short or structured response question paper	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
315	Managing debt in operational delivery	Assignments Externally set, internally marked short or structured response question paper	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
316	Principles of researching the labour market to meet customer needs	Assignments Externally set, internally marked short or structured response question paper	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Test specifications

**Unit 304:** Working in operational delivery

**Recommended**

**time allowance:** 1 hour 30 minutes

Unit number	Outcome	No. of marks	%
304	1 Understand the scope of operational delivery profession	18	40
	2 Understand how to evaluate and improve professional capability to enhance service to customers	14	32
	3 Know how to assess own career goals and personal development	4	8
	4 Know how to set personal work objectives	9	20
	Total	45	100

**Unit 305:** Safety and security in operational delivery

**Recommended**

**time allowance:** 1 hour

Unit number	Outcome	No. of marks	%
305	1 Know how to retrieve and use data securely	8	26
	2 Understand legal and organisational requirements for operational delivery data protection	9	30
	3 Understand the requirements for maintaining personal safety and security and being alert to the security of others	13	44
	Total	30	100

**Unit 306:** Principles of equality and diversity in operational delivery  
**Recommended time allowance:** 2 hours

Unit number	Outcome	No. of marks	%
306	1 Understand the concept and benefits of equality and diversity within operational delivery	15	30
	2 Know how to meet organisational expectations for equality and diversity within operational delivery	20	40
	3 Understand how to support customers with diverse needs	15	30
	Total	50	100

**Unit 307:** Resolving customer service problems in operational delivery  
**Recommended time allowance:** 1 hour 30 minutes

Unit number	Outcome	No. of marks	%
307	1 Understand how to monitor and resolve customer service problems	14	40
	2 Understand repeated customer service problems and options for resolving them	21	60
	Total	35	100

**Unit 308:** Verify the calculation/entitlement  
**Recommended time allowance:** 1 hour

<b>Unit number</b>	<b>Outcome</b>	<b>No. of marks</b>	<b>%</b>
308	1 Understand how to confirm the accuracy of calculations/entitlements	9	64
	2 Know how to record the verification of the calculation/entitlement	8	36
	Total	17	100

**Unit 309:** Technical advice in operational delivery cases  
**Recommended time allowance:** 1 hour 30 minutes

<b>Unit number</b>	<b>Outcome</b>	<b>No. of marks</b>	<b>%</b>
309	1 Understand the principles for providing advice in operational delivery cases	23	65
	2 Know how to research and interpret technical information for recipients in line with organisational policies	12	34
	Total	35	100

**Unit 310:** Investigate suspected non-compliance in operational delivery  
**Recommended time allowance:** 1 hour 45 minutes

Unit number	Outcome	No. of marks	%
310	1 Understand organisational procedures for investigating cases of suspected non-compliance	21	46
	2 Know how to investigate cases of suspected non-compliance	10	22
	3 Know how to investigate cases of suspected non-compliance	15	32
	Total	46	100

**Unit 311:** Manage team and individual performance against set objectives  
**Recommended time allowance:** 2 hours

Unit number	Outcome	No. of marks	%
311	1 Understand how to develop objectives and communicate the team's purpose	10	20
	2 Understand how to develop a plan in collaboration with team members to achieve set objectives	16	30
	3 Understand how to support teams and individuals achieve set objectives	6	12
	4 Understand how to monitor and evaluate the progress of teams and individuals against set objectives	4	8
	5 Understand how to manage individual and team performance	16	30
	Total	52	100

**Unit 312:** Customer service in partnership  
**Recommended time allowance:** 1 hour 30 minutes

Unit number	Outcome	No. of marks	%
312	1 Understand how to work within a customer service chain	10	25
	2 Understand ways of building and maintaining positive relationships within a customer service partnership	16	41
	3 Understand how to deliver customer service using service partnerships	13	34
	Total	39	100

**Unit 313:** Operational delivery interviews  
**Recommended time allowance:** 2 hours

Unit number	Outcome	No. of marks	%
313	1 Know the procedures for carrying out planned and unplanned interviews with operational delivery customers	22	46
	2 Understand the reporting procedures for operational delivery interviews	8	16
	3 Understand how to carry out follow up activities after the interview	18	38
	Total	48	100



**Unit 314:** Operational delivery visits  
**Recommended time allowance:** 2 hours

Unit number	Outcome	No. of marks	%
314	1 Understand procedures for carrying out operational delivery visits	26	47
	2 Understand reporting procedures/process for operational delivery visits	8	15
	3 Understand how to carry out follow up activities after visits	21	38
	Total	55	100

**Unit 315:** Managing debt in operational delivery  
**Recommended time allowance:** 2 hours

Unit number	Outcome	No. of marks	%
315	1 Understand how to identify non-compliance	16	28
	2 Understand how to take appropriate action regarding non-compliance	42	72
	Total	58	100

**Unit 316:** Principles of researching the labour market to meet customer needs

**Recommended**

**time allowance:** 2 hours

<b>Unit number</b>	<b>Outcome</b>	<b>No. of marks</b>	<b>%</b>
316	1 Understand the reasons for undertaking labour market research	4	8
	2 Understand the scope of labour market intelligence and the aims and objectives of employment programmes and services	26	52
	3 Know where to source local, regional and national labour market intelligence	4	8
	4 Know how to carry out labour market research to meet the needs of customer groups	8	16
	5 Know how to evaluate and use labour market intelligence to improve service delivery	8	16
	Total	50	100

## 5 Units

## Unit 304

## Working in operational delivery

<b>Level:</b>	3
<b>GLH:</b>	10
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns understanding the scope of working in operational delivery, its structure and professional standards. Learners will cover the role of Continuous Professional Development (CPD) within operational delivery and have the opportunity to produce and review a development plan and set their own objectives.

