

SPECIFICATION

IAO LEVEL 3 CERTIFICATE IN OPERATIONAL DELIVERY

Qualification number: 603/2582/3

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN)	603/2582/3
Qualification review date	30 th June, 2025
Guided Learning Hours (GLH)	Minimum 83 hours
Total Qualification Time (TQT)	250 hours
RQF level	3
Qualification credit value	25 credits
Minimum credits at/above level	25 credits

Assessment requirements

Multiple Choice Question Assessments

This qualification is externally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs). Guidance on completion of MCQ assessments can be found at:

www.innovateawarding.org/media/3838/jao-mcq-centre-guidance-v3.pdf

The MCQ test information is listed below for 10 units:-

L/616/6602 Dealing with difficult customers and situations

30 minute test with a Pass score of 10 out of 13

R/616/6603 Diffusing hostility and managing conflict

45 minute test with a Pass score of 14 out of 19

Y/616/6604 Influencing skills

30 minute test with a Pass score of 10 out of 13

D/616/6605 Information, advice and guidance

45 minute test with a Pass score of 15 out of 21

H/616/6606 Leading a team

45 minute test with a Pass score of 14 out of 20

K/616/6607 Legal Awareness

30 minute test with a Pass score of 11 out of 15

M/616/6608 Stress and resilience

30 minute test with a Pass score of 8 out of 11

T/616/6609 Systems Approach

30 minute test with a Pass score of 8 out of 11

K/616/6610 Using ICT systems

30 minute test with a Pass score of 10 out of 13

M/616/6611 Working with others

30 minute test with a Pass score of 9 out of 12

Aims and objectives of the qualification

This Level 3 Certificate in Operational Delivery (Advanced) 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

Entry guidance

Age 16 or over

Progression opportunities

Learners who achieve this qualification could progress into employment in a public services setting, or to further qualifications.

Support materials

The following support materials available for this qualification are:

- Mock tests

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Occupational competence requirements

Tutors, Assessors and Quality Assurance Staff

Required Criteria

All Tutors, Assessors and Quality Assurance Staff must:

- Have a specific qualification equivalent to the qualification or units being taught / assessed or quality assured
- Have relevant industry experience
- Demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years (this may be discipline/ contextspecific or relevant to tutoring assessing or quality assurance)

Tutors

Tutors must hold or be working towards a teaching qualification. The following are acceptable:

- Level 3 Award, Level 4 Certificate or Level 5 in Education and Training
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong

Learning

- Sector (DTTLS) Relevant predecessor NQF tutor qualifications

Assessors

Assessors must hold or be working towards any of the following:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 (previously D32, D33) or
- Relevant predecessor NQF assessor qualifications

Assessors holding historical qualifications such as unit A1, unit A2, and/or unit D32, and/or unit D33, are required to demonstrate that they meet the same standards of assessment practice as set out in the Learning and Development National Occupational Standard - Standard 9 Assess Learner Achievement. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

Internal Quality Assurers

Internal quality assurers must hold or be working towards any of the following:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 (previously D34)
- Relevant predecessor NQF internal quality assurance qualifications

Internal verifiers holding historical qualifications such as unit V1 – Conduct internal quality assurance of the assessment process and/or unit D34, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 11 Internally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that internal quality assurance staff also hold a relevant assessing qualification as detailed above.

External Quality Assurers

External quality assurers must hold or be working towards any of the following:

- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice
- V2 (previously D35)

External verifiers holding historical qualifications such as unit V2 – Conduct external quality assurance of the assessment process and/or unit D35, are required to demonstrate that they meet the same standards for monitoring assessment processes and decisions as set out in the Learning and Development National Occupational Standard – Standard 12 Externally monitor and maintain the quality of assessment. Suggested evidence that demonstrates this requirement may include CPD records, a Personal Development Plan (PDP) and/or records of work completed.

It is recommended that external quality assurance staff also hold a relevant assessing and internal quality assurance qualifications as detailed above.

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) and should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Qualification structure

Learners must achieve 27 credits to gain this qualification.

The Guided Learning Hours (GLH) for this qualification is 83 hours.

The Total Qualification Time (TQT) for this qualification is 270 hours.

Unit structures

All units are listed below.

