

# **SPECIFICATION**

## **IAO LEVEL 2 AWARD IN OPERATIONAL DELIVERY (Principles)**

**Qualification number: 603/2581/1**

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](http://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](mailto:contactus@innovateawarding.org)

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*“ 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. ”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/2581/1
<b>Qualification review date</b>	30 <sup>th</sup> June, 2025
<b>Guided Learning Hours (GLH)</b>	Minimum 56 hours
<b>Total Qualification Time (TQT)</b>	150 hours
<b>RQF level</b>	2
<b>Qualification credit value</b>	15 credits
<b>Minimum credits at/above level</b>	15 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/iao-mcq-centre-guidance-v3.pdf](http://www.innovateawarding.org/media/3838/iao-mcq-centre-guidance-v3.pdf)

The MCQ test information is listed below for 5 units:-

#### **D/616/6619 Communication**

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

#### **R/616/6620 Equality and Diversity**

60 minute test with a Pass score of 21 out of 30

#### **Y/616/6621 Information, Security and Governance**

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

#### **D/616/6622 Sources of Information**

30 minute test with a Pass score of 7 out of 10

#### **Y/616/6618 Working in Operational Delivery**

45 minute test with a Pass score of 13 out of 18

**Aims and objectives of the qualification**

This Level 2 Award in Operational Delivery (Principles) allows learners to develop the knowledge required for employment and/or career progression within Operational Delivery. The qualification includes units on principles of working in operational delivery, providing customer service, equality and diversity.

**Entry guidance**

Age 16 and over

**Progression opportunities**

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

- IAO Level 3 Certificate in Operation Delivery (Advanced)

**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](http://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](mailto: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 15 credits to gain this qualification.

The Guided Learning Hours (GLH) for this qualification is 56 hours.

The Total Qualification Time (TQT) for this qualification is 150 hours.

## **Unit structures**

All units are listed below.

## Mandatory Units Table

Unit ref	Unit title	Level	Credit value	GLH
Y/616/6618	Working in operational delivery	2	2	8
D/616/6619	Communications	2	1	4
R/616/6620	Equality and diversity	2	2	8
Y/616/6621	Information security and governance	2	8	20
D/616/6622	Sources of information	2	2	16

## Mandatory Units

<b>Title:</b>	<b>Y/616/6618 Working in Operational Delivery</b>
<b>Level:</b>	2
<b>Credit Value:</b>	2
<b>GLH:</b>	8
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the role of an Operational Delivery Officer	1.1 Describe the purpose of an Operational Delivery Officer 1.2 State examples of Operational Delivery Officer service roles 1.3 Explain the values which all Operational Delivery Officers must follow
2. Understand the conditions in which Operational Delivery Officers work	2.1 Explain why complying with organisational standards of conduct, guidelines and procedures is important 2.2 State reasons why maintaining confidentiality is important 2.3 Describe what is meant by the term 'complaints procedure' 2.4 Describe what is meant by the term 'grievance procedure'
3. Understand the importance of professionalism to an Operational Delivery Officer	3.1 Describe the term: <ul style="list-style-type: none"> <li>• professionalism</li> <li>• self-management</li> <li>• self-awareness</li> </ul> 3.2 State reasons why acting professionally is important 3.3 State reasons why self-management is important 3.4 State reasons why self-awareness is important
4. Know the principles of Continuing Professional Development	4.1 Describe the term 'Continuing Professional Development' (CPD) 4.2 State reasons why CPD is important to: <ul style="list-style-type: none"> <li>• an individual</li> <li>• organisation</li> </ul>

	<p>4.3 Describe the stages of a recognised CPD process which an Operational Delivery Officer could use</p> <p>4.4 State ways in which Operational Delivery Officers could engage in CPD</p>
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**Additional information about this unit**

Learning outcome 1

Learners will need to develop an awareness of:

- Purpose – to provide citizens with the services and protection they need
- Service roles which include: managing cases, issuing passports, processing driving licence applications
- Protection roles which include: validating identities, collect debts, rehabilitating offenders
- Values which are: integrity, honesty, objectivity, impartiality

Learning outcome 2

Learners will be become aware of:

- Standards of conduct, guidelines and procedures on issues such as: intimidation, bullying, using offensive language/gestures, discrimination
- Maintaining confidentiality through protecting information will help to: build trust, develop positive relationships, comply with legislation
- Using the complaints procedures to resolve workplace issues or to raise a concern
- Using the grievance procedure to resolve issues in a constructive and effective way between individuals

Learning outcome 3

Learners will be introduced to three key concepts which relate to their role.

These are:

- professionalism being the skills competences, behaviours and qualities one brings to a role
- self-management being the positive use of self-confidence, patience, resilience, emotions and perceptiveness
- self-awareness being the capacity to know one's capabilities, strengths, weaknesses and how these relate to the working environment

Learning outcome 4

Through a fundamental appreciation of CPD, learners will become aware of:

- CPD as gaining relevant knowledge, skills and experience to improve workplace performance
- CPD as a means to develop professional competencies relevant to current and future workplace roles

