

# Level 2 Diploma in Housekeeping Services (8064- 04)

Version 1.4, March 2022

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Hospitality and Catering
<b>City &amp; Guilds number</b>	8064
<b>Entry requirements</b>	None
<b>Assessment types</b>	Practical and knowledge assessments and multiple choice tests
<b>Grading</b>	Pass / Fail
<b>Support materials</b>	SmartScreen materials, Logbooks, Assessment packs
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds qualification number</b>
Level 2 Diploma in Housekeeping Services	225	292	8064-04

## Change log

Version	Change detail	Section
1, Jan 2020	First published – details TBC	N/A
1.1, Sep 2020	First finalised version published	
1.2, Jan 2021	Evolve test duration added	Assessment
1.3, Nov 2021	Amendment to range	Unit 225 Topics 2.1 and 2.2
1.4, Mar 2022	Changes to assessment title	Qualification at a glance, Summary of Assessment Methods, Assessment strategy

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# 1 Introduction

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

Area	Description
Who is the qualification for?	<p>The Level 2 Diploma in Housekeeping Services is for candidates who are looking to start or develop their careers in hospitality. They cover both transferable and job role specific skills, set out by employers, ensuring candidates become work ready not only for a specific role but for a career in the hospitality industry.</p> <p>Candidates will be required to display both practical skills and the associated knowledge in order to complete the assessments.</p>
What does the qualification cover?	<p>This qualification is aligned to the Global Hospitality Certification, the new global certification for the hospitality industry, developed in partnership with Worldchefs and employers around the world. This unique combination brings this new qualification in line with current industry practices.</p> <p>This qualification covers transferable as well as job role specific skills, set out by employers, offering a holistic approach to training learners to be work ready. Sustainability awareness is now a key part of the offer, addressing a critical challenge for the hospitality industry globally.</p> <p>As part of our innovative approach, digital badges are included as a key feature of the new qualifications. Learners who complete their qualifications will receive a digital badge in addition to their City &amp; Guilds certificate. They can share their digital badge online via social media showcasing their qualification achievement and the skills they can offer.</p> <p>By incorporating the latest industry trends and technology, the new global qualifications make City &amp; Guilds graduates ready for the world of work, wherever they are in the world, taking their first step towards a successful career in hospitality.</p>
What opportunities for progression are there?	<p>On completion of this qualification candidates may progress into the following City &amp; Guilds qualifications:</p> <ul style="list-style-type: none"><li>• City &amp; Guilds Level 3 Diploma in Culinary Arts and Supervision (8064-06)</li></ul> <p>Candidates following an employment route can progress through our Global Certification Offer to recognise their skills and experience as they progress in the industry.</p>

## 2 Structure

To achieve the Level 2 Diploma in Housekeeping Services, learners must achieve all of the units listed in the table below.

### 8064-03 Diploma in Food and Beverage Service

City & Guilds unit number	Unit title	GLH	TUT
201	Understand the hospitality industry	15	20
202	Understand business success	40	45
203	Provide guest service	25	30
204	Awareness of sustainability in the hospitality industry	15	25
205	Professional workplace standards	25	35
206	Understand own role in self development	10	15
225	Principles of housekeeping services	30	40
226	Prepare to service guest rooms and public areas	18	24
227	Service guest rooms and public areas	47	58

### 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
8064-04 Level 2 Diploma in Housekeeping Services	225	292

## 3 Centre requirements

### Approval

If your Centre is approved to offer the qualifications:

- 8068-01 Level 1 Certificate in Accommodation Services
- 8068-02 Level 2 Diploma in Accommodation Services
- 8068-03 Level 3 Advanced Diploma in Accommodation Operations and Services

then you will be given automatic approval for the new **8064-04 Level 2 Diploma in Housekeeping Services**.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the Centre Manual - Supporting Customer Excellence for further information.

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

This qualification **must** be delivered and assessed in the English language.

### Resource requirements

#### *Resources*

Centres wishing to deliver these qualifications must ensure that they have the staff and facilities to deliver the practical elements of the course. If there are no facilities within the centre to deliver the activities in a realistic working environment we recommend developing links with local industry to provide hands-on experience.

#### *Centre staffing*

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

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

See also the Assessment section in this document for details from the assessment strategy on the role of supervisors and managers in the assessment process.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for learners under 16.