Mandatory Units Table

Unit ref	Unit title	Level	Credit value	GLH
L/616/6602	Dealing with difficult customers and situations	3	2	8
R/616/6603	Diffusing hostility and managing conflict	3	3	10
Y/616/6604	Influencing skills	3	3	10
D/616/6605	Information, advice and guidance	3	2	6
H/616/6606	Leading a team	3	3	10
K/616/6607	Legal awareness	3	3	10
M/616/6608	Stress and resilience	3	2	7
T/616/6609	Systems approach	3	3	10
K/616/6610	Using ICT systems	3	3	10
M/616/6611	Working with others	3	3	10

Mandatory Units

Title:	L/616/6602 Dealing with difficult customers and situations
Level:	3
Credit Value:	2
GLH:	8
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the characteristics of a difficult customer	1.1 Describe what is meant by the term 'difficult customer' 1.2 Identify characteristics of a difficult customer 1.3 Describe a situation where you have dealt with a difficult customer
2. Be able to recognise the components of difficult situations	2.1 Explain what is meant by the term 'difficult situation' 2.2 Explain ways in which difficult situations could arise 2.3 Describe a difficult situation you have experienced
3. Understand techniques to manage difficult customers and situations	3.1 Explain ways in which to manage difficult customers and situations
Additional information about this unit N/A	
Unit aim (s)	The aim of this unit is to enable learners to recognise characteristics of difficult customers and be aware of why difficult situations arise so they can deploy appropriate tools and techniques to resolve issues/situations amicably and to everyone's satisfaction
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	R/616/6603 Diffusing hostility and managing conflict
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the importance of communication during challenging situations	1.1 Compare the advantages and disadvantages of different communication types 1.2 Explain the impact of body language when managing complex situations 1.3 Explain the importance of remaining impartial and objective whilst managing challenging situations 1.4 Describe how to communicate with customers appropriately during challenging situations
2. Understand problems and the techniques used to manage situations	2.1 Summarise different types of situations which may cause a conflict with a customer 2.2 Summarise the recognition features of a challenging situation 2.3 Explain techniques used to diffuse hostility and manage conflict appropriately
3. Understand self-management and awareness techniques	3.1 Identify limits of own role 3.2 Explain the procedure for getting help during an emergency 3.3 Explain what actions to take in the event of an emergency 3.4 Summarise the risk assessment process
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to provide the learner with the knowledge of how to manage conflict and diffuse hostility through carrying out

	risk assessments and appropriate communication methods
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	.Y/616/6604 Influencing skills
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how influencing skills can improve services	1.1 Describe how negotiation skills in the workplace can benefit both parties 1.2 Explain how taking ownership of a situation can contribute to decision making 1.3 Summarise how to be assertive during challenging situations
2. Understand the importance of communicating to meet the needs of different audiences	2.1 Describe communication techniques that can be applied when meeting customers 2.2 Explain how to use an evidence based case to persuade 2.3 Summarise the types of communication methods used within your organisation
3. Understand how to remain professional and objective when communicating with others	3.1 Explain how to develop a professional rapport with members of the public 3.2 Summarise the benefits of remaining impartial
Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit to support the learner to develop their influencing skills in the workplace and when communicating with members of the public
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant National Occupational Standards	N/A
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Title:	D/616/6605 Information, advice and guidance
Level:	3
Credit Value:	2
GLH:	6
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the concepts of information, advice and guidance in the context of operational delivery	1.1 Explain what is meant by the term 'information' 1.2 Explain what is meant by the term 'advice' 1.3 Explain what is meant by the term 'guidance'
2. Know how to source information, advice and guidance for customers	2.1 State sources of information 2.2 Compare methods which could be used to offer information, advice and guidance to customers 2.3 Explain information, advice and guidance services available from other agencies
3. Provide information, advice and guidance to customers	3.1 Describe suitable communication methods to ascertain customer requirements 3.2 Identify methods of communication to check that a customer understands the information, advice and/or guidance which has been offered 3.3 Explain compliance with equality and diversity legislation, policies and procedures when dealing with a diverse range of customers 3.4 Check that a customer understands the information, advice and/or guidance which has been offered
4. Reflect on own use of competencies and communication skills whilst offering information, advice and guidance	4.1 Describe a situation where you have given information, advice and/or guidance 4.2 Analyse own performance