### Learning outcome

The learner will:

1. understand the scope of operational delivery profession

### Assessment criteria

The learner can:

- 1.1 describe the **scope** of the operational delivery profession
- 1.2 explain the **purpose** of the operational delivery profession
- 1.3 describe the **benefits** of working in the operational delivery profession
- 1.4 describe the interface of operational delivery with **others**
- 1.5 describe key **factors** that affect operational delivery when working with other professions and across departments.

### Range

#### Scope

size, who is involved and their roles

#### Purpose

supporting and protecting citizens

#### Benefits

transferable skills, opportunities to develop own skills and qualifications

#### Others

professions and other Departments/agencies

#### Factors

communication methods, IT systems interfaces, customer charter targets/commitments

### Learning outcome

The learner will:

2. understand how to evaluate and improve professional capability to enhance service to customers

### Assessment criteria

The learner can:

- 2.1 explain the **benefits** of CPD
- 2.2 explain the **benefits of continuously evaluating and improving own performance** in a business environment
- 2.3 describe ways of **evaluating and improving own performance** in a business environment
- 2.4 explain the **purpose of encouraging and accepting feedback** from others
- 2.5 describe the range of **activities** that can support CPD
- 2.6 explain different types of **career pathways and roles** available.

### Range

#### Benefits

to the individual, the organisation and the customer

#### Benefits of continuously evaluating and improving own performance

e.g. improving weak areas and gaining new skills, motivation, increased ability to embrace, changes/challenges, possible financial reward/promotion, increased employability

#### Evaluating and improving own performance

SWOT analysis and training needs analysis (TNA), observation and feedback, one-to-one meetings/appraisal and performance reviews, and how to create a Personal Development Plan

#### Purpose of encouraging and accepting feedback

both formal and informal, can result in personal growth and development, e.g. from managers/supervisors, colleagues – 360° customers

#### Activities

coaching, mentoring, work-shadowing, training courses, in-house training, performance appraisals, e-learning, qualifications

#### Career pathways and roles

career paths/progression routes available both inside and outside the organisation and the possible sources of information on these

**Learning outcome**

The learner will:

3. know how to assess own career goals and personal development

**Assessment criteria**

The learner can:

- 3.1 identify own career and personal goals
- 3.2 describe how own career goals affect work role and professional development.

**Learning outcome**

The learner will:

4. know how to set personal work objectives

**Assessment criteria**

The learner can:

- 4.1 describe the principles and purpose of performance management
- 4.2 describe the process to follow to identify gaps between objectives set, own current knowledge and skills
- 4.3 describe how to produce a development plan
- 4.4 develop SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives.

## Unit 305

## Safety and security in operational delivery

<b>Level:</b>	3
<b>GLH:</b>	10
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns being able to retrieve, use, store and dispose of data and understand the legal and organisational requirements for data protection in operational delivery. Learners will also develop an understanding of how to maintain their own and others' personal safety and security.

<b>Learning outcome</b>
The learner will: 1. know how to retrieve and use data securely
<b>Assessment criteria</b>
The learner can: 1.1 describe how to manage and access operational delivery <b>data</b> securely in accordance with organisational procedures 1.2 explain the required processes for editing sensitive data 1.3 describe how to use data within the <b>limits of authority</b> .

<b>Range</b>
<b>Data</b> personal, organisational related data, information, customer data
<b>Limits of authority</b> for specified purposes and levels of disclosure

<b>Learning outcome</b>
The learner will: 2. understand legal and organisational requirements for operational delivery data protection
<b>Assessment criteria</b>
The learner can: 2.1 describe the process to identify <b>risks</b> to the organisation by data security issues 2.2 describe the process for <b>mitigating against the risks</b> to the organisation and its work posed by data security issues 2.3 explain the <b>organisational policies, standards and procedures</b> for the management of data.

<b>Range</b>
<b>Risks</b>

repercussions of unofficial disclosure of information, lack of resources, lack of knowledge, peaks in workload, change in work processes, lack of supervision, lack of quality assurance

### **Mitigating against the risks**

rating the probability and the level of impact of the risk and put actions in place to avoid issues

### **Organisational policies, standards and procedures**

Data Protection Act, Declaration of Confidentiality, Data Classifications, organisation policy and procedures, Freedom of Information Act (FOI)

### **Learning outcome**

The learner will:

3. understand the requirements for maintaining personal safety and security and being alert to the security of others

### **Assessment criteria**

The learner can:

- 3.1 explain the types of **risk** likely to be found within area of responsibility
- 3.2 describe the process to follow to resolve **breaches of security**
- 3.3 explain reporting requirements relating to **breaches of security**
- 3.4 describe the procedure for maintaining own health, safety and welfare while responding to **breaches of security**
- 3.5 describe the procedure for maintaining **others** health, safety and welfare while responding to **breaches of security**
- 3.6 explain the appropriate actions to take to respond to **signals** from security and protection systems.

