City & Guilds Level 3 Certificate in Operational Delivery (Advanced) (3815-13)

Local Authorities

February 2022 Version 1.2

City & Guilds

Operational Delivery Profession

Qualification at a glance

Subject area	Operational Delivery
City & Guilds number	3815
Age group approved	16+
Assessment	Short answer questions Multiple choice questions
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 3 Certificate in Operational Delivery (Advanced)	48	67	3815-13	601/2737/5

Version and date	Change detail	Section

Contents

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 3 Certificate in Operational Delivery (Advanced)**, learners must achieve the **four** units (301 – 304) plus a minimum of **one** unit from optional group (222-226, 231, 305 – 306).

Unit accreditation number	City & Guilds unit number	Unit title	Unit Level
Mandatory			
A/506/0314	301	Working in operational delivery	3
F/506/0315	302	Safety and security in operational delivery	3
J/506/0316	303	Principles of equality and diversity in operational delivery	3
Y/506/0403	304	Resolving customer service problems in operational delivery	3
Optional Group			
K/506/0275	222	Principles of providing customer service in a team	2
M/506/0276	223	Principles of providing face-to-face customer service	2
T/506/0277	224	Principles of providing customer service in writing	2
A/506/0278	225	Principles of providing customer service by telephone	2
F/506/0279	226	Principles of providing customer service using technology	2
L/506/0284	231	Principles of dealing with customers' financial transactions	2
R/506/0318	305	Verify the calculation/entitlement	3
Y/506/0319	306	Technical advice in operational delivery cases	3

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 3 Certificate in Operational Delivery (Advanced)	48	67

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.

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.

Assessment

Candidates must:

- successfully complete the assessment 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
222	Principles of providing customer service in a team	Online multiple choice test	www.cityand guilds.com
223	Principles of providing face to face customer service	Online multiple choice test	www.cityand guilds.com
224	Principles of providing customer service in writing	Online multiple choice test	www.cityand guilds.com
225	Principles of providing customer service using terminology	Online multiple choice test	www.cityand guilds.com
226	Principles of providing customer service using technology	Online multiple choice test	www.cityand guilds.com
231	Principles of dealing with customers' financial transactions	Online multiple choice test	www.cityand guilds.com
301	Working in operational delivery	Externally set, internally marked short or structured response question paper	www.cityand guilds.com

Unit No.	Title	Assessment Method	Where to obtain assessment materials
302	Safety and security in operational delivery	Externally set, internally marked short or structured response question paper	www.cityand guilds.com
303	Principles of equality and diversity in operational delivery	Externally set, internally marked short or structured response question paper	www.cityand guilds.com
304	Resolving customer service problems in operational delivery	Externally set, internally marked short or structured response question paper	www.cityand guilds.com
305	Verify the calculation/entitle ment	Externally set, internally marked short or structured response question paper	www.cityand guilds.com
306	Technical advice in operational delivery cases	Externally set, internally marked short or structured response question paper	www.cityand guilds.com

Test specifications

Unit 222:   Principles of providing customer service in a team
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	%
222	1 Understand the principles of team working	11	44
	2 Know how to support colleagues within the team to complete tasks	5	20
	3 Understand how to use feedback to identify potential customer service improvements	7	28
	4 Understand how to support customer service improvements	2	8
	Total	25	100

Unit 223:   Principles of providing face-to-face customer service
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	%
223	1 Know how to establish rapport and identify customer needs	4	16
	2 Know how to gather detailed information from customers using questioning techniques	7	28
	3 Understand how to deal with gaps, errors and irregularities in information	5	20
	4 Understand the process of resolving customer service problems when working face-to-face with customers	9	36
	Total	25	100

Unit 224:	Principles of providing customer service in writing
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	%
224	1 Understand how to communicate with customers in writing	9	36
	2 Know how to communicate with customers in writing	3	12
	3 Understand how to deal with gaps, errors and irregularities in information	5	20
	4 Understand the process of resolving customer service problems when communicating in writing	8	32
	Total	25	100

