QUALIFICATION HANDBOOK

City & Guilds Level 2 Award in Operational Delivery (Principles) (3815-12)

Local Authorities

Feb 2022 Version 2.2

City & Guilds

Operational Delivery Profession

Qualification at a glance

Subject area	**Operational Delivery**
City & Guilds number	3815
Age group approved	16+
Assessment	Multiple choice test
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Award in Operational Delivery (Principles)	29	35	3815-12	601/2733/8

Version and date	Change detail	Section
V2.1 July 2019	'Principles of protecting data security in own area of responsibility' unit number changed to 227	All
V2.0 November 2016	Unit numbers amended to reflect MCQ numbers	All
V2.1 Feb 2022	Addition of TQT	Introduction

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1 Introduction

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

Area	Description
Who are the qualifications for?	These qualifications are for learners working in the Operational Delivery Profession.
What do the qualifications cover?	They allow learners to develop the knowledge required for employment and/or career progression within Operational Delivery.
Who did we develop the qualification with?	These qualifications were developed by the Operational Delivery Profession and City & Guilds.

Structure

To achieve the **Level 2 Award in Operational Delivery (Principles),** learners must achieve the three mandatory units (221, 227, 228,)

Unit accreditation number	City & Guilds unit number	Unit title	Unit Level
Mandatory			
H/506/0274	221	Principles of working in operational delivery	2
T/506/0280	227	Principles of protecting data security in own area of responsibility	2
A/506/0281	228	Principles of equality and diversity in operational delivery	2

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 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.

Assessors and Internal Quality Assurer

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

Continuing professional development (CPD)

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

Learner entry requirements

City & Guilds does not set entry requirements for 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.

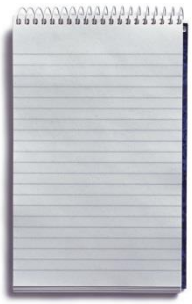
3 Delivering the qualification

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.



4 Assessment

Candidates must

- successfully complete one multiple choice test for each mandatory or optional unit

Time constraints

The following must be applied to the assessment of these qualifications:

- Candidates 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
221	Principles of working in Operational Delivery in the Public Service.	Online multiple choice test	Evolve online test
227	Principles of protecting data security in own area of responsibility	Online multiple choice test	Evolve online test.
228	Principles of equality and diversity in Public Services	Online multiple choice test	Evolve online test.

Test specifications

Unit 221: Principles of working in operational delivery

Duration: 50 minutes

Grade Boundaries Candidates should be aware that the grade boundaries for this test will be around:

Pass: 68%

Unit number	Outcome	No. of questions	%
221	1 Understand the scope of the operational delivery profession	3	12
	2 Understand the organisation's guidelines, principles and procedures for standards of conduct in operational delivery	8	32
	3 Understand the requirements for maintaining personal safety and security and being alert to the security of others	6	24
	4 Know how to work within the limitations of their role	4	16
	5 Know how to comply with a professional development programme	4	16
	Total	25	100

Unit 227: Principles of protecting data security in own area of responsibility

Duration: 50 minutes

Grade Boundaries Candidates should be aware that the grade boundaries for this test will be around:

Pass: 68%

Unit number	Outcome	No. of questions	%
227	1 Understand the organisations data security policies and procedures	8	32
	2 Understand how and why data is protected in the organisation	8	32
	3 Understand how to share data securely	5	20
	4 Understand how to dispose of documents and information communication technology securely	4	16
	Total	25	100

Unit 228: Principles of equality and diversity in operational delivery

Duration: 50 minutes

Grade Boundaries Candidates should be aware that the grade boundaries for this test will be around:

Pass: 68%

Unit number	Outcome	No. of questions	%
228	1 Understand professional practice in equality and diversity	11	44
	2 Understand how discrimination can affect people in the workplace	4	16
	3 Understand how to respond to customers with diverse needs	10	40
	Total	25	100

NB Grade boundaries may be subject to slight variation to ensure fairness should any variations in the difficulty of the test or errors be identified.

5 Units

Structure of units

These units each have the following:

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

Unit 221 Principles of working in operational delivery

UAN:	**H/506/0274**
Level:	2
GLH:	12
Aim:	This unit aims to ensure that learners understand the scope of the operational delivery profession and the organisation's guidelines, principles and procedures for standards of conduct in operational delivery. They will develop knowledge about how to maintain personal safety and security and the importance of being alert to the security of others. They will also learn about organisational aims and objectives and how it is important that their professional development supports the achievement of operational aims.

Learning outcome
The learner will: 1. understand the scope of the operational delivery profession
Assessment criteria
The learner can: 1.1 state the **scope** of the operational delivery profession 1.2 state the **purpose** of the operational delivery profession 1.3 list the **benefits** of working in the operational delivery profession.

