

Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (4421-02)



Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism (4421-03)

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September 2017
Version 3.1

Qualification handbook for centres

Level 2 QCA Ref 500/6351/0

Level 3 QCA Ref 500/6356/X

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City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)20 7294 2800

F +44 (0)20 7294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

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Version and date	Change detail	Section
3.1 September 2017	Added TQT details	Introduction and Structure
	Deleted QCF	Throughout

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualification:

Qualification title and level	Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
GLH	10
TQT	10
City & Guilds qualification number	4421-02
Ofqual accreditation number	500/6351/0
Last registration date	Please refer to the City & Guilds Catalogue (Walled Garden)
Last certification date	

Qualification title and level	Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism
GLH	20
TQT	20
Ofqual accreditation number	500/6356/X
Last registration date	Please refer to the City & Guilds Catalogue (Walled Garden)
Last certification date	

1.1 Qualification structure

Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

This qualification has been developed to meet the requirements of the Hospitality, Leisure, Travel and Tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

To achieve the qualification, learners must achieve 1 credit from the one mandatory unit.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
T/600/1059	Unit 201	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	Mandatory	1	N/A

Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

This qualification will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

To achieve the qualification, learners must achieve 2 credits from the one mandatory unit.

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits. It also shows any excluded combination of units.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
L/600/1066	Unit 301	Principles of Supervising Customer Service Performance in Hospitality, Leisure Travel, and Tourism	Mandatory	2	N/A

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
Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	10	10
Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	20	20

1.2 Opportunities for progression

Candidates can progress onto the Level 2 or 3 Certificate in Customer Service and/or Level 1 or 2 NVQ/SVQs in Customer Service and/or the City & Guilds suite of Hospitality, Leisure, Travel and Tourism qualifications.

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Sample test papers	www.cityandguilds.com
Sample Marking guides	www.cityandguilds.com

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres offering the 4543 NVQ in Customer Service or/and 4417 Certificate in Customer Service will benefit from fast track approval and forms are available on the City & Guilds website.

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally knowledgeable in the area of customer service for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current in the occupational area and in best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.1 Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There are no age limits attached to candidates undertaking the qualification unless this is a legal requirement of the process or the environment.

3 Units

Availability of units

The units for this qualification follow.

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

City & Guilds unit number	Title	Unit number	Credits
201	Principles of Customer Service in Hospitality, Leisure, Travel, and Tourism	T/600/1059	1
301	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel, and Tourism	L/600/1066	2

Unit 201

Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Level: 2

Credit value: 1

Unit aim

To meet the requirements of the Hospitality, Leisure, Travel and Tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Guided learning hours

It is recommended that **10** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment

This unit will be assessed by 12 short answer questions covering underpinning knowledge.

Unit 201 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Outcome 1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

The learner can:

- 1.1 Describe the role of the organisation in relation to customer service
- 1.2 Identify the characteristics and benefits of excellent customer service
- 1.3 Give examples of internal and external customers in the industries
- 1.4 Describe the importance of product knowledge and sales to organisational success
- 1.5 Describe the importance of organisational procedures for customer service

Notes for Guidance

1.1

Organisations may be tour operators, transport providers, accommodation providers, visitor attractions, restaurants and fast food outlets, leisure centres, conference and banqueting, pubs, bars and nightclubs, cafes, bars and bistros, sports, gyms, recreational and social clubs.

Organisation's role relates to customer service by:

- setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.
- monitoring, evaluating and improving standards based on customer feedback, analysis of records, complaints and comment cards.
- complying with industry codes of practice and legislation including Health and Safety at Work Act, Data Protection Act, Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations Act, Consumer legislation - Sale of Goods Act, Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act and the Consumer Protection Regulations.

1.2

Excellent customer service is:

- meeting and exceeding customer expectations
- knowing key benefits/features of an organisation's services and products
- actively listening to the customer
- being professional, friendly and polite
- encouraging customer loyalty and retention
- building a relationship with customers
- ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers will expect that level of customer service in the future, whether good or bad.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is more cost-effective to retain existing customers than to generate new sales.