Unit 225:	Principles of providing customer service by telephone
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	%
225	1 Understand the organisations guidelines and procedures for the use of the telephone	3	12
	2 Know how to deal with telephone calls from customers	11	44
	3 Understand how to deal with gaps, errors and irregularities in information	5	20
	4 Understand the process of resolving customer service problems when communicating by telephone	6	24
	Total	25	100

Unit 226:   Principles of providing customer service using technology

Duration: 60 minutes

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

Pass: 70%

Unit number	Outcome	No. of questions	%
226	1 Understand how to deal with customers using technology	5	17
	2 Understand how to provide advice and guidance to customers when using technology	5	17
	3 Know how to obtain and validate information	3	10
	4 Understand how to deal with gaps, errors and irregularities in information	4	13
	5 Understand how to process customer service information using technology	6	20
	6 Understand the benefits of customers using self-service technology	3	10
	7 Know how to support customers using self-service technology	4	13
	Total	30	100

	Unit 231:	Principles of dealing with customers' financial transactions
	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	%
231	1 Understand the codes, law and regulatory requirements related to dealing with financial data	12	48
	2 Understand how to deal with customer transactions and documentation	4	16
	3 Understand how to deal with gaps, errors and irregularities in information	9	36
	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.

	Unit 301:	Working in operational delivery
	Recommended time allowance:	1 hour 30 minutes

Unit number	Outcome	No. of marks	%
301	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 302:   Safety and security in operational delivery

Recommended time allowance: 1 hour

Unit number	Outcome	No. of marks	%
302	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 303:   Principles of equality and diversity in operational delivery

Recommended time allowance: 2 hours

Unit number	Outcome	No. of marks	%
303	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 304:   Resolving customer service problems in operational delivery

Recommended time allowance: 1 hour 30 minutes

Unit number	Outcome	No. of marks	%
304	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 305:   Verify the calculation/entitlement

Recommended time allowance: 1 hour

Unit number	Outcome	No. of marks	%
305	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 306:   Technical advice in operational delivery cases

Recommended time allowance: 1 hour 30 minutes

Unit number	Outcome	No. of marks	%
306	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

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 222   Principles of providing customer service in a team

UAN:	K/506/0275
Level:	2
GLH:	8
Aim:	This unit aims to develop learners' understanding of the importance of providing effective and reliable customer service as part of a team. Learners will develop knowledge of how to support colleagues within the team in order to complete tasks. They will also learn how to use feedback from customers to improve the service they provide.

Learning outcome
The learner will:
1. understand the principles of team working
Assessment criteria
The learner can:
1.1 describe the benefits of having team objectives
1.2 describe communication channels used **within the organisation**
1.3 describe communication procedures used **within the organisation**
1.4 explain the importance of effective communication within the team
1.5 describe **problems** that may arise within the team
1.6 describe techniques to use to overcome **problems** that may arise within the team
1.7 describe the procedure for reporting problems beyond own level of responsibility
1.8 state the importance of keeping to agreed time schedules.

Range
Within the organisation
within own team, across teams
Problems
personal problems, work related problems, conflicts of interest, communication problems

Learning outcome
The learner will:
2. know how to support colleagues within the team to complete tasks
Assessment criteria
The learner can:
2.1 describe the benefits of effective working relationships
2.2 describe **best practice** when working with other team members
2.3 describe the benefits of using feedback to make improvements to **performance.**

Range
Best practice
knowledge and behaviours
Performance
Individual and team

Learning outcome
The learner will:
3. understand how to use feedback to identify potential customer service improvements
Assessment criteria
The learner can:
3.1 describe the organisation's procedures for gathering **feedback** from customers
3.2 describe the benefits of using customer **feedback** to develop a better understanding of the customer service experience
3.3 describe ways of sharing ideas with colleagues to improve customer service
3.4 describe processes for working with **others** to implement customer service improvements.