## 4 Delivering the qualification

### Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs
- support and guidance they may need when working towards their qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

Description	How to access
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Logbooks	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a> and City & Guilds website
Assessment pack	City & Guilds website

## 5 Assessment

### Summary of assessment methods

#### Candidates must:

Learners must achieve the following assessments to gain this qualification: (225, 240, 249)

Assessment number	Assessment title	Type	Grading	Units covered
225	Principles of housekeeping services	Evolve - on demand multiple choice test	PX	225
240	Hospitality principles - Theory test	Evolve - on demand multiple choice test	PX	201, 202, 203, 204
249	Housekeeping Services - Practical and knowledge assessment	Practical and knowledge assessment	PX	205, 206, 226, 227

The qualification is graded Pass / Fail only. In order to pass the qualification, candidates must pass all the assessments as detailed above.

### Assessment strategy

#### Test Specifications

The way the knowledge is covered by each test is laid out in the table(s) below.

A bilingual dictionary will be allowed for international candidates during the online assessments.

225 Principles of housekeeping services		
<i>Duration: 45 minutes</i>		
Outcome number	Marks	%
1. Understand housekeeping systems and processes	10	33%
2. Know how to maintain a linen service	6	20%
3. Know how to prepare to service guest rooms and public areas	6	20%
4. Know how to service guest rooms and public areas	8	27%
<b>Total</b>	<b>30</b>	<b>100%</b>

## 240 Hospitality principles - Theory test

**Duration: 60 minutes**

Unit number	Marks	%
201 Understand the hospitality industry	5	13%
202 Understand business success	16	40%
203 Provide guest service	12	30%
204 Awareness of sustainability in the hospitality industry	7	18%
<b>Total</b>	<b>40</b>	<b>100%</b>

### ***Practical and knowledge assessments***

Learners are required to successfully complete practical and knowledge assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at [www.cityandguilds.com](http://www.cityandguilds.com).

### ***Recognition of prior learning (RPL)***

Recognition of prior learning means using a person's previous experience, or qualifications which have already been achieved, to contribute to a new qualification.

Unless specifically stated, any previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order to achieve this qualification.

Learners that wish to complete other qualifications within the 8064 suite at the same level will not need to re-take the assessments that they have already achieved that are common across multiple qualifications.

For example, learners that complete *8064-04 Level 2 Diploma in Housekeeping Services* and wish to also complete *8064-05 Level 2 Diploma in Reception Services* do not need to repeat the assessments that the two qualifications share.

## 6 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- Title
- Learning outcomes, which are comprised of a number of assessment criteria

Centres must deliver the full breadth of the range. Specialist equipment or commodities may not be available to all centres, so centres should ensure that their delivery covers their use. This may be covered by a practical demonstration (e.g. video). For the practical assessments for this qualification, centres should ensure that there are sufficient resources to complete the task but are not required to use all the equipment or commodities in the range.

## Unit 201

## Understand the hospitality industry

### Unit aim:

Hospitality is one of the fastest growing global industries that can provide rewarding jobs and career opportunities locally, nationally and internationally. Knowledge of the types of diverse range of jobs available and the types of organisations to work for can allow learners to achieve their career goals.

The aim of this unit is to provide learners with a basic understanding of the hospitality industry and the roles that exist within the industry.

Learners will gain knowledge of the structure of the hospitality industry and the types of establishments that exist. They will learn about the job roles available in different departments and how the skills developed in those job roles can be used to support career progression.

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### Learning outcome

The learner will:

1. Know the structure of the hospitality industry

### Assessment criteria

The learner can:

- 1.1 Describe **types of hospitality establishment**

#### Types of hospitality establishment

- Restaurants
- Hotels / resorts
- Pubs and bars
- Contract catering
- Event catering
- Cafes and coffee shops

- 1.2 Describe the **types of business operations** that are typically found in the hospitality industry

#### Types of business operation

- Multinational/global
- Sole traders
- Independent
- Franchises

- Partnerships
- Groups
- Brands
- Local/independent
- Regional
- National
- Global

### 1.3 Identify **services** provided at different **types of hospitality establishments**

#### **Services**

- Food and beverage services
- Bar services
- Accommodation/guest services
- Reception service
- Business services
- Concierge/Portering
- Leisure Facilities
- Event management
- Entertainment
- Gambling
- Butlering