Range
Scope services offered (such as Legal services, Finance, Human resources, Procurement, ICT, Highways, Economic Development, Education, Early years services, Youth services, Social care, Social Services, Skills and employability, Planning, Property, Waste management, Libraries) **Purpose** Providing information, advice, guidance, services and support for customers **Benefits** transferable skills, opportunities to develop own skills and qualifications

Learning outcome
The learner will: 2. understand the organisation's guidelines, principles and procedures for standards of conduct in operational delivery
Assessment criteria
The learner can: 2.1 state own responsibilities as identified in the **guidelines and procedures** affecting the job role 2.2 describe the **consequences** of breaching the organisation's guidelines and procedures 2.3 describe the organisation's complaints procedure 2.4 describe the organisation's grievance procedure 2.5 describe **who to go to for advice and guidance** about **standards of conduct** in operational delivery 2.6 describe the importance of respecting the **needs, values and beliefs** of **others** 2.7 describe the importance of maintaining confidentiality 2.8 describe the **possible consequences** of not maintaining confidentiality.

Range
Guidelines and procedures health & safety, security, data protection, behaviours, attendance, personal effectiveness, time management, clear desk policy **Consequences** disciplinary action, prosecution **Who to go to for advice and guidance** appropriate authority **Standards of conduct** inside work – fraud, care and use of organisation's properties and facilities, conflict of interest, gifts, hospitality and other benefits Outside work – additional employment, political activities, private conduct (e.g. financial affairs, foreign travel, criminal offences) **Needs, values and beliefs** health and safety, diversity, organisational ethos/culture and values, conduct **Others** internal customers, external customers **Possible consequences** negative impact on colleagues, additional work, disciplinary action, prosecution, damaging the credibility of the organisation, negative customer experience

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 state 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 describe 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 appropriate action to take to respond to **signals** from security and protection systems.

Range
Risk loss of personal identification (ID passes), 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 **Signals** fire alarm, bomb threat, announcements using tannoy systems

Learning outcome
The learner will: 4. understand the principles of professional development
Assessment criteria
The learner can: 4.1 define continuing professional development (CPD) 4.2 describe the purpose of a personal development plan and its relevance to the organisation's priorities and expectations 4.3 describe the **benefits of constructive feedback** in the workplace 4.4 describe reasons for **avoiding giving and receiving feedback.**

Range
Benefits of constructive feedback identifies strengths and development areas, confidence building, performance improvement **Avoiding giving and receiving feedback** lack of confidence, fear of conflict, being disliked, fear of upsetting colleagues

Learning outcome
The learner will: 5. know how to comply with a professional development programme
Assessment criteria
The learner can: 5.1 describe techniques for identifying **development needs** which are consistent with meeting **professional needs** 5.2 describe **development activities** which are consistent with meeting **professional needs** 5.3 state **potential sources of feedback** to enhance performance 5.4 describe techniques to use to **keep technical knowledge and competence up to date.**

Range
Development needs assessing performance against personal objectives – what and how they have been achieved, assessing against personal development plan (PDP) evidence gathered at work including feedback from manager **Professional needs** skills: IT systems, using equipment, job related, skills behaviours: positive attitude, ability to adapt to change, motivation, flexibility, self-responsibility for personal development experience: previous work, learning **Development activities** induction, training programmes, skills development, e- learning, mentoring, coaching, buddying, shadowing loans, secondment, interchange, procedures and guidance, learning resources, learning from colleagues **Potential sources of feedback** colleagues, customers, managers **Keep technical knowledge and competence up to date** procedures and guidance, e-learning, learning from colleagues

Unit 227 Principles of protecting data security in own area of responsibility

UAN:	**T/506/0280**
Level:	2
GLH:	9
Aim:	This unit aims to develop the learners understanding of the organisation's data security policies and procedures. They will learn how and why data is protected in the organisation and how security needs to be maintained when data is shared with both internal and external customers.

Learning outcome
The learner will: 1. understand the organisation's data security policies and procedures
Assessment criteria
The learner can: 1.1 identify the **legal and organisational policies and procedures** in place to maintain data 1.2 state the different types of **information monitored in the workplace** 1.3 state the **classifications of data** 1.4 describe **sources of guidance** on maintaining data security.

Range
Legal and organisational policies and procedures Data Protection Act, Freedom of Information Act (FOI) Declaration of Confidentiality, Data Classifications, organisation policy and procedures **Information monitored in the workplace** e-mail, customer records, customer forms, customer correspondence, employee data, departmental policy and procedures **Classifications of data** Non-confidential, confidential **Sources of guidance** on-line learning, guidance documents, security advisers or manager

Learning outcome
The learner will: 2. understand how and why data is protected in the organisation
Assessment criteria
The learner can: 2.1 state the purpose of the classification of data system 2.2 describe the potential **implications of an information security incident** 2.3 describe ways of **protecting information securely** when travelling away from the main workplace 2.4 describe ways of **protecting information held on a computer** 2.5 describe the **actions** to take if security is breached.