Range
Feedback
formal: questioning, surveys of customer satisfaction
informal: feedback from customers
Others
team members, managers, departments

Learning outcome
The learner will:
4. understand how to support customer service improvements
Assessment criteria
The learner can:
4.1 describe **processes used to review customer service improvements**
4.2 state why it is important to give customers a **positive view** of changes made by the organisation.

Range
Processes used to review customer service improvements
discuss with colleagues, feedback forms, compliments and complaints, take up of service, customer survey, questionnaires, social media, questioning
Positive view
maintains the reputation of the organisation

Unit 223   Principles of providing face-to-face customer service

UAN:	**M/506/0276**
Level:	2
GLH:	15
Aim:	This unit aims to develop the knowledge of learners who have the opportunity to work face-to-face with customers. They will develop an understanding of the best ways to gather information that will enable them to meet the needs of the customer. Learners will develop an understanding of how to deal with gaps, errors and irregularities in information. It will show that the learner is able to deal with them and understand when it is appropriate to escalate issues. They will also learn about processes for resolving customer service problems.

Learning outcome
The learner will:
1. know how to establish rapport and identify customer needs
Assessment criteria
The learner can:
1.1 describe the process to follow to plan for a customer interview
1.2 describe techniques used to greet customers in order to establish rapport
1.3 describe **techniques used to identify customer needs** which invite a more detailed explanation
1.4 describe techniques that can be used to identify a customer's feelings and mood in relation to the information they are seeking.

Range
Techniques used to identify customer needs
listening skills, questioning, using empathy, positive body language

Learning outcome
The learner will:
2. know how to gather detailed information from customers using questioning techniques
Assessment criteria
The learner can:
2.1 describe the benefits of using a planned trail of questions to gather more **detailed information**
2.2 describe **questioning techniques** that can be used to obtain further information
2.3 state the importance of active listening when seeking detailed information from customers
2.4 describe **organisational procedures** used to record customer responses.

Range
Detailed information
as part of an investigation, to resolve a query or complaint, establish customer needs, establish authenticity of customer
Questioning techniques
spontaneous, pre-planned routing/script and trigger, probing and searching, open and closed
Organisational procedures
written or electronic notes, updating case records, audit trails, record retention, use of forms

Learning outcome
The learner will:
3. understand how to deal with gaps, errors and irregularities in information
Assessment criteria
The learner can:
3.1 state why it is important to take ownership of an issue
3.2 describe the **process** for rectifying gaps, errors and irregularities in information
3.3 describe the **factors** that may indicate **non-compliance**
3.4 describe the **procedure** used to resolve non-compliance issues
3.5 describe why it is important to progress cases within organisational timescales.

Range
Process
request additional information, research, assess the credibility of the application in accordance with the organisation's policy, procedures and guidance

Factors

lack of information, discrepancies in information, manual/automatic fraud indicators

Non-compliance

actual, potential

Procedure

request additional information, within the organisation's policy, procedures and guidance, escalation when outside own level of authority

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Learning outcome

The learner will:

4. understand the process of resolving customer service problems when working face-to –face with customers

Assessment criteria

The learner can:

4.1 state **legislation**, **policies and procedures** related to delivering face-to-face customer service

4.2 describe techniques used to deal with situations where customers become agitated or angry

4.3 describe **techniques used to identify customer service problems**

4.4 describe common **causes** of customer service problems

4.5 describe techniques used to resolve customer service problems

4.6 state the limits of own authority when resolving customer's problems.

Range

Legislation

Health and Safety at Work Act, Equalities Act, Data Protection Act, Official Secrets Act

Policies and Procedures

complaints handling, security policy, data sharing

Techniques used to identify customer service problems

instances of repeated problems or pattern of problems, complaints handling system, questioning, quality assurance

Causes

lack of communication, loss of documents, system error, waiting times/delays, poor customer service, inaccurate information

Unit 224 Principles of providing customer service in writing

UAN:	T/506/0277
Level:	2
GLH:	7
Aim:	This unit develops the knowledge of learners who provide customer service in writing. They will develop an understanding of the best ways to communicate with customers in written communication; which may be paper or electronic. Learners will develop an understanding of how to deal with gaps, errors and irregularities in information. It will show that the learner is able to deal with them and understand when it is appropriate to escalate issues. They will also learn about processes for resolving customer service problems.