	4.3 Suggest ways in which you could improve their performance in context
<p>Additional information about this unit</p> <p>Learning outcome 1: Learners will develop an awareness of:</p> <ul style="list-style-type: none"> • information as facts and/or details about someone or something • advice as informed recommendations relating to a follow-on action • guidance as the use of information and/or advice to help resolve a problem/situation <p>Learning outcome 2: Learners will be become aware of;</p> <ul style="list-style-type: none"> • sources of information such as: the customer themselves, legal sources, government databases • methods such as: interviews, letters, leaflets, websites • other agencies such as: citizen’s advice, the police, courts <p>Learning outcome 3: Learners will demonstrate they can;</p> <ul style="list-style-type: none"> • confirm what is required through, for example: listening, questioning, assessing evidence • refer to appropriate sources of evidence in a timely and accurate way • use hard and soft communication skills to build trust and rapport with a customer • effectively use techniques such as feedback to confirm understanding • treat all customers in accordance with legislation such as the Equality Act and organisational policies and procedures <p>Learners will base an understanding of reflection (thinking deeply and with meaning about an action/experience) on a situation to appropriately suggest what they need to do to improve their performance as an Operational Delivery Officer in the context of their workplace</p>	
Unit aim (s)	The aim of this unit is to expand a learner’s understanding of their role when providing information, advice and guidance where an awareness of the usefulness of other agencies is important
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant National Occupational Standards	N/A
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Title:	H/616/6606 Leading a team
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how to develop team objectives	1.1 State advantages and disadvantages of introducing team objectives 1.2 Describe methods to communicate objectives to team members 1.3 Explain how to monitor and evaluate team's objectives to deliver a quality service 1.4 Summarise the skills needed to lead a team effectively
2. Understand how to support individuals within the team	2.1 Describe how giving constructive feedback can support individuals to meet objectives 2.2 Explain how working to agreed goals and activities can support individuals and promote healthy working 2.3 Describe the challenges individuals may face within the workplace 2.4 Explain support services available to employees within an organisation
3. Know how to manage challenging situations	3.1 Explain why respecting the views of individuals can enhance performance 3.2 Summarise the types of challenging situations which may arise in a team 3.3 Explain the procedure for escalating problems beyond own level of ability 3.4 Summarise the actions to take in the event of a challenging situation with another employee and a member of the public

Additional information about this unit	
N/A	
Unit aim (s)	This unit aim is to introduce the learner to leading a team, exploring setting objectives for the team and individuals. It goes on to look at challenges and the benefits of leading by example
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	K/616/6607 Legal awareness
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the legislation appropriate for the role of operational delivery officers	1.1 Outline legislations which impact on the role of an Operational Delivery Officer 1.2 Explain how legislations impact on their operational decision making 1.3 Outline ways in which legislations protect customers
2. Know the principles of data protection	2.1 Describe own organisation's data security policy 2.2 Explain how to collate, store, dispose and share data securely within own work environment 2.3 Explain why data is protected within their organisation
3. Understand the influence of equality and diversity on operational delivery	3.1 Explain what is meant by the term 'equality and diversity' in a workplace 3.2 Explain ways in which equality and diversity legislation protects an Operational Delivery Officer 3.3 Explain ways in which equality and diversity legislation protects customers
4. Know the legislation related to the use of information technology	4.1 Describe what is meant by the term 'information technology' 4.2 State legislation related to the use of information technology

	4.3 State reasons why legislation is required when using information technology
<p>Additional information about this unit</p> <p>Learning outcome 1: Learners will develop an awareness of legislations related to:</p> <ul style="list-style-type: none"> • • health and safety at work • • equality and diversity • • human rights • • financial transactions • • confidentiality and data protection <p>Learning outcome 2: Learners will be become aware of:</p> <ul style="list-style-type: none"> • • the Data Protection Act • • contents of a typical policy such as: type of data, main risks, accuracy, disclosure of information, storage • • reasons for protecting data such as to: prevent misuse, protect individual's rights, prevent cybercrime, avoid legal repercussions <p>Learning outcome 3: Learners will become aware of:</p> <ul style="list-style-type: none"> • • equality and diversity as the legal obligation to protect against all forms of discrimination • • protecting Operational Delivery Officers through, for example: treating everyone the same no matter what their race, age, gender, physical/mental ability, sexuality • • protecting customers by treating them in accordance with legislation such as the Equality Act and organisational policies and procedures, so all customers receive fair and equal support, information, advice and guidance <p>Learning outcome 4: Learners will develop and understanding of</p> <ul style="list-style-type: none"> • • information technology (as applied to the workplace) as the managing and processing of personal and organisational data and information • • specific legislation such as: Computer Misuse Act, Telecommunications Regulations Act, Official Secrets Act • • reasons such as to: secure computer material against unauthorised access, help ensure minimum standards of use/behaviour are achieved when using information technology, help ensure sensitive personal and/or organisational information is not disclosed 	
Unit aim (s)	The aim of this unit is to provide learners with a focused awareness of key legal