Benefits of excellent customer service are:

- Increased sales
- Satisfied customers
- New customers
- Compliments
- Repeat business/brand loyalty
- Job satisfaction and staff motivation.

1.3

A customer can be an individual or an organisation, they can be internal eg from another part of the same organisation or colleagues; external eg individuals; businesses including suppliers.

The candidate should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs eg health, language, age, cultural needs, family needs or who have specific learning difficulties.

1.4

Product knowledge is vital to generate sales to ensure the success of the organisation as it assists to:

- provide relevant product information to the customer to help them make a decision or answer any questions
- explain products to the customer to give a professional impression and increase trust with the customer
- cross-sell and up-sell
- match the customer's needs with the correct product specification
- increase referrals/repeat business/ increase sales.

1.5

Organisational procedures relating to:

- service standards
- feedback systems
- complaints procedures
- emergency procedures.

Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

Unit 201 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Outcome 2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

Assessment Criteria

The learner can:

- 2.1 Identify the benefits of excellent customer service for the individual
- 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service
- 2.3 Describe the importance of personal presentation within the industries
- 2.4 Explain the importance of using appropriate types of communication
- 2.5 Describe the importance of effective listening skills

Notes for guidance

2.1

The benefits of providing excellent customer service by the individual are:

- recognition within the organisation
- motivation
- engaging/building relationships with customers makes the interaction more satisfying
- job satisfaction
- financial rewards or incentives
- receiving compliments
- increased sales
- improved career prospects
- positive performance review.

2.2-2.3

The customer service deliverer's own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.

A service deliverer's presentation should:

- create a good first impression
- follow relevant dress codes
- personal hygiene
- verbal and body language
- approach and attitude
- behaviour.

Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods.

2.4

A service deliverer's communication should be clear, respectful, polite, confident, using the appropriate technical terms and adapted to meet individual needs.

It is important to adapt methods of communication to meet the individual needs of a range of customers including those:

- with language difficulties
- with health issues
- of different age groups
- with cultural differences
- with learning difficulties.

Communication types:

Face-to-face – includes eye contact and active listening. Eye contact may differ across cultures; 'active listening is using minimal encourages and summarising to confirm understanding

Written communication includes letter, email, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

2.5

Being a good or active listener ensures the exchange of information between the speaker and the listener is correctly understood:

- Make eye contact.
- Pay attention to the words, expressions, and body language of the speaker.
- Use positive body language to express your continued concentration.
- Use encouraging phrases such as "I see" or "Go on".
- Do not interrupt and allow the person to finish.
- Give the person your complete attention.
- Summarise the discussion to bring the conversation to a close.

Techniques to ensure understanding include paraphrasing, clarifying, probing, verifying and summarising.

Unit 201 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

Outcome 3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

Assessment Criteria

The learner can:

- 3.1 Identify what is meant by customer needs and expectations in the industries
- 3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations
- 3.3 Describe the factors that influence the customers' choice of products and services
- 3.4 Describe the importance of meeting and exceeding customer expectations
- 3.5 Describe the importance of dealing with complaints in a positive manner
- 3.6 Explain the importance of complaint handling procedures

Notes for Guidance

3.1

Customer needs may be for:

- information eg directions, facilities, price, availability
- health, safety and security
- assistance eg for parents, those with disabilities
- level of service eg that timescales are met, promises kept, value for money, quality presentation
- specific needs
- products and services eg customers' expectations, identification of needs, knowledge of products and services.

Other types of customer needs exist where customers' health, mood, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs. (Specific to industry)

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service.

Expectations are formed:

- through what customers hear and see
- what they read and the messages the organisation sends (ie via its reputation and brand)
- what actually happens to them when dealing now and in the past with an organisation
- by word of mouth
- through the media.

Customer expectations will be specific to the industries but broadly fall into expectations about:

- level of service
- value for money
- hygiene and health and safety
- luxury factor.