### **Range**

#### **Risk**

loss of personal identification (ID passes) – own and team, unauthorised access, suspicious behaviour

#### **Breaches of security**

protection of personal identification (ID passes), reporting unauthorised access, reporting suspicious behaviour, protecting personal information of employees, password protection and access

#### **Others**

Work colleagues in immediate area of responsibility

#### **Signals**

fire alarm, bomb threat, tannoy systems



## Unit 306

# Principles of equality and diversity in operational delivery

<b>Level:</b>	3
<b>GLH:</b>	10
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns understanding the concept and benefits of equality and diversity within operational delivery. Learners will understand the obligation to fulfil organisational and legal expectations for equality and diversity and know how to respond proactively to address customer needs.

<b>Learning outcome</b>
The learner will: 1. understand the concept and benefits of equality and diversity within operational delivery
<b>Assessment criteria</b>
The learner can: 1.1 explain the <b>organisational and legal requirements</b> for equality and diversity within operational delivery 1.2 explain the <b>principles</b> which underpin equality and diversity in operational delivery 1.3 differentiate between the terms equality, diversity and inclusion 1.4 explain the <b>benefits</b> of equality and diversity in operational delivery 1.5 explain the <b>potential consequences</b> of failing to comply with organisational and legal requirements for equality and diversity in operational delivery.

<b>Range</b>
<b>Organisational and legal requirements</b> Equality Act 2010 and subsequent amendments, (individuals covered by legislation-protected characteristics), organisational policy and procedure with specific reference to personnel matters such as recruitment, staff rights and responsibilities
<b>Principles</b> personal and collective obligation to treat others with dignity and respect, recognise and value difference, promote equality of opportunity and diversity within workforce, build a workforce that reflects the customer base
<b>Benefits</b> achieve outcomes, productivity, employee satisfaction, loyalty, employee engagement, customer service
<b>Potential consequences</b> reputational damage, legal action, effect on productivity, increase in complaints.

<b>Learning outcome</b>
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The learner will:

2. know how to meet organisational expectations for equality and diversity within operational delivery

### Assessment criteria

The learner can:

- 2.1 explain types of **behavior** which promote equality, diversity in operational delivery
- 2.2 identify **methods** for promoting equality and diversity in the operational delivery
- 2.3 explain the **reasons** why equality and diversity should be considered when planning or developing services
- 2.4 explain how standards of good practice in equality and diversity can be **maintained**
- 2.5 explain how equality, diversity and inclusion can be **monitored** within own area of responsibility
- 2.6 identify types of **discriminatory behavior** which may occur within operational delivery
- 2.7 explain how discrimination should be **challenged** in a way that promotes positive change.

### Range

#### Behaviour

empathetic, respectful, considerate, interested, responsive, enabling, non-judgmental, supportive, tact, does not make assumptions, patient

#### Methods

training and development, leading by example, coaching and mentoring, challenging discrimination, recognising and rewarding good practice

#### Reasons

compliance with organisational and legal guidelines, consultation with stakeholders, resource costs and requirements

#### Maintained

supervision, appraisal, staff development, maintaining currency of practice, target setting, consistency approach to challenging discriminatory behaviour

#### Monitored

Management information systems, observation, compliments and complaints received, feedback (informal and formal)

#### Discriminatory behaviour

direct discrimination, associative discrimination, discrimination by perception, indirect discrimination, harassment, victimisation, positive discrimination, stereotyping

#### Challenged

application of organisational policy and procedure such as disciplinary policy, grievance procedure. use of verbal warnings, challenging inappropriate speech and actions as they occur.

### Learning outcome

The learner will:

3. understand how to support customers with diverse needs

### Assessment criteria

The learner can:

- 3.1 describe **methods** that can be used to determine **customer needs**
- 3.2 explain **types of support** that can be offered to customers with **diverse needs** in accordance with organisational and legal guidelines
- 3.3 explain how customers can be **informed of entitlement** to support or services

- 3.4 explain the standards of service that should be given to customers with diverse needs in own area of responsibility
- 3.5 identify **methods for checking** customer needs have been met.

### **Range**

#### **Methods**

communication, active listening, asking questions, paraphrasing, summarising to check understanding, observing body language, obtaining written declarations

#### **Customer needs**

internal and external

#### **Types of support**

personal support (listening, empathy, respectful, considerate, enabling, non- judgmental)  
practical support (provide different styles of literature i.e. large print/multi language, brail, aids and adaptations , interpreters, IT applications, one to one meetings, information and advice)

#### **Diverse needs**

language, level of understanding, disability, religion, sexual orientation, education, IT skills, beliefs, economic status, mental and physical health

#### **Informed of entitlement**

verbal, written information, advertised (posters)

#### **Methods for checking**

asking questions, customer survey, feedback forms, compliments and complaints, take up of service.

## Unit 307

# Resolving customer service problems in operational delivery

<b>Level:</b>	3
<b>GLH:</b>	12
<b>Credits:</b>	1
<b>Aim:</b>	The unit concerns the learner understanding how their job role involves delivering and organising excellent customer service. This unit is about the part of their job that involves resolving customer service problems. It is also about changing systems to avoid repeated customer service problems.

<b>Learning outcome</b>
The learner will: 1. understand how to monitor and resolve customer service problems
<b>Assessment criteria</b>
The learner can: 1.1 explain organisational procedures and systems for monitoring customer service <b>problems</b> 1.2 explain the <b>benefits</b> to the business of resolving customer service problems 1.3 explain how the resolution of customer service problems contributes to improved working relationships with colleagues 1.4 explain the features of negotiating techniques used to resolve customers' problems .
<b>Range</b>
<b>Problems</b> e.g. regarding quality, cost, performance, reputation, past/present experiences, timescales
<b>Benefits</b> contributes to an organisation's reputation

**Learning outcome**

The learner will:

2. understand repeated customer service problems and options for resolving them

**Assessment criteria**

The learner can:

- 2.1 explain the organisational procedures and systems for identifying repeated customer service problems
- 2.2 describe the benefits of **analysing** repeated customer service **problems**
- 2.3 describe the escalation routes for repeated customer service problems
- 2.4 compare different options for dealing with a repeated customer service problem
- 2.5 describe ways of working with others to solve a repeated customer service problem
- 2.6 explain the importance of monitoring changes and adjusting them if appropriate.