### 1.4 Describe how **departments** contribute to the effective running of a hospitality establishment

#### **Departments**

- Kitchen
- Food and Beverage
- Reception
- Housekeeping
- Maintenance
- Back office (HR, accounts, bookings, management)

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### Learning outcome

The learner will:

#### 2. Know job roles in hospitality

### Assessment criteria

The learner can:

#### 2.1 Identify responsibilities of different **job roles in the kitchen**

##### **Job roles in the kitchen**

- Executive Chef
- Head Chef
- Sous Chef
- Chef De Partie
- Specialist (patisserie)

- Commis/Line Chef
- Kitchen/Catering Assistant
- Apprentice/Trainee
- Kitchen Porter
- Kitchen/Catering Manager

## 2.2 Identify responsibilities of different **job roles in food and beverage service**

### **Job roles in food and beverage service**

- Restaurant Manager
- Mître D'hotel
- Sommelier
- Waiter/Waitress
- Bar Manager/Supervisor
- Bar Staff/Mixologist
- Events Manager
- Conference and Banqueting Manager
- Barista

## 2.3 Identify responsibilities of different **job roles in front of house service**

### **Job roles in front of house service**

- Front Office Manager
- Concierge
- Porter
- Receptionist
- Host

## 2.4 Identify responsibilities of different **job roles in housekeeping**

### **Job roles in housekeeping**

- Executive Housekeeper
- Floor Housekeeper
- Room Attendant
- Public Areas Cleaner
- Laundry attendant
- Maintenance

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## Learning outcome

The learner will:

### 3. Understand career opportunities in hospitality

## Assessment criteria

The learner can:

### 3.1 Explain how **skills** are transferable across different job roles

#### **Skills**

- Communication

- Guest Services
- Planning
- Time keeping
- Attitude
- Appearance
- Respecting diversity
- Reliability
- Honesty
- Resilience

3.2 Describe **working patterns** in hospitality

**Working patterns**

- Full time
- Part time
- Shift work
- Split shifts
- Rotational
- Seasonal

3.3 Explain **progression routes** for team member roles

**Progression routes**

- Vertical/Horizontal
- Trainee
- Apprentice/Graduate
- Team member
- Supervisor
- Front line manager
- Department Manager
- Senior Manager

### Unit aim:

There are many ways that business measures success; whether based on profit made, guest satisfaction, motivated workforce or a combination of these. However, it is measured, it is the people that work for the business that are critical to success. It is important for those working in hospitality to understand what the business is aiming to achieve, and how they can contribute to achieving it.

The aim of this unit is for learners to learn about a range of internal and external factors and how they can affect business success.

Through this unit learners will develop knowledge of the types of legislation that have to be taken into account when managing a business and the implications for non-compliance. Learners will develop knowledge of health and safety risks and how these can be controlled in hospitality establishments. They will learn the importance of profit and people and how these can be managed effectively. Finally, they will learn about emerging technologies, how they are used in hospitality and how they contribute to business success.

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### Learning outcome

The learner will:

1. Know how legislation and regulations affects hospitality businesses

### Assessment criteria

The learner can:

- 1.1 Describe the purpose of key **legislation and regulation** within the hospitality sector

#### Regulation

- Company law
- Environmental Health and food safety
- Employment law
- Equality law
- Licensing
- Data protection

- 1.2 Describe the **importance** of compliance with legislation and regulations within the hospitality industry

#### Importance

- Good governance
- Keeping guests and staff safe
- Protecting reputation
- Secure record keeping
- Honouring employment agreements and regulations
- Protection of staff and management rights
- Clear assignment of responsibilities

1.3 Identify **outcomes of compliance and non-compliance** with regulation to a hospitality business

#### **Outcomes**

##### **Compliance**

- Legal compliance
- Safer environment
- Better guest experience
- Fair and equal opportunities for both guests and staff
- Increased reputation
- Best practice

##### **Non-compliance**

- Health and Safety issues
- Guest complaints
- Employee disputes
- Legal action
- Fines
- Loss of reputation
- Risk of closure

#### **Learning outcome**

The learner will:

2. Know health and safety requirements of hospitality organisations

#### **Assessment criteria**

The learner can:

2.1 Describe principles of **legal responsibilities** for employers and employees with regard to health and safety guidance