3.2

The customer service deliverer needs to read and be sensitive to each customer's needs so as not to lose custom and sales.

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. They need to look out for verbal and non verbal clues so that customer's are treated with respect and in the right manner according to the situation ie diffusing conflict with an angry customer.

The customer service deliverer should behave according to the organisation's policies and procedures.

3.3

Factors that influence customer choice include price, value for money, reputation/brand, past experience and recommendation.

Customers buy benefits and solutions and candidates should be familiar with the technique of selling features and benefits and know how these compare with those of competitors.

Benefits can be:

- security/peace of mind
- time savers
- money savers
- health and safety
- status
- convenience
- comfort
- flexibility
- enjoyment
- to comply with legislation.

3.4

In exceeding the customer expectations, customer satisfaction will be achieved. Customer satisfaction impacts positively on the success of the business (as in 1.2)

3.5

Complaints should be viewed as a valuable source of direct customer feedback on a product or service. Analysis of complaints logs can assist in the process of continuous improvement.

Types of complaint may be:

- price-value
- quality
- speed of service/deliver
- level of service
- poor staff attitude
- breakdown.

3.6

It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer.

Learners must know the procedures for handling customers, which will include:

- acknowledging the complaint
- apologising for inconvenience
- prompt attention to situation
- identifying questions to answer
- investigate the complaint
- identifying problems to resolve.

Techniques for dealing with complaints include:

- keeping calm
- empathise with customer
- keep customer informed
- arriving at a mutually acceptable solution
- follow up with customer and/or with staff.

Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing.

Use the HEAT strategy (Hear, Empathise, Apologise, Take Ownership).

Unit 301

Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Level: 3

Credit value: 2

Unit aim

This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to develop a customer service culture within their business
2. Understand how to build teams and motivate colleagues through techniques such as on-site coaching
3. Understand how to effectively monitor and communicate levels of customer service performance

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment and grading

This unit will be assessed by 10 Short answer questions and a scenario based integrated task (consisting of a further 3 questions) covering underpinning knowledge.

Unit 301 Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Outcome 1 Understand how to develop a customer service culture within their business

Assessment Criteria

The learner can:

- 1.1 Describe the role of the supervisor in leading by example when delivering excellent customer service
- 1.2 Explain the impact of customer service on the performance of the business
- 1.3 Explain the relationship between delivering customer service and selling services
- 1.4 Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards

Notes for Guidance

1.1

The supervisor should demonstrate to the individual how to deliver excellent customer service by example through:

- professionalism
- behaviour
- working according to organisation procedures
- listening skills
- body language
- assertiveness
- appropriate use of language
- use of eye contact
- communication skills/questioning techniques
- personal presentation
- motivating
- leadership
- support.

1.2

Benefits of excellent customer service:

- increased sales
- fewer complaints
- new customers
- numbers of compliments
- repeat business/brand loyalty
- reduced staff turnover
- referred business
- increased market share
- job satisfaction and staff motivation.

Poor customer service can result in a loss of business and a reputation for poor service can be difficult to change.

1.3

Customers buy from people not organisations. A customer service deliverer who is knowledgeable about the product, presentable and professional, friendly and eager-to-please will build rapport with the customer and can have a direct impact on:

- number of sales
- upselling and cross selling
- repeat business
- enhancing organisation's reputation.

1.4

Organisational standards as set out in the organisation's service offer or customer charter relating to providing service to meet customer needs and expectations and procedures for dealing with problems and complaints.

Techniques for monitoring customer service include:

- use of performance indicators
- analysis of customer feedback
- analysis of complaint log
- Investors In People (IIP)
- use of mystery shopper/diner etc
- reviewing standards
- review of reputation / press coverage.