**Range****Analysing**

surveys of customer satisfaction, analysis of data trends, monitoring complaints

**Problems**

raised by the customer, identified by an employee, the difference between customer expectations and what is offered by the organisation  
resulting from system or procedure failure, resulting from shortage of resources or human error

## Unit 308

## Verify the calculation/entitlement

<b>Level:</b>	3
<b>GLH:</b>	6
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns checking and authorising others' calculations of entitlements to ensure their accuracy. Learners need to demonstrate their knowledge of how to approve those calculations or entitlements that are correct and to refer those that are not for resolution or correction.

### Learning outcome

The learner will:

1. understand how to confirm the accuracy of calculations/entitlements

### Assessment criteria

The learner can:

- 1.1 explain the process for **verifying** the calculation in accordance with organisational guidelines
- 1.2 describe how to reconcile other **relevant factors** affecting the **calculation**
- 1.3 explain when **referrals** should be made.

### Range

#### Verifying

timeliness, accuracy

#### Relevant factors

dates of changes of circumstances, relevant financial information, changes of circumstances and the relevant date

#### Calculation

that are immediately approved and those referred for resolution/ correction

#### Referrals

for resolution/correction, technical advice, authorisation from a higher level

**Learning outcome**

The learner will:

2. know how to record the verification of the calculation/entitlement

**Assessment criteria**

The learner can:

- 2.1 describe the process for recording the verification of the calculation/entitlement according to organisational policy and procedures
- 2.2 explain the requirements of confidentiality specified by **legislation**.

**Range****Legislation**

Freedom of Information Act (FOI) and Data Protection Acts.

<b>Level:</b>	3
<b>GLH:</b>	8
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns the provision of factual technical advice or guidance relating to learners' area of work, both within established guidance and where no specific guidance is available but where established principles exist such as issues which have been escalated. Learners need to identify the recipient's information needs and communicate in a way that the recipient can understand, following the appropriate conventions and using the appropriate communication methods. Recipient will include internal and external customers and other stakeholders.

#### Learning outcome

The learner will:

1. understand the principles for providing advice in operational delivery cases

#### Assessment criteria

The learner can:

- 1.1 explain the **techniques** used to identify and confirm the **recipients' needs**
- 1.2 explain the **techniques** used to identify and confirm the recipient has **understood**
- 1.3 explain **methods of communication** used to provide advice and guidance
- 1.4 describe **other sources of help** available to the recipient
- 1.5 explain potential **constraints** when providing advice and guidance
- 1.6 explain how to maintain the requirements of confidentiality
- 1.7 explain where additional **guidance or support** can be accessed if the information or advice needed cannot be provided.

#### Range

##### Recipients

internal customers, external customers, external organisations based on job role, other stakeholders

##### Techniques – needs

open and closed questions, discussion

##### Techniques – understood

asking probing questions

##### Methods of communication

orally and in writing



**Other sources of help**

signpost to other sources of information or other work areas or other organisations

**Constraints**

limits of the team's expertise, resource or time constraints, interpretation of legislation

**Guidance or support**

coaching, mentoring

**Learning outcome**

The learner will:

2. know how to research and interpret technical information for recipients in line with organisational policies

**Assessment criteria**

The learner can:

- 2.1 describe the range of **information sources** for **recipients**
- 2.2 explain the **potential impact** of advice given
- 2.3 explain **who** to report information back to and why they need to know.

**Range****Information sources**

internet, intranet, in policy and guidance, subject matter experts

**Recipients**

internal and external customers, other stakeholders, external organisations based on job role

**Potential impact**

positive and negative

**Who**

Relevant stakeholders

## Unit 310

# Investigate suspected non-compliance in operational delivery

<b>Level:</b>	3
<b>GLH:</b>	22
<b>Credits:</b>	2
<b>Aim:</b>	This unit concerns confirming the nature of non-compliance and the levels of culpability before making effective use of organisational powers to carry out investigations. Learners should know how to identify and report suspected areas of non-compliance revealed by investigation and explain why it is important to monitor the progress of interventions, refer to others as necessary and report and quantify the outcome of the investigations. Learners need to understand the need to take customer-related factors into account when carrying out investigations.

<b>Learning outcome</b>
The learner will: 1. understand organisational procedures for investigating cases of suspected non-compliance
<b>Assessment criteria</b>
The learner can: 1.1 explain organisational powers when investigating cases of suspected <b>non-compliance</b> 1.2 describe when it is appropriate to refer matters requiring a higher level of authority 1.3 explain the importance of maintaining records during the progress of the case 1.4 explain the process for recording the nature and outcomes of the investigation on appropriate systems, in accordance with organisational procedures 1.5 describe the requirements of confidentiality 1.6 describe the potential impact of decisions made on the customer 1.7 explain methods of communicating the outcomes to the <b>key stakeholders</b> .