Learning outcome
The learner will:
1. understand how to communicate with customers in writing
Assessment criteria
The learner can:
1.1 describe the **issues** to be considered when producing communications
1.2 explain why it is appropriate to use different **forms of communication**
1.3 state **legislation, policies and procedures** relating to producing written communications
1.4 describe the **range of materials** to be gathered in preparation for a communication
1.5 describe the importance of using clear and concise language
1.6 describe the potential impact of **style and tone** on the reader of a **communication**.

Range
Issues
customer's points of view, organisational standards, styles and tone, clear and concise language, data retention/sharing, confidentiality/security, accuracy and completeness, contact details, to include follow up actions

Forms of communication

letters, e-mails, templates, newsletters, text messages, social media

Legislation

Equalities Act, Data Protection Act, Official Secrets Act, Freedom of Information Act (FoI)

Policies and Procedures

complaints handling, security policy, data sharing, behaviours

Range of materials

personal information, reference materials, policy information, stationery

Style and tone

grammar, salutations, personalisation, layout

Communication

written or electronic

Learning outcome
The learner will:
2. know how to communicate with customers in writing
Assessment criteria
The learner can:
2.1 state the importance of adapting language to meet the needs of customers
2.2 describe record keeping requirements related to the production of written materials
2.3 state the importance of keeping customers informed if there is likely to be a delay in responding to a communication.

Learning outcome
The learner will:
3. understand how to deal with gaps, errors and irregularities in information
Assessment criteria
The learner can:
3.1 state why it is important to take ownership of an issue
3.2 describe the **process** for rectifying gaps, errors and irregularities in information
3.3 describe the **factors** that may indicate non-compliance
3.4 describe the **procedure** to follow to resolve **non-compliance** issues
3.5 describe why it is important to progress cases within organisational timescales.

Range
Process
request additional information, research, assess the credibility of the application in accordance with the organisation's policy, procedures and guidance
Factors
lack of information, discrepancies in information, manual/automatic fraud indicators
Non-compliance
Actual, potential
Procedure
request additional information, within the organisation's policy, procedures and guidance, escalation when outside own level of authority

Learning outcome
The learner will:
4. understand the process of resolving customer service problems when communicating in writing
Assessment criteria
The learner can:
4.1 describe the organisation's customer service and complaints procedures related to written communications
4.2 describe techniques used to deal with written communications from angry or frustrated customers
4.3 describe **techniques used to identify customer service problems**
4.4 describe common **causes** of customer service problems
4.5 describe techniques used for resolving customer service problems
4.6 explain the limits of own authority when resolving customer's problems.

Range
Techniques used to identify customer service problems
instances of repeated problems or pattern of problems, complaints handling system, questioning, quality assurance
Causes
lack of communication, loss of documents, system error, waiting times/delays, poor customer service, inaccurate information

Unit 225   Principles of providing customer service by telephone

UAN:	**A/506/0278**
Level:	2
GLH:	13
Aim:	This unit aims to develop the knowledge of learners who provide customer service by telephone. They will develop an understanding of the organisation's guidelines and procedures for the use of the telephone and the best ways to deal with enquires from customers. Learners will develop an understanding of how to deal with gaps, errors and irregularities in information. It will show that the learner is able to deal with them and understand when it is appropriate to escalate issues. They will also learn about processes for resolving customer service problems.

Learning outcome
The learner will:
1. understand the organisation's guidelines and procedures for the use of the telephone
Assessment criteria
The learner can:
1.1 describe the organisation's guidelines and procedures for the use of telephone equipment
1.2 describe the organisation's **guidelines and procedures for handling telephone conversations** with customers
1.3 describe the organisation's guidelines for handling abusive calls.