	constraints and requirements which will help them to be a more legally compliant Operational Delivery Officer
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	M/616/6608 Stress and Resilience
Level:	3
Credit Value:	2
GLH:	7
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the causes and symptoms of stress in the workplace	1.1 Explain what is meant by the term 'stress' in the workplace 1.2 State causes of workplace stress 1.3 State symptoms of workplace stress
2. Understand the impact of work related stress on performance	2.1 Explain ways in which workplace stress negatively impacts performance 2.2 Explain ways in which workplace stress positively impacts performance 2.3 Describe situations where workplace stress has an impact on own performance
3. Know how to be more resilient to stress	3.1 Explain techniques that can be used to develop resilience to workplace stress
<p>Additional information about this unit</p> <p>Learning outcome 1</p> <p>Learners will develop an awareness of:</p> <ul style="list-style-type: none"> • stress being the physical and/or emotional harm which is done to an employee when there is conflict between a job's demands and the ability to meet this demand • causes of stress such as: working long hours, job insecurity, excessive travelling/commenting, unreasonable instructions/deadlines, working conditions, lack of support • symptoms of stress such as: anxiety, depression, fatigue, irritability, aggression, nausea, lack of sleep, headaches, lack of motivation <p>Learning outcome 2:</p> <p>Learners will explore the impact on performance through topics such as:</p> <ul style="list-style-type: none"> • negative impacts: increased absenteeism, increase staff turnover, increase errors, decrease in quality, increase in complaints 	

- positive impacts which could include short term: improvement in stamina, increase in productivity, increase in motivation

Learning outcome 3:

Learners will explore techniques such as:

- improving time management
- improving sleep
- increasing exercise
- agreeing achievable targets
- building positive relationships
- saying 'no' when necessary
- establishing a support network

Unit aim (s)	The aim of this unit is to require learners to explore work related stress in some detail culminating in the application of techniques to help ensure work place performance is not negatively affected
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	T/616/6609 Systems Approach
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand services available from public sector organisations	1.1 Outline five services available from public sector organisations 1.2 Describe how a team member could find out about additional or new services 1.3 Explain how individuals could benefit from using public services
2. Understand how to make referrals to support the needs of the community	2.1 Describe how to refer individuals onto services outside of your remit 2.2 Compare the advantages and disadvantages of signposting and referring individuals to services 2.3 Refer an individual to a service
3. Know the principles of record keeping for the referral process	3.1 Outline the principles for record keeping when making a referral 3.2 Explain reasons for monitoring the progress of referrals 3.3 Explain data protection implications when referring individuals to services
Additional information about this unit	
Services – Internal and external	
Individuals – members of the community	
Unit aim (s)	The aim of this unit is to introduce a systems approach to encourage different departments and organisations to work together to provide a more cost effective and knowledgeable service to the public.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant National Occupational Standards	N/A
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Title:	K/616/6610 Using ICT systems
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the value of using self-service technology	1.1 Describe the advantages of using self-service technology for a workplace and the community 1.2 Explain the challenges individuals within the community may face when using self-service technology for the first time 1.3 Explain adaptations which could be made to procedures to accommodate the diverse needs of customers
2. Understand the purpose of using IT systems to manage, share and store information	2.1 Describe how ICT systems can be used to manage, share and store information 2.2 Explain the implications of data protection when using ICT systems to store information
3. Be able to maintain currency of using ICT systems	3.1 Identify methods to maintain own knowledge of using ICT systems 3.2 Describe the data protection requirements for using ICT systems 3.3 Explain the use of ICT systems within your workplace
Additional information about this unit	
N/A	
Unit aim (s)	The aim of this unit is to equip learners with the knowledge to apply ICT systems, taking into consideration the wide range of customer needs
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A

Title:	M/616/6611 Working with Others
Level:	3
Credit Value:	3
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand how working with others can enhance business results	1.1 Outline the advantages and disadvantages of working with stakeholders internally and externally 1.2 Explain how collaborative working can enhance business results 1.3 Describe methods to work with others
2. Understand how working collaboratively can improve referral processes	2.1 Describe the different types of referrals available in own area of practice 2.2 Explain how collaborative working supports referrals made to external agencies 2.3 Describe the referral process for individuals within the community 2.4 Explain the challenges faced when working with others
3. Understand the skills required to work with others	3.1 Describe the key skills to work with others 3.2 Explain how the principles of equality and diversity can be used to work with others 3.3 Describe the need to follow instruction 3.4 Describe the need to take ownership when working with others
Additional information about this unit	
N/A	

Unit aim (s)	This unit explores methods to work with stakeholders, and how referrals can be made
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant National Occupational Standards	N/A