<ul style="list-style-type: none"> <li>• CPD as a way in which for employers to help ensure strategies, aims and objectives are achieved</li> </ul> <p>The CPD process such as: reflect, plan, do, evaluate</p> <ul style="list-style-type: none"> <li>• Engaging in CPD through, for example, on and off the job training, course, mentoring, coaching</li> </ul>	
<b>Unit aim (s)</b>	The aim of this unit is, therefore, to provide learners with fundamental knowledge of working in an operational role so they are more able to explore other aspects of what is required from an Operational Delivery Officer
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>D/616/6619 Communication</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>4</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand communication in public services	1.1 Describe what is meant by the term 'communication' 1.2 Explain a communication process 1.3 State examples of verbal and non-verbal communication
2. Know ways in which to communicate in the workplace	2.1 State ways communication can be used 2.2 Explain why effective communication is important to an Operational Delivery Officer
3. Understand the use of communication in the Operational Delivery Officer role	3.1 State factors which influence how an Operational Delivery Officer communicates 3.2 Describe situations where an Operational Delivery Officer uses soft communication skills 3.3 Describe situations where an Operational Delivery Officer uses hard communication skills
<b>Additional information about this unit:</b>  Learning outcome 1 Learners will develop an awareness of: <ul style="list-style-type: none"> <li>• communication as the giving, receiving or exchanging of information through various media</li> <li>• a communication process such as: sender, message, receiver, feedback</li> <li>• non-verbal communication: gestures, eye contact, tone of voice,</li> <li>• verbal communication: use of words, pronunciation, clarity of speech</li> </ul> Learning outcome 2 Learners will be become aware of:	



- soft communication skills such as: talking, listening, body language, tone of voice, facial expressions
- hard communication skills such as: emails, reports, letters, notices, online

Learning outcome 3

Learners will develop an appreciation of:

- factors such as urgency and importance of the message, the audience, language, environment, barriers such as jargon and technical terms
- soft skills would be used when, for example: interviewing, counselling, coaching
- hard skills would be used when, for example: distance is an issue, a record of a conversation is required, formal notices are issued

<b>Unit aim (s)</b>	The aim of this unit is to support the effectiveness and efficiency of an Operational Delivery Officer through the development of his/her communication skills
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>R/616/6620 Equality and Diversity</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>8</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand how discrimination can affect customers	1.1 Describe the term equality 1.2 Describe the term diversity 1.3 Identify types of discrimination that customers may encounter 1.4 Explain the impact of discrimination on customers 1.5 Explain ways to promote equality and diversity within the workplace
2. Understand the diverse range of customers	2.1 Outline the protected characteristics in accordance to equality legislation 2.2 Outline methods of identifying protected characteristics of customers 2.3 Summarise the differences between needs, rights and expectations 2.4 Explain the importance of respecting the needs, beliefs and values of others 2.5 Describe the support available within your organisation for you to support diverse needs of customers for diverse needs
3. Understand own responsibilities within the workplace regarding equality and diversity	3.1 State why it is important to plan for diverse needs within organisational services 3.2 Describe own responsibilities in the workplace for equality and diversity in accordance to legislation and organisational policy and procedures 3.3 Explain ways that discrimination can be safely challenged professionally 3.4 Identify the benefits of implementing an equality and diversity policy in the workplace
4. Understand the importance of communication for delivering services to a wide range of customers	4.1 Explain why it is important to operate with a non-judgemental service

	4.2 Describe when it is appropriate to use different communication types to meet customer needs
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit is to enable the learner to understand the importance operating with integrity to promote equality and diversity when managing customer queries.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>Y/616/6621 Information Security and Governance</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>8</b>
<b>GLH:</b>	<b>20</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand information security and governance procedures within the workplace	1.1 Identify the different types of customer information which may be stored and monitored within your workplace 1.2 Summarise the impact legislation has on the data you handle 1.3 Summarise policies and procedures for information security and governance within your service
2. Understand how to manage and monitor data	2.1 Explain how to use Information Communication Technology (ICT) systems to manage, share and store information 2.2 Summarise the challenges you may face by customers seeking information 2.3 Explain constraints to sharing information with stakeholders 2.4 Explain the procedure for validating information for data protection
3. Understand how to dispose of documents and ICT securely	3.1 Explain the procedure for safe disposal of confidential data within own workplace 3.2 Describe the procedure for disposing of information held on electronic devices 3.3 Identify penalties for breaching data regulations 3.4 Describe actions to take if security of data is breached
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	This unit aims to develop the learner's understanding of the organisation's data security policies and procedures. They will learn how and why data is protected in the

	organisation and how security needs to be maintained when data is shared with both internal and external customers
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A

<b>Title:</b>	<b>D/616/6622 Sources of Information</b>
<b>Level:</b>	<b>2</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand welfare support available to support service users	1.1 State sources of external information available to the public for: <ul style="list-style-type: none"> <li>• pensions</li> <li>• welfare</li> <li>• support back into work</li> <li>• passports</li> </ul> 1.2 State the procedure for accessing support for victims of crime 1.3 Explain how to signpost customers to the relevant public services available
2. Understand where to find sources of internal information	2.1 Explain procedures to access internal sources of information 2.2 Describe internal services available within your organisation 2.3 Explain the benefit of peer working to widen your knowledge of your organisation
3. Understand why accessibility of information is important to meet diverse customer needs	3.1 State examples of different formats of information 3.2 Explain the value of using accessible materials 3.3 Identify the challenges a member of the public encounters when information is only available in one format
<b>Additional information about this unit</b>	
N/A	
<b>Unit aim (s)</b>	The aim of this unit to ensure the learner understands the range of public services and internal sources of information available to

	them in order to better support the community
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	N/A
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	N/A