Range
Guidelines and procedures for handling telephone conversations
timescales, greetings, tone, rapport, language, confidentiality, security screening, where a customer's first language is not English, customers with special requirements; Braille, large print, interpreter

Learning outcome
The learner will:
2. know how to deal with telephone calls from customers
Assessment criteria
The learner can:
2.1 state the reasons for using standard processes for dealing with calls
2.2 describe the reasons for having an organisational identity checking processes
2.3 state the importance of keeping customer information up to date
2.4 state the importance of keeping customers informed of progress
2.5 describe the ways in which body language and facial expressions can be detected over the telephone
2.6 describe a **range of questioning techniques**
2.7 state the importance of **adapting speech** to meet the needs of customers
2.8 state the details that should be included if taking a message for a colleague
2.9 describe the importance of keeping customers informed if they are on hold during a call
2.10 state the importance of not talking over an open telephone.

Range
Range of questioning techniques
spontaneous, pre-planned routing and trigger, probing and searching, open and closed, to test customer's understanding, test accuracy of information, listening to responses
Adapting speech
speaking clearly and slowly, pronunciation, avoiding jargon, regional language, tone, volume

Learning outcome
The learner will:
3. understand how to deal with gaps, errors and irregularities in information
Assessment criteria
The learner can:
3.1 state why it is important to take ownership of an issue
3.2 describe the **process** for rectifying gaps, errors and irregularities in information
3.3 describe the **factors** that may indicate **non-compliance**
3.4 describe the **procedure** to follow to resolve non-compliance issues
3.5 describe why it is important to progress cases within organisational timescales.

Range
Process
request additional information, research, assess the credibility of the application in accordance with the organisation's policy, procedures and guidance
Factors
lack of information, discrepancies in information, manual/automatic fraud indicators
Non-compliance
actual, potential
Procedure
request additional information, within the organisation's policy, procedures and guidance, escalation when outside own level of authority

Learning outcome
The learner will:
4. understand the process of resolving customer service problems when communicating by telephone
Assessment criteria
The learner can:
4.1 describe the organisation's customer service and complaints procedures related to communication by telephone
4.2 describe techniques used to deal with telephone calls from angry or frustrated customers
4.3 describe **techniques** used to identify customer service problems
4.4 describe the common **causes** of customer service problems
4.5 describe techniques for resolving customer service problems
4.6 state the importance of keeping customers up to date regarding next steps
4.7 describe the process to follow to resolve problems outside limits of own authority.

Range
Techniques
instances of repeated problems or pattern of problems, complaints handling system, questioning, quality assurance
Causes
lack of communication, loss of documents, system error, waiting times/delays, inaccurate information

Unit 226 Principles of providing customer service using technology

UAN:	F/506/0279
Level:	2
GLH:	15
Aim:	This unit aims to develop the knowledge of learners who provide customer service using technology. They will develop an understanding of the best ways to process enquires and provide advice and guidance, including the importance of validating information. Learners will develop an understanding of how to deal with gaps, errors and irregularities in information. It will show that the learner is able to deal with them and understand when it is appropriate to escalate issues. As well as learning how to develop skills in using technology they will also learn how to support customers using self-service technology for application in their current role or as underpinning knowledge for future roles.

Learning outcome
The learner will:
1. understand how to deal with customers using technology
Assessment criteria
The learner can:
1.1 identify the information that should be prepared before delivering customer service
1.2 describe the purpose of **enquiry facilities** within **software systems**
1.3 state the importance of avoiding jargon and system terminology when communicating with customers
1.4 describe common causes of error messages when using a **software system**
1.5 identify referral points and sources of information when **unable to meet customer service needs** using software systems.

Range
Enquiry facilities e.g. case management systems **Software systems** relevant to own department **Unable to meet customer needs** systems crashes, not authorised or within remit

Learning outcome
The learner will: 2. understand how to provide advice and guidance to customers when using technology
Assessment criteria
The learner can: 2.1 state the procedure used to find out what information the customer needs 2.2 describe **techniques** used to ensure that information given to customers is clear and accurate 2.3 describe techniques used to check the customer's understanding 2.4 describe the **constraints** that could affect the outcome of the advice and guidance given to customers 2.5 state the importance of maintaining confidentiality.