**Range****Non-compliance**

actual or potential

**Key stakeholders**

customers, colleagues, managers

**Learning outcome**

The learner will:

2. know how to investigate cases of suspected non-compliance

**Assessment criteria**

The learner can:

- 2.1 describe the procedures/process for carrying out investigations within own level of authority
- 2.2 explain the process for conducting interviews in **different situations**
- 2.3 explain the process for recording the nature and outcomes of the investigation on appropriate systems, in accordance with organisational procedures.

**Range****Different situations**

under caution, not under caution, check, advise, educate

**Learning outcome**

The learner will:

3. know how to investigate cases of suspected non-compliance

**Assessment criteria**

The learner can:

- 3.1 explain how to prepare evidence for cases of non-compliance
- 3.2 describe the process to follow to confirm the nature of non-compliance against **relevant legislation, policies and codes of practice**
- 3.3 describe the reasons for evaluating customer-related monitoring **factors**
- 3.4 explain the process for establishing the level of culpability in accordance with specified criteria
- 3.5 describe the process to follow to report, summarise and conclude with **justification** of the outcomes of the investigation
- 3.6 explain the process for recommending appropriate post-investigation actions according to organisation's policy and guidance.

**Range****Relevant legislation, policies and codes of practice**

Freedom of Information Act (FOI), Data Protection and the Human Rights Act (HRA)

**Factors**

errors made by the organisation/third party, customer error, ignorance, avoidance and fraud, cost effectiveness of pursuing the case

**Justification**

substantiating conclusions and recommendations from the evidence obtained

## Unit 311

# Manage team and individual performance against set objectives

<b>Level:</b>	3
<b>GLH:</b>	27
<b>Credits:</b>	3
<b>Aim:</b>	This unit concerns understanding objective setting with individuals and teams to achieve objectives as well as identifying and managing underperformance and recognising team and individual success.

### Learning outcome

The learner will:

1. understand how to develop objectives and communicate the team's purpose

### Assessment criteria

The learner can:

- 1.1 explain the importance of linking team purpose and objectives to organisational priorities in operational delivery
- 1.2 explain how to develop **SMART** (Specific, Measurable, Achievable, Realistic and Time-bound) individual and team objectives
- 1.3 explain how a team's purpose and objectives may be **communicated** to team members in a **consistent** way.

### Range

#### SMART

Specific, Measurable, Achievable, Realistic and Time-bound

#### Communicated

face to face, written communication, email, virtual meetings, teleconferences, briefings, presentations

#### Consistent

relevant, timely (taking into account work patterns of staff and geographical location), accurate, sufficient, informative

**Learning outcome**

The learner will:

2. understand how to develop a plan in collaboration with team members to achieve set objectives

**Assessment criteria**

The learner can:

- 2.1 outline the elements of a **plan** to achieve set objectives
- 2.2 explain how team members can be engaged to participate in the planning process
- 2.3 explain why the capacity and **capabilities** of the team should be taken into account during the planning process
- 2.4 explain types of **planning tool** which may be used for setting objectives and measuring achievement in operational delivery
- 2.5 determine the preferred **planning tool** for setting objectives and measuring achievement in own area of responsibility.

**Range****Plan**

purpose-aims and objectives (terms of reference), links to organisation's strategic aims, , people involved and how the team will work, , monitoring progress (breakpoints for monitoring progress, methods of monitoring), review and follow up

**Capabilities**

knowledge, skills, experience, attitudes, strengths, areas for development

**Planning tool**

brainstorm (creative-development stage), project critical path analysis, Gantt charts (using MS Excel or equivalent programmes), specific planning tools used in operational delivery in own area of responsibility.

**Learning outcome**

The learner will:

3. understand how to support teams and individuals achieve set objectives

**Assessment criteria**

The learner can:

- 3.1 explain the **challenges** which may cause teams or individuals to underperform
- 3.2 explain **types of support** that can be given to enable teams and individuals to achieve set objectives.

**Range****Challenges**

lack of skills, knowledge, understanding, poor communication, other targets or work pressures, team dynamics, commitment, conflict, time management, insufficient or inadequate resources, behaviours, personal issues, health issues, multi-disciplinary team in diverse geographical locations, challenges specific to own working environment, home worker

**Types of support**

training, mentoring, coaching

**Learning outcome**

The learner will:

4. understand how to monitor and evaluate the progress of teams and individuals against set objectives

**Assessment criteria**

The learner can:

- 4.1 explain the difference between monitoring and evaluating performance
- 4.2 describe **methods for measuring** individual and team performance
- 4.3 explain the importance of giving equal weighting to productivity and team and individual behavior when measuring performance.

**Range****Methods for measuring**

Key performance indicators (KPIs), targets (e.g. visa issues, casework) scorecards, 360° feedback, success criteria, observation of behaviours, Management information systems (MIS) data

**Learning outcome**

The learner will:

5. understand how to manage individual and team performance

**Assessment criteria**

The learner can:

- 5.1 identify **organisational policies and procedures** for managing performance
- 5.2 describe methods of dealing with performance problems with teams and individuals
- 5.3 describe how to conduct **performance reviews** for the individual
- 5.4 identify the **information sources and support** available to managers and team members to address performance problems
- 5.5 explain the importance of following organisational policy when managing performance for the manager and the individual
- 5.6 explain the importance and benefits of providing recognition to individuals and teams when objectives have been achieved.