Unit 301 Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Outcome 2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching

Assessment Criteria

The learner can:

- 2.1 Analyse how effective teams can be developed to deliver excellent customer service
- 2.2 Explain the importance of staff development in ensuring that excellent customer service is delivered
- 2.3 Describe the role of the supervisor in developing teams
- 2.4 Describe how training and coaching sessions can be implemented to improve the delivery of customer service
- 2.5 Describe the importance of providing feedback to staff
- 2.6 Apply appropriate methods to deliver feedback to staff

Notes for Guidance

2.1

In analysing the development of an effective team, the learner will need to address:

- individual team roles (Belbin)
- the team dynamics
- good working relationships
- communication and interpersonal skills required
- monitoring against service standards
- support and feedback on performance
- personal development of self and team members.

An effective team is one that works well together to achieve team objectives. The supervisor should develop good working relationship amongst team members by:

- co-operation and understanding of other's feelings
- courtesy and respect
- admitting blame when due
- encouraging a non-blame, non-critical culture
- building of loyalty
- giving praise where it is due
- understanding why some decisions have been made even when they don't agree with them
- learning to listen and to think before speaking
- empathising with the views of the others even if they oppose own views
- communicating the goals of the team and working with them to achieve them.

2.2

Achieving excellent customer service depends on the skills and knowledge of the staff who provide it.

Development may be:

- product knowledge
- communication and interpersonal skills
- use of equipment
- knowledge of company procedures
- knowledge of legislative requirements.

To be effective, organisations constantly need to review how effective their customer service is and what improvements should be made. Sometimes improvements will depend on the development of staff skills.

New staff must be developed to the required standards, establishing the staff need to be updated on new procedures and techniques or refreshed on existing ones. Senior staff have an important contribution to make to this process.

2.3

To be competent in planning and organising the development of customer service staff the learner needs to know and understand:

- the importance of continuously developing staff that provide customer service
- how to monitor and assess performance, eg observation, psychometric testing, training needs analysis (TNA), feedback, questioning
- current objectives and targets that relate to customer service in area of responsibility
- how to identify when development and training could improve customer service performance
- the range of types and styles of development and training and how to select those that are appropriate to customer service, organisation, and specific training and development needs
- that individuals have different learning styles and some development techniques will suit some and not others
- why it is important to have an input into the design and delivery of customer service development and training
- how to help staff to put into practice what they have learned
- how to assess the impact that development and training has had on customer service performance
- the types of additional support that could be provide to staff following development and training.

2.4

- Shadowing will improve customer service delivery by observation of best practice by an experienced member of staff/expert.
- Mentoring – another individual providing one-to-one support, feedback and evaluation of performance.
- Coaching/training– using customer service improvement techniques.
- Classroom – training members of staff in a specific environment on specific subjects; particularly useful for development of knowledge (procedures, legislation, etc).
- Roleplay can be used to simulate situations and improve interpersonal skills.

2.5

Individuals like to receive feedback – thanks for a job well done, recognition of good practice or jobs completed accurately and on time. Both positive and negative feedback assist in personal development and growth. In order to build an effective team, the supervisor should feedback to staff about their performance.

Feedback can:

- motivate staff
- identify weaknesses or training needs
- aid in target setting
- aid development of the team.

2.6

Feedback may be:

- formal or informal
- positive or negative.

Informal feedback is appropriate when a supervisor wants to congratulate a staff member on good work or to encourage an improvement when they view work being carried out.

Formal feedback is recorded and takes place in private. Formal feedback may be:

- appraisal
- performance review
- disciplinary.

A suitable time and place should be agreed. When carrying out performance review, it is preferable to begin with the positive, seeking agreement on how to address the negatives.

Unit 301 Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

Outcome 3 Understand how to effectively monitor and communicate levels of customer service performance

Assessment Criteria

The learner can:

- 3.1 Analyse the importance of developing and implementing clear customer service standards
 - Describe appropriate ways in which supervisors can monitor and measure the performance of team members
 - Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service
 - Explain how performance against customer service standards can be recorded and communicated
 - Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance

Notes for Guidance

3.1

The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.