##### **Legal responsibilities**

###### **Employers**

- Provide and maintain equipment and a workplace which is safe and healthy
- Reduce the risks associated with manual handling tasks
- Deal with chemical substances safely

###### **Employees**

- Take care of their own health and safety at work
- Take care of the health and safety of others
- Cooperate with their employer
- Use PPE's in the correct way instructed

## 2.2 Identify **common causes** of accidents in the workplace

### **Common causes**

- Occupational / Workplace
- Environmental
- Human

## 2.3 Identify ways to **minimise the risks of accidents** in the workplace

### **Minimise the risks of accidents**

#### Occupational

- Correct PPE's
- Staff safety training- manual handling, fire safety, first aid
- Strict enforcement of rules
- Correct lifting equipment

#### Environmental

- Improved and safe design of building
- Correct and clear/visible signage
- Good housekeeping standard
- Well-lit and ventilated working areas

#### Human

- Training staff in routine work practices
- Correct use of PPE at all times
- Ensure employee is in a physical/mental state ready for work

## 2.4 Identify the potential **consequences** of not applying good health and safety practices

### **Consequence**

- Accidents
- Illnesses
- Stress
- Death
- Damaged reputation
- Increased sick leave and staff turnover
- Prosecution
- Compensation claims
- Legal costs

## 2.5 Identify **risks to guest health and safety** within the hospitality industry

### **Risks to guest health and safety**

- Security risks
- Unattended luggage
- Self-harm

## 2.6 Outline the procedure to be followed when a **major incident** is reported

### **Major incident**

- Accident/incident resulting in serious injury or even death
- Fire
- Explosion
- Suspected threat of terrorism Incident

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## Learning outcome

The learner will:

3. Understand the importance of profitability to Hospitality businesses

## Assessment criteria

The learner can:

3.1 Identify **factors** that affect profitability

### Factors

- Increasing revenue return
- Knowing break-even point
- Increasing operational efficiency and performance
- Reducing costs

3.2 Explain ways of **increasing revenue**

### Increasing revenue

- Staff training
- Marketing
- Increase competitiveness
- Increase perceived value
- Up sell at every opportunity when interacting with the guest
- Increase sales of branded merchandise or local partners
- Respond to guest requests

3.3 Describe **ways** to increase operational efficiency and performance

### Ways

- Standard operating procedures
- Evaluate performance
- Implement or use technological improvements
- Training of staff
- Implement better supervision practices
- Up grading of equipment or supplies
- Outsource when appropriate

3.4 Identify the main **costs** associated with a hospitality business

### Costs

#### Fixed costs

- Staff or labour costs
- Rent
- Equipment costs

#### Variable costs

- Food and beverage stock costs
- Utilities including electricity, gas, water, waste management
- Maintenance costs
- Sundries

### 3.5 Identify ways to **reduce costs** in a hospitality business

#### **Reduce costs**

- Monitor and evaluate costs within the business
- Time management
- Managing resources more efficiently
- Reducing waste
- Replace obsolete or update old equipment
- Manage and reduce stock wastage
- Manage and reduce the use of power and utilities such as water, electricity and gas

### 3.6 Outline ways of **monitoring** business financial performance

#### **Monitoring**

- Financial analysis
- Guest satisfaction rating
- Departmental performance analysis
- Performance reviews

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### Learning outcome

The learner will:

#### 4. Know the contribution that people make to a business

### Assessment criteria

The learner can:

#### 4.1 Identify how **people skills** contribute to business success

##### **People skills**

- Effective communicator
- Professional work practice and attitude
- Team player
- Guest focused

#### 4.2 Outline the **importance of product knowledge** to successfully contribute to a business

##### **Importance of product knowledge**

- Helps respond to guest requests or queries
- Helps meet or exceed guest expectations
- Provides confidence when engaging with the guest
- Provides an opportunity to up sell and increase revenue
- Increases brand awareness and reputation

#### 4.3 Describe the **content** of an induction process

##### **Content**

- Introduction to the organizational structure
- Staff training in:
  - Key policies and procedures
  - Health and safety policy
  - Rules and regulations

- Standard operating procedures
- Employment rights
- Performance management systems