**Range****Organisational policies and procedures**

operational delivery policies and procedures on reward and recognition, attendance management, performance review

**Performance reviews**

mid-year reviews, 1:1s, coaching or mentoring sessions, appraisal, keep in touch meetings, project catchups/reviews

**Information sources and support**

Intranet guidance, line manager, HR shared services, HR Business partner, employee assistance programme, coaching/mentoring, reasonable adjustments, Occupational health service referrals, union representation.



## Unit 312

## Customer service in partnership

<b>Level:</b>	3
<b>GLH:</b>	20
<b>Credits:</b>	2
<b>Aim:</b>	This unit concerns understanding that excellent customer service relies on teamwork. This unit is all about understanding how to work effectively within a service chain and how to develop the links that cement key relationships. Effective communication and understanding of the roles of different organisations, departments and individuals are central to this area of the learner's work.

### Learning outcome

The learner will:

1. understand how to work within a customer service chain

### Assessment criteria

The learner can:

- 1.1 explain how the way they work with individual service partners contributes to an overall service chain
- 1.2 explain the principles and practices applied to external customers to deliver excellent customer service can be applied to internal customers
- 1.3 explain the benefits of having **service level agreements**
- 1.4 describe the features of effective communication methods that can be used to ensure internal customers are kept **up to date**.

### Range

#### Service level agreement

formal or informal

with internal or external customers or suppliers

#### up to date

with legislative, procedural or service updates

**Learning outcome**

The learner will:

2. understand ways of building and maintaining positive relationships within a customer service partnership

**Assessment criteria**

The learner can:

- 2.1 explain how to develop a positive relationship between suppliers and customers
- 2.2 describe where power and authority exist within the service chain
- 2.3 describe negotiating techniques for dealing with service partners
- 2.4 describe the importance of teams within a service chain working in partnership
- 2.5 explain ways of establishing priorities when conflict arises between internal and external customer.

**Learning outcome**

The learner will:

3. understand how to deliver customer service using service partnerships

**Assessment criteria**

The learner can:

- 3.1 describe the responsibilities and rights that can be built into an internal customer/supplier relationship
- 3.2 compare the advantages and disadvantages of defining a relationship in a service chain as a supplier/customer relationship versus a service partnership
- 3.3 describe how to meet team objectives whilst working constructively with other teams to deliver excellent customer service
- 3.4 evaluate the formal structures of the organisation and how they can influence relationships.

## Unit 313

## Operational delivery interviews

<b>Level:</b>	3
<b>GLH:</b>	8
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns ensuring that individuals are able to interview customers to meet their objectives, record their findings and inform colleagues of these findings. It is also designed to ensure that individuals know and understand the procedures and techniques to carry out interviews and are aware of their organisation's policies, standards and customer charter with which they should comply.

### Learning outcome

The learner will:

1. know the procedures for carrying out planned and unplanned interviews with operational delivery customers

### Assessment criteria

The learner can:

- 1.1 describe how to conduct **interviews** in a way that is consistent with meeting objectives with a range of customers
- 1.2 explain best practice in applying interviewing techniques in **different situations**
- 1.3 explain the benefits of using different interview techniques to respond to **changing circumstances** within the limits of personal authority
- 1.4 explain how to accommodate **customer needs** when conducting interviews
- 1.5 explain the importance of an organisation's Customer Charter or equivalent.

### Range

#### Interviews

routine and complex

#### Different situations

planned and unplanned interviews, public/private and/or by telephone

#### Changing circumstances

any change in circumstance encountered during the interview process, e.g. potential fraud, new facts

#### Customer needs

access, communication (eg interpreters where needed), religious requirements, sex (eg female to interview a female), privacy, disability

### Learning outcome

The learner will:

2. understand the reporting procedures for operational delivery interviews

**Assessment criteria**

The learner can:

- 2.1 explain how to record the outcome of an interview in line with requirements
- 2.2 describe procedures for informing customers of the consequences of the next actions
- 2.3 describe organisational requirements for recording findings.

**Learning outcome**

The learner will:

3. understand how to carry out follow up activities after the interview

**Assessment criteria**

- 3.1 describe circumstances where follow up activity is needed
- 3.2 describe where and how to access information regarding the additional needs of the customer
- 3.3 describe the **organisational policies** and **procedures** and how they apply to follow up activities after interviews
- 3.4 state the different information sources used when carrying out follow up activities
- 3.5 explain to the importance of **managing information** in line with organisational policy
- 3.6 describe the impact of limits of own authority
- 3.7 describe ways of dealing with requests beyond the limits of own authority
- 3.8 explain the consequences of systems not being updated.

**Range****Organisational policies**

health & safety, security, data protection

**Procedures**

timescales and allocated resource

**Managing information**

record, store and share

## Unit 314

## Operational delivery visits

<b>Level:</b>	3
<b>GLH:</b>	8
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns ensuring that individuals know and understand the procedures and techniques to carry out visits and are aware of their organisation's policies and standards with which they should comply. They will also learn how to plan and conduct follow up visits and resolve issues within their own authority and know how to process issues outside of their authority.

### Learning outcome

The learner will:

1. understand procedures for carrying out operational delivery visits

### Assessment criteria

The learner can:

- 1.1 describe how to conform with **organisational standards** when carrying out public sector visits
- 1.2 describe the **organisational policies** that apply when carrying out operational delivery visits
- 1.3 explain how to carry out a visit in line with agreed requirements
- 1.4 describe ways of responding to changing circumstances during a visit within the limits of own authority
- 1.5 explain best practice in applying interviewing techniques to achieve the visit objectives
- 1.6 describe when to refer cases to the designated authority.