Range
Implications of an information security incident negative impact on colleagues, additional work, disciplinary action, prosecution, damaging the credibility of the organisation, negative customer experience **Protecting information securely** between offices: keep information on your person, out of sight, do not discuss work issues while travelling **Protecting information held on a computer** use of passwords, protect passwords, lock screen/log out/remove security card **Actions** report immediately to appropriate authority in accordance with organisation's procedures

Learning outcome
The learner will: 3. understand how to share information securely
Assessment criteria
The learner can: 3.1 state when permission is needed before information sharing can take place 3.2 describe the **procedure** for sharing secure data 3.3 state the **processes** used to ensure sensitive information is not disclosed to others.

Range
procedure Checking who information is addressed to, the nature of information, seek advice on how it should be sent

Processes blanked out (either automatically or manually), sending secure emails, use of IT, locking computers etc. **Others** internal customers and external customers

Learning outcome
The learner will: 4. understand how to dispose of documents and Information Communication Technology (ICT) securely
Assessment criteria
The learner can: 4.1 describe the organisation's procedures for **disposing of documents** 4.2 describe the organisation's procedures to dispose of **Information and Communications Technology (ICT)**.

Range
Disposing of documents paper: confidential in secure waste electronic: log on securely, delete, archive **Information and Communications Technology (ICT)** ICT equipment, computer media, responsibility of IT department

Unit 228 Principles of equality and diversity in operational delivery

UAN:	**A/506/0281**
Level:	2
GLH:	8
Aim:	The aim of this unit is to enable the learner to understand the importance and benefits of equality and diversity in operational delivery and understand how to respond to customers with diverse needs.

Learning outcome
The learner will: 1. understand professional practice in equality and diversity
Assessment criteria
The learner can: 1.1 state the **organisation's legal and ethical responsibility** for equality and diversity 1.2 identify the groups of individuals whose **characteristics** are protected under equal opportunity legislation 1.3 define the terms equality, diversity and inclusion 1.4 state the **benefits** of recognising and responding to equality and diversity in the workplace 1.5 state own role and responsibility to act in a manner that promotes equality and diversity 1.6 give **examples** of how an individual's need can be met in the workplace in line with organisational and legal requirements.

Range
Organisations legal and ethical responsibility Equality Act 2010 and subsequent amendments, organisational policy and procedure (with specific reference to making reasonable adjustment for disabled people)) equality action plan **Characteristics** age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex, sexual orientation **Benefits**

build reputation, loyalty, productivity, create awareness, inclusive working environment, talent, reduction in complaints, avoid legal challenges

Examples

examples may include but are not limited to:

reasonable adjustments for disabled people such as aids and adaptations, environmental changes

flexible working

IT solutions

training and development

information, advice and guidance

Learning outcome
The learner will: 2. understand how discrimination can affect people in the workplace
Assessment criteria
The learner can: 2.1 state the **types** of discrimination which may occur in the workplace 2.2 state the **impact** of discrimination in the workplace.

Range
Types direct discrimination, associative discrimination, discrimination by perception, indirect discrimination, harassment, victimisation, positive discrimination, stereotyping, unconscious bias **Impact** individual consequences such as confidence, health, performance, engagement, relationships, ambition, retention, legal consequences

Learning outcome
The learner will: 3. understand how to respond to customers with diverse needs
Assessment criteria
The learner can: 3.1 describe **methods** that can be used to identify **customer** needs 3.2 give examples of different types of **customer needs** 3.3 describe **behaviours** which promote inclusion 3.4 outline the **types of support** that may be offered to customers with diverse needs 3.5 identify **methods for checking** the customer needs have been met.

Range
Methods communication, active listening, asking questions, paraphrasing, summarising, observing body language, displaying empathy, obtaining written declarations which state the customers need **Customer** internal and external **Customer needs** language, level of understanding, disability, religion, sexual orientation, education, IT skills, beliefs, economic status, mental and physical health **Behaviours** empathetic, respectful, considerate, interested, responsive, enabling, non- judgmental, supportive, tact, does not make assumptions, patient **Types of support** different styles of literature i.e. large print/multi language, brail, aids and adaptations, interpreters, IT applications **Methods for checking** asking questions, customer survey, feedback forms, compliments and complaints

Appendix 1 Relationships to other qualifications

Links to other qualifications

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

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

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see **www.cityandguilds.com/functionalskills**
- Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**
- Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2 Sources of general information

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information 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.

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Believe you can

www.cityandguilds.com

Useful contacts

UK learners **General qualification information**	**learnersupport@cityandguilds.com**
International learners General qualification information	**intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	**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	**singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	**intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	**walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	**business@cityandguilds.com**

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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