Service standards relate to:

- level of service during and after sale
- procedures for complaints
- complying with industry codes of practice and legislation.

In implementing service standards there will be:

- standardisation of operation across the organisation
- consistency in the level of service provided
- organisational procedures allowing staff to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service.
- transparency of service and provision.

3.2

Supervisors need to monitor the team's performance against the service standards to:

- ensure standards are being met before, during and after sale
- identify staff training needs
- provide feedback to management on performance
- identify procedural areas for improvement.

Methods to monitor and measure performance include:

- benchmarking
- KPIs
- appraisal / performance review
- customer feedback
- observation
- mystery shopper
- self-assessment and target-setting
- SWOT analysis.

The supervisor will also be able to measure the how good the team's customer service is through ideas and indicators eg correct identification of customer needs, quality and quantity of information provided, timing of services and information provision, appearance of environment, responsive, proactive.

3.3

When things go wrong, the supervisor will need to address the following areas:

- staff
- customer
- procedures.

Supervisors need to:

- investigate what went wrong
- identify failures and causes
- apologise/resolve customer problem
- review procedures
- consider disciplinary/ warning
- feedback to staff
- consider development and training of staff.

3.4

Methods for recording performance include:

- progress reporting
- performance review
- analysis of records or feedback.

Methods for communicating performance include:

- Verbally – in team meetings or one-to-ones.
- In writing – reports, memos, emails, target scoreboard.

3.5

Measurement of the effectiveness of customer service can be via analysis of:

- customer feedback
- complaints
- records, such as sales.

Such analysis may:

- identify areas for improvement
- identify areas of good practice
- indicate a review policies/procedures/customer charter
- identify training needs
- re-evaluate customer needs/expectations
- implement initiatives.

Organisations need to constantly aim to maintain and improve the level of service offered to customers in order to maintain and increase custom and stay ahead of competition and it is only through regular monitoring and review of the service that they are able to do so.

4 Assessment

4.1 Summary of assessment methods

For this qualification, candidates will be required to complete the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	Externally set, on demand test, locally marked and externally verified.	Follow standard examination entry procedures.
301	Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism	Externally set, on demand test, locally marked and externally verified.	Follow standard examination entry procedures.

Time constraints

The following time constraints must be applied to the assessment of this qualification:

- Unit 201 is allocated 45 minutes to complete.
- Unit 301 is allocated one hour to complete.

Details of grading

Unit 201

A Pass is equivalent to **70% (25 out of 36 marks)**

Unit 301

Marks for Sections A and B are aggregated to calculate the final grade.

A Pass is equivalent to **70% (38 out of 55 marks)**

A minimum amount of marks, 10 marks, are required to come from Section B.

4.2 Test specifications

The test specifications for the units are below:

Test :	Unit 201
Type:	Short answer written paper
Duration:	45 minutes
Total Questions:	12

Unit number	Outcome	No. of marks	%
201	1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries.	9	25
201	2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries.	12	33
201	3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries.	15	42
Total		36	100

Test :	Unit 301
Type:	Short answer written paper
Duration:	1 hour
Total Questions:	Section A – 10 questions, Section B – maximum 3 questions

Unit number	Outcome	No. of marks	%
301	1 Understand how to develop a customer service culture within their business.	12	22
301	2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching.	16	29
301	3 Understand how to effectively monitor and communicate levels of customer service performance.	12	22
301	Section B - Covering a minimum of two syllabus outcomes.	15	27
Total		55	100

4.3 Accreditation of prior learning and experience (APEL)

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) recognise the contribution a person's previous experience could contribute to a qualification.

5 Guidance on administering, marking and external moderation of the tests

5.1 Administering the Assessments

Regulations for the conduct of examinations

Regulations for the conduct of examinations for written examinations are given in Providing City & Guilds Qualifications - a guide to centre and qualification approval and on the Online Catalogue. Centres should ensure they are familiar with all requirements prior to offering assessments.