Range
Techniques keep up to date with policy/technology changes or updates **Constraints** resource, time, own knowledge, customer's knowledge, gaps/missing information

Learning outcome
The learner will: 3. know how to obtain and validate information
Assessment criteria
The learner can: 3.1 state the importance of validating information 3.2 describe the techniques used to validate information required in accordance with **organisational standards and procedures** 3.3 state the requirements of **legislation** relating to accessing and disclosing information

Range
Organisational standards and procedures data protection/security, electronic media policy **Legislation** Data Protection Act, Official Secrets Act, Freedom of Information Act (FoI)

Learning outcome
The learner will: 4. understand how to deal with gaps, errors and irregularities in information

Assessment criteria
The learner can: 4.1 state why it is important to take ownership of an issue 4.2 describe the **process** for rectifying gaps, errors and irregularities in information 4.3 describe the **factors** that may indicate **non-compliance** 4.4 describe the **procedure** to follow to resolve non-compliance issues 4.5 describe why it is important to progress cases within organisational timescales.

Range
Process request additional information, research, assess the credibility of the application in accordance with the organisation's policy, procedures and guidance **Factors** lack of information, discrepancies in information, manual/automatic fraud indicators **Non-compliance** Actual, potential **Procedure** request additional information, within the organisation's policy, procedures and guidance, escalation when outside own level of authority

Learning outcome
The learner will:
5. understand how to process customer service information using technology

Assessment criteria
The learner can:
5.1 describe the organisation's procedures and guidelines for **managing information** about customers
5.2 identify types of personal information about customers that should and should not be kept on record
5.3 describe techniques that can be used to collect information about customers
5.4 explain why processing information about customers correctly is important for effective customer service
5.5 describe **legal and regulatory restrictions** on the storage of customer information
5.6 describe the legal and regulatory restriction on the use of customer data.

Range
Managing information
collecting, retrieving, supplying, retention and disposal
Legal and regulatory restrictions
Data Protection Act, Freedom of Information Act (FoI)

Learning outcome
The learner will:
6. understand the benefits of customers using self-service technology

Assessment criteria
The learner can:
6.1 describe the **benefits to the organisation** of choosing to offer customers self-service options
6.2 explain the **benefits to the customers** of using self-service equipment
6.3 describe **techniques** the organisation can use to find out how the customer feels about using self-service technology.

Range
Benefits to the organisation
reduced costs, will free up staff time to deal with more complex issues
Benefits to the customers
access to information at all times, some customers prefer to manage their own transactions
Techniques
asking questions, customer survey, feedback forms, compliments and complaints, take up of service.

Learning outcome
The learner will: 7. know how to support customers using self-service technology
Assessment criteria
The learner can: 7.1 describe **techniques** for giving support to customers using self-service options   7.2 identify signals and signs that a customer needs help with self-service equipment   7.3 describe the importance of confirming with the customer that they understand how to use the equipment   7.4 describe the importance of building customer confidence in using self-service equipment   7.5 describe organisational procedures for dealing with **self-service technology problems**.

Range
Techniques   be positive and reassuring, show or explain the process step by step to the customer, use different questioning techniques depending on the problem   **Self-service technology problems**   printer jams, error messages, systems errors, out of date forms

Unit 231 Principles of dealing with customer's financial transactions

UAN:	**L/506/0284**
Level:	2
GLH:	13
Aim:	The aim of this is unit is to develop knowledge of financial transactions. The learner needs to understand the codes, laws and regulatory requirements relating to dealing with financial data and processing customer transactions. Learners will also develop an understanding of how to deal with gaps, errors and irregularities in information. It will show that the learner is able to deal with them and understand when it is appropriate to escalate issues. They will also develop an understanding of how to maintain documentation.