4.4 Describe the **characteristics** of an effective team

**Characteristics**

- Clear direction to achieve a common goal
- Effective communication
- Collaborative spirit
- Encouraging inclusion and difference of opinions
- Adhering to the rules
- Mutual accountability
- Team trust
- Improved decision making
- Happy team members

4.5 Explain how the key **principles** of good teamwork contribute to effective team operations

**Principles**

- Defined goals and objectives
- Clear roles
- Honest communication
- Accountability
- Building on strengths
- Review and feedback
- Celebrating success

4.6 Describe how the interactions between departments contribute to business success

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**Learning outcome**

The learner will:

5. Know how technology contributes to business success

**Assessment criteria**

The learner can:

5.1 Outline the **technologies** used in the hospitality industry

**Technologies**

- Information communication technology (ICT)
- Software- apps
- Electronic point of sales (EPOS)
- Resource management tools and equipment
- CCTV
- Room booking systems
- Room charging facilities
- Faster payment systems

- Digital monitoring of equipment

5.2 Describe how technologies can be used to contribute to business success

5.3 Describe the **responsibilities** a hospitality business has to manage digital information

**Legal responsibilities**

- Manage personal and guest information with confidentiality
- Restrict access of information to those authorised to have access
- Comply with data protection legislation
- Use information for the purposes it was gathered for

5.4 Identify the **consequences** of inappropriate use of digital communication technology

**Consequences**

- Non-compliance of data legislation
- Legal action
- Loss of data or data breaches
- Misuse of important, financial or business sensitive data
- Bad publicity
- Loss of reputation
- Loss of guest confidence
- Brand damage

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**Unit guidance**

AC 2.2 **Common causes** of accidents in the workplace

- **Occupational** (chemicals and harmful substances), equipment, working methods such as lifting, carrying and handling
- **Environmental** (lighting and ventilation, temperature, flooring (eg type, wet, damaged))
- **Human** (carelessness, inexperience, lack of training, lack of attention) Keeping the body clean

### Unit aim:

Guests of the hospitality industry are increasingly looking for high levels of service. Whether in a fast food take away, a 5\* hotel or a hostel they expect the staff they meet to ensure their experience is positive. In such a competitive industry, businesses need to find ways in which they stand out from their competitors. If their staff do not know what makes positive guest service, they are unlikely to meet the needs of their guests.

The aim of the unit is to enable learners to gain knowledge of how guest service and effective communication benefits a hospitality establishment.

This unit will provide candidates with the knowledge of how effective communication and guest service benefits the hospitality establishments they will work for. They will learn about the principles of effective communication and the different methods used in different situations. They will learn the principles of good guest service and the effect this has on different stakeholders such as guests, suppliers and colleagues. They will also learn about different types of guest service issues they may encounter and how to deal with them.

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### Learning outcome

The learner will:

1. Know how effective communication is used to benefit a hospitality establishment

### Assessment criteria

The learner can:

- 1.1 Describe **methods** of communication when dealing with guests

#### Methods

- Face to face
- In writing
- Over the telephone
- Non-verbal
- In emails

- 1.2 Describe the **principles** of effective communication

#### Principles

- Effective listening

- Tone of voice
- Clarity of message
- Accuracy of message
- Understanding of needs
- Language used
- Cultural expectations

1.3 Describe the **benefits** of effective communication

**Benefits**

- Better understanding
- Increased sales / happy guests
- Fewer complaints
- Numbers of compliments
- Repeat business/brand loyalty
- Reduced staff turnover
- Job satisfaction and staff motivation

1.4 Identify the **barriers** to effective communication

**Barriers**

- Language
- Use of jargon
- Perception or viewpoints
- Expectations
- Assumptions
- Prejudices
- Cultural differences

1.5 Describe how to overcome barriers to effective communication

---

**Learning outcome**

The learner will:

2. Know the effect of guest service on hospitality establishments

**Assessment criteria**

The learner can:

2.1 Identify different **types of guests** in the hospitality industry

**Types of guests**

**Internal**

- Team members and staff
- Managers
- Supervisors

**External**

- Existing guests
- New guests
- Potential guests

- Delivery personnel

2.2 Describe the **principles** of guest service

**Principles**

- Welcoming, friendly, and courteous
- Knowledgeable
- Efficient
- Well timed
- Flexible attitude
- Consistent
- Effective communication
- Building of trust and confidence
- Exceeding expectations