### Range

#### Organisational standards

for communication, conduct and customer service

#### Organisational policies

for health and safety, personal safety and data security

**Learning outcome**

The learner will:

2. understand reporting procedures/process for operational delivery visits

**Assessment criteria**

The learner can:

- 2.1 explain the procedures for recording the outcomes of a visit in line with **requirements**
- 2.2 describe ways of reporting back **information** that may affect the case
- 2.3 describe what information to report back that may affect **organisational processes**.

**Range****Requirements**

organisational and legislative

**Information**

for health and safety and/or personal safety and/or data security

**Organisational processes**

for health and safety and/or personal safety and/or data security

**Learning outcome**

The learner will:

3. understand how to carry out follow up activities after visits

**Assessment criteria**

- 3.1 describe circumstances where follow up activity is needed
- 3.2 describe where and how to access information regarding the additional needs of the customer
- 3.3 describe the **organisational policies** and **procedures** and how they apply to follow up activities after visits
- 3.4 state the different information sources used when carrying out follow up activities
- 3.5 explain to the importance of **managing information** in line with organisational policy
- 3.6 describe the impact of limits of own authority
- 3.7 describe ways of dealing with requests beyond the limits of own authority
- 3.8 explain the consequences of systems not being updated.

**Range****Organisational policies**

health & safety, security, data protection

**Procedures**

timescales and allocated resource

**Managing information**

record, store and share

## Unit 315

## Managing debt in operational delivery

<b>Level:</b>	3
<b>GLH:</b>	10
<b>Credits:</b>	1
<b>Aim:</b>	This unit concerns learners developing their understanding about credit control procedures in operational delivery. They will understand how to identify instances of late payment and non-payment and how to take appropriate action to collect outstanding payments in accordance with all codes, laws and regulatory requirements.

### Learning outcome

The learner will:

1. understand how to identify non-compliance

### Assessment criteria

The learner can:

- 1.1 explain the **different methods** of receiving financial information
- 1.2 describe the process to follow to identify instances of **non-compliance**
- 1.3 describe the process to follow to identify **debts** accurately
- 1.4 describe the process to follow to establish the **reasons** for non-compliance.

### Range

#### Different methods

paper, on-line, records, supporting financial information

#### Non-compliance

late payment, non-payment, regular and one –off

#### Debts

spurious, bad and potentially bad

#### Reasons

avoidance, lack of funds, e.g. cash flow, discrepancies in information, lack of communication, loss of documents, system error, poor customer service, personal reasons

### Learning outcome

The learner will:

2. understand how to take appropriate action regarding non-compliance

### Assessment criteria

The learner can:

- 2.1 explain the process for dealing with **non-compliance** in accordance with **relevant legislation, policies and codes of practice**
- 2.2 explain how to act within own personal authority limits recognising when to **refer to others**
- 2.3 explain the **organisation's policy and procedure** for communicating with non-compliant customers
- 2.4 describe the procedures to follow in order to take action to **recover monies due**
- 2.5 explain why respect should be shown to customers
- 2.6 explain **how respect** should be shown to customers
- 2.7 describe how to **obtain the customer's agreement** to pay the amount owed by an appropriate method
- 2.8 explain the process for monitoring customer compliance with the agreement in order to identify continued non-payment
- 2.9 describe how to take **appropriate action** in regards to non-compliance taking the **nature and circumstances** of the account holder into account
- 2.10 explain how to keep **records** of all actions taken in accordance with legislative requirements
- 2.11 explain the **sources of information and advice** within the organisation for customers.

## Range

### **Non-compliance**

late payment, non-payment

### **Relevant legislation, policies and codes of practice**

Data Protection Act, Declaration of Confidentiality, Data Classifications, organisation policy and procedures, Freedom of Information Act (FOI)

### **Refer to others**

e.g. for resolution/correction, technical advice, agreement to composite payments, authorisation from a higher level

### **Organisation's policy and procedures**

customer service and complaints

### **Recover monies due**

by clarifying discrepancies, requesting any outstanding amounts, proceeding with legal action

### **How respect**

quality and timeliness of communications, trustworthiness with personal data, empathetic, respectful, considerate, interested, responsive, enabling, non-judgmental, supportive, tactful, without making assumptions, patient

### **Obtain the customer's agreement**

Negotiation, e.g. payment arrangements

### **Appropriate action**

payment arrangements, legal action, write off the debt

### **Nature and circumstances**

assets available, personal circumstances, error



**Records**

accurate, up-to-date

**Sources of information and advice**

leaflets, on-line advice and guidance, helplines

## Unit 316

# Principles of researching the labour market to respond to customer needs

<b>Level:</b>	3
<b>GLH:</b>	45
<b>Credits:</b>	4
<b>Aim:</b>	Finding employment opportunities for customers requires an in-depth knowledge of the labour market, an understanding of the needs of employers and the ability to match a customer to an employment opportunity. The purpose of this unit is to enable learners to understand how to identify, source and use labour market intelligence to find meaningful and sustained employment for customers.