Learning outcome
The learner will:
1. understand the codes, law and regulatory requirements related to dealing with financial data
Assessment criteria
The learner can:
1.1 describe the organisation's **procedures** for dealing with data
1.2 describe the organisation's **policies** related to processing data
1.3 state the sources of information and advice within the organisation
1.4 state the different methods of receiving financial information
1.5 describe the range of **regulatory requirements** that relate to dealing with data
1.6 describe the range of **organisational processes** that relate to dealing with data

Range
Procedures
systems, procedures and organisational timescales
Policies

organisational policies: customer service and complaints; acting within personal authority limits; recognising when to refer to others

Regulatory requirements

Data Protection Action, Freedom of Information Act (FoI), industry regulations and professional codes

Organisational processes

codes, laws and regulatory requirements and the impact on the job role

Learning outcome
The learner will:
2. understand how to deal with customer transactions and documentation
Assessment criteria
The learner can:
2.1 describe the procedures used to process financial **transactions** with customers in accordance with the organisation's policy, procedures and guidance
2.2 describe the **procedures** used to complete related documentation.

Range
Transactions
receive payments from, make payments to, confirm that amounts and balances are accurate
Procedures
all documentation entries and records are accurate and legible

Learning outcome
The learner will:
3. understand how to deal with gaps, errors and irregularities in information
Assessment criteria
The learner can:
3.1 state why it is important to take ownership of an issue
3.2 describe the **process** for rectifying gaps, errors and irregularities in information
3.3 describe the **factors** that may indicate **non-compliance**
3.4 describe the **procedure** to follow to resolve non-compliance issues
3.5 describe why it is important to progress cases within organisational timescales.

Range
Process
request additional information, research, assess the credibility of the application in accordance with organisations policy, procedures and guidance
Factors
lack of information, discrepancies in information, manual/automatic fraud indicators
Non-compliance
actual or potential
Procedure
request additional information, within organisations policy, procedures and guidance, escalation when outside own level of authority

Unit 301   Working in operational delivery

UAN:	A/506/0314
Level:	3
GLH:	10
Aim:	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
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), geographical coverage
Purpose
providing information, advice, guidance, services and support for customers
Benefits
transferable skills, opportunities to develop own skills and qualifications

Interface
different forms of communication/approaches/interaction with others, use of IT, digital services, virtual communication, email, one to one
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, promotions, changes to role, department, shadowing, secondments, specialist training, higher learning

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 302　　Safety and security in operational delivery

UAN:	F/506/0315
Level:	3
GLH:	10
Aim:	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.

Learning outcome
The learner will:
1. know how to retrieve and use data securely
Assessment criteria
The learner can:
1.1 describe how to manage and access operational delivery **data** 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 **limits of authority**.

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

Learning outcome
The learner will:
2. understand legal and organisational requirements for operational delivery data protection
Assessment criteria
The learner can:
2.1 describe the process to identify **risks** to the organisation by data security issues
2.2 describe the process for **mitigating against the risks** to the organisation and its work posed by data security issues

2.3	explain the **organisational policies, standards and procedures** for the management of data.

Range
Risks
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 303 Principles of equality and diversity in operational delivery

UAN:	J/506/0316
Level:	3
GLH:	10
Aim:	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.

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

Range
Organisational and legal requirements
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
Principles
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

Benefits
achieve outcomes, productivity, employee satisfaction, loyalty, employee engagement, customer service
Potential consequences reputational damage, legal action, effect on productivity, increase in complaints.

Learning outcome
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, consistence 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 304　Resolving customer service problems in operational delivery

UAN:	Y/506/0403
Level:	3
GLH:	12
Aim:	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.

Learning outcome
The learner will:
1. understand how to monitor and resolve customer service problems
Assessment criteria
The learner can:
1.1 explain organisational procedures and systems for monitoring customer service **problems**
1.2 explain the **benefits** 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 .

Range
Problems
e.g. regarding quality, cost, performance, reputation, past/present experiences, timescales
Benefits
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 305 **Verify the calculation/entitlement**

UAN:	R/506/0318
Level:	3
GLH:	6
Aim:	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.

Unit 306   Technical advice in operational delivery cases

UAN:	Y/506/0319
Level:	3
GLH:	8
Aim:	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. These may be 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

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

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**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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