Assessments

The qualification is assessed by a short answer test set externally by City & Guilds and marked locally in centres, according to marking criteria set by City & Guilds. Quality Assurance is maintained by both the centre's internal quality assurance and by City & Guilds' External moderation.

The format of the questions requires candidates to produce short answers to each question.

Examination papers are currently available. These papers can be downloaded from the City & Guilds website: **www.cityandguilds.com**

The question papers versions should be used on a rotational basis. The tutor should ensure that they regularly rotate the question paper version they use and they do not need to be taken in a particular order.

If you have more than one cohort taking the examination on the same day then a different question paper should be used for each sitting, unless you can ensure that the groups do not come into contact with each other.

Repeat Assessment

Candidates may retake the assessment at the discretion of the centre. The tutor should ensure the candidate uses a different question paper version when retaking the examination.

Marking the examinations

A marking schedule for each question paper containing model answers is provided on the City & Guilds website, www.cityandguilds.com.

Each marking schedule indicates the total marks available for each question, the examination paper overall and the requirements for achieving a pass. The model answers are intended as a guide to centres and are not exhaustive. Where a candidate gives an answer which is not shown on the model answer and is a correct answer, they should be awarded the mark allocated to this question.

Details of additions to the marking scheme should be recorded on the model answers; these should be made available if requested by the external moderator.

Results submission

Written tests are graded Pass/Fail.

Results can be submitted via the walled garden (our online administration system, for further details visit www.walledgarden.com), by using EDI or by completing an S Form . When ordering using an S Form tick the transaction type 'Results'.

Results are submitted for successful candidates only.

5.2 Quality Assurance

Marker Standardisation

If there is more than one marker for these tests then the tutors should have regular standardisation meetings. The purpose of these meetings is to ensure all tutors are marking in a consistent way. At the standardisation meeting all markers would look at a sample of work which they would all mark and then compare their marking with each other to see if it is consistent. Any differences would be discussed and additions or guidance may need to be added to the marking schemes.

Initially standardisation should be carried out after the first cohort of students have completed their examinations. After this, the tutors can then decide on the frequency of standardisation according to need.

A record should be kept of all standardisation activities so that it can be viewed by an external moderator if necessary.

External quality assurance

The role of the External Moderator is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

City and Guilds will request completed question papers including annotated marking from the centre in order to conduct routine moderation **at least once** a year.

Depending on the extent of the disparity in marking and grading between the assessor and the External Moderator, centres will be provided with feedback and may be required to take various actions, ranging from none to wholesale re-assessment of candidates' work.

Note: it remains the assessor's role to make any adjustments to marking and grading, not the External Moderator. This is to maintain fairness to all candidates, whose work may or may not feature in the externally standardised sample.

6 Course design and delivery

6.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

6 Course design and delivery

6.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of this qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of this qualification

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should therefore consider links to the National Occupational Standards, Key/Core Skills and other related qualifications. Relationship information is provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

For further information to assist with the planning and development of the programme, please refer to the following:

- A sample test and sample marking guide is available on the City & Guilds website, www.cityandguilds.com.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications. This is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that candidates completing units in one qualification are automatically covering all of the content of the qualifications listed.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

This qualification has connections to the:

- Level 2/3 Certificate in Customer Service (4417)
- Level 1/2 NVQ/SVQ in Customer Service (4543)
- Level 2 Certificate in Customer Service (4417)
- City & Guilds suite of Hospitality, Leisure, Travel and Tourism qualifications

Appendix 2 Sources of general information

Providing City & Guilds qualifications – a guide to centre and qualification approval

contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification

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 such on such things as:

- ***Walled Garden***
Find out how to register and certificate candidates on line
- ***Events***
Contains dates and information on the latest Centre events

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)20 7294 2787 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)20 7294 8080 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • GOLLA • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)20 7294 2850 F: +44 (0)20 7294 3387	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)20 7294 2800
F +44 (0)20 7294 2400
www.cityandguilds.com

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