<b>Learning outcome</b>
The learner will: 1. Understand the reasons for undertaking labour market research
<b>Assessment criteria</b>
The learner can: 1.1 Explain the <b>reasons</b> for undertaking labour market research

<b>Range</b>
<b>Reasons:</b> <ul style="list-style-type: none"><li>• Know the scope of local, regional and national employment opportunities</li><li>• Respond to customer needs</li><li>• Respond to employer needs</li><li>• Match customers to employers</li><li>• Maintain up to date information regarding employment opportunities, programmes and services</li><li>• Identify and respond to gaps in provision</li><li>• Identify changes/trends and patterns to employment opportunities</li><li>• Plan for the future (make improvements, develop initiatives)</li></ul>

<b>Learning outcome</b>
The learner will: 2. Understand the scope of labour market intelligence and the aims and objectives of employment programmes and services
<b>Assessment criteria</b>
The learner can: 2.1 Identify the scope of <b>labour market intelligence</b> used to inform employment opportunities for customers

2.2 Identify the aims and objectives of **employment programmes and services**

2.3 Explain the relationship between labour market intelligence and the development of employment programmes and services

## Range

### Labour market intelligence

information regarding:

Employers

- National, regional, local
- Large, medium, small enterprises

Employment sectors

- Public, private, not for profit
- For example - manufacturing, engineering, retail, business, sales, hospitality, leisure and tourism, health and social care, construction, finance, service sector, professional occupations
- Range of jobs within the sector
- Qualification requirements
- Essential/desirable skills, knowledge and attributes

Terms and conditions of employment

- Rates of pay (commission, unsocial hours payments, national minimum wage, London weighting)
- Contracts (for example: permanent, temporary, seasonal, zero-hours, full-time, part-time, job-share, flexible working, shift patterns)
- Features and benefits offered by employer/sector (for example: health care, pension rights, child care, canteen, leisure facilities, staff discounts, company car, accommodation, uniform, bonuses, profit share)

Organisational and legal requirements for employees/types of employment. For example:

- Age limits for employees in specific occupational areas or sectors (for example: care work, bar work, security, finance)
- Disclosure and Barring Service checks (DBS)/Protection of Vulnerable Groups (PVG) Scotland
- Work permits
- Health and safety requirements
- Safeguarding/public protection
- Compliance with Equality Act 2010
- License to practice card (for example cards used in construction, gas, electronics, security industries)

Recruitment methods (local, regional, national)

- Job centres
- Advertisements in newspapers/magazines/online
- Social media
- Internal advertisements in companies

- Personal referrals
- Recruitment agencies (to source permanent /temporary staff, graduates, executive)
- Word of mouth
- Speculative approaches
- Job fairs
- Regeneration agencies

Local labour market information

- Location of employers (public transport links, access to car parking)
- Trends in employment (changes - decline or increase in types of employment, hard to fill vacancies, skills gaps)
- New employers

**Employment programmes and services:**

Opportunities offered by public, private and not for profit organisations for example:

- Training opportunities (occupational training, basic skills training (literacy and numeracy, ESOL), employability skills (CV writing, interview techniques, job search)
- Support to become self-employed
- Apprenticeships
- Traineeships
- Work experience
- Work trials
- Voluntary work
- Mandatory work programmes
- Sector based work academies
- Graduate programmes/internships

Specialist programmes for specific customer groups (ex-offenders, people with disabilities, vulnerable groups)

**Learning outcome**

The learner will:

3. Know where to source local, regional and national labour market intelligence

**Assessment criteria**

The learner can:

- 3.1 Identify **sources** of local, regional and national labour market intelligence

**Range**

**Sources:**

- Job board initiated by the DWP (Universal Jobsmatch)
- Information from Professionals and departments working in employment services (For example: fellow colleagues, Employment Advisors, Employment and Opportunity Managers, Partnership Managers, Recruiters, National employer teams)
- Press releases, editorials, news reports in magazines, journals, web sites, radio advertising, fact sheets, marketing materials, notification of new developments/planning permission
- Visits
- Events/exhibitions/trade fairs/job fairs

- Employer websites
- Trade/Sector Skills Councils
- Office for National Statistics
- Department for Business, Innovation and Skills
- National careers services
- Business groups
- Intranet services developed by the government which feature employment/labour market intelligence (For example: Knowledge Hub)

### Learning outcome

The learner will:

4. Know how to carry out labour market research to meet the needs of customer groups

### Assessment criteria

The learner can:

- 4.1 Explain the **process** for carrying out labour market research
- 4.2 Analyse the **skills required** to research the labour market
- 4.3 Explain how to carry out targeted research to meet the needs of different **customer groups**

### Range

#### Process:

- Identify purpose of research (why information is needed i.e. to respond to customer need, interest, request)
- Develop a plan to undertake research (timeframe, sources, method, scope)
- Undertake research
- Record labour market intelligence gathered
- Evaluate the quality of labour market intelligence
- Analyse labour market intelligence
- Make judgements
- Make recommendations and share findings

#### Skills required:

- Organisational skills
- Analytical skills
- IT skills
- Interview skills
- Ability to manage information

#### Customer groups :

- 18-24 year olds
- Lone parents
- Ex-offenders
- Older workers
- NEETS (16-18 year olds who are not in employment education or training)
- Adults with disabilities/health conditions

- Vulnerable customers
- Long term unemployed

**Learning outcome**

The learner will:

5. Know how to evaluate and use labour market intelligence to improve service delivery

**Assessment criteria**

The learner can:

- 5.1 Explain how to **evaluate** the quality of labour market intelligence
- 5.2 Explain how **key labour market intelligence** is used to support customer groups

**Range****Evaluate:**

- read information
- check/test information for authenticity, accuracy, reliability, currency
- reflect on information
- consider different options/perspectives
- make judgements, be able to justify judgements

**Key labour market intelligence:**

- New employers coming to local area
- Closure of an employer  
Employment services and training

## Appendix 1 Sources of general information

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

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

### International learners

General qualification information

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

### Centres

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

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

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