2.3 Describe **factors** that affect good guest service

**Factors**

- Price point
- Value for money
- Reputation
- Brand
- Past experiences
- Recommendations
- Media influences
- Cultural influences
- Faith-based influences

2.4 Describe the effect of good guest service on **stakeholders**

**Stakeholders**

- The employee
- The business
- The guest

---

**Learning outcome**

The learner will:

3. Understand how guest issues are resolved by hospitality establishments

**Assessment criteria**

The learner can:

3.1 Identify **guest expectations**

**Guest expectations**

- Level of service
- Value for money
- Product quality
- Presentation
- Hygiene

- Health and safety
- Luxury factor

3.2 Describe types of **guest issues** that can occur in hospitality establishments

**Guest issues**

- Difficult guests
- Intoxicated guests
- Medical incidents
- Special requirements
- Communication difficulties
- Guest requests
- Dissatisfaction with service
- Dissatisfaction with products

3.3 Explain the benefits to **stakeholders** of dealing with guest issues effectively

**Stakeholders**

- The employee
- The business
- The guest

3.4 Describe the **methods** for gathering guest satisfaction

**Methods**

- Guest questionnaires
- Verbal feedback
- Letters
- Emails
- Telephone calls
- Comments on social media sites and influencers
- Comments on websites and travel blogs
- Reviews on travel booking engines
- Team briefing/meetings

3.5 Explain how **guest issues** are dealt with in hospitality establishments

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**Unit guidance**

AC1.1 Non-verbal (body language, personal presentation)

AC1.4 **Overcoming barriers** to communication requires using positive interpersonal skills including

- Positive interactions including body language
- Using clear appropriate language never jargon
- Keeping an open mind
- Never assume or interrupt
- Consider cultural differences
- Summarise the discussion
- Ensure understanding by paraphrasing and clarifying

AC2.1 **Types of guests**, differentiating between guests and customers is essential for good hospitality service as it acknowledges the guest as the paying customer within the hospitality industry. Focusing on good guest service practice provides for a positive outcome internally and externally.

AC3.1 In guest service a need is often described as something that solves a real or imagined problem, however guests have inherent needs that form part of their expectations such as safety and security, confidentiality and specific needs for example assistance for parents or those with disabilities.

## Unit 204

# Awareness of sustainability in the hospitality industry

### Unit aim:

The hospitality business has the potential to have a major negative impact on the environment whether through the use of plastics in takeaway food and drink, the use of electrical and other carbon based energy systems, the drain on potentially scarce water resources to launder bedding and tableware or the carbon footprint associated with transporting food across the globe. There is increased focus on sustainability by the public and increasing expectations that businesses start to reduce that negative impact together with looking at how sustainable practices can be incorporated to enable them to operate more efficiently and cost effectively.

The aim of this unit is to provide learners with an awareness of sustainability and how it affects the hospitality industry.

Learners will develop knowledge of the principles of sustainability, and the implications for the introduction of sustainable practices into a business. Learners will also develop knowledge of specific examples for how they can contribute to sustainability when working in the hospitality industry.

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### Learning outcome

The learner will:

1. Know the principles of sustainability in the hospitality industry

### Assessment criteria

The learner can:

- 1.1 Define the term sustainability in the hospitality industry

- 1.2 State **types** of sustainable practices used in the hospitality industry

#### Types

- Waste reduction
- Waste re-use / recycle
- Energy usage best practices
- Water reduction
- Food commodities sourcing

- Environmentally friendly activities/operations

1.3 Define the term carbon footprint

1.4 Describe how carbon footprint be reduced

1.5 Describe the **advantages** of a hospitality business adopting sustainable practices

**Advantages**

- Positive
- Reputation
- Financial
- Staff morale
- Recognition
- Environmental

1.6 Describe the **limitations** of a hospitality business adopting sustainable practices

**Limitations**

- Knowledge
- Financial investment
- Staff training
- Guest expectations

---

**Learning outcome**

The learner will:

2. Know how to implement sustainable practices in the hospitality industry

**Assessment criteria**

The learner can:

2.1 Describe how **different types of materials** can be recycled

**Different types of materials**

- Paper
- Metals
- Glass
- Food
- Liquid
- Hazardous
- Non-recyclable

2.2 Describe the **activities** which can be implemented to reduce waste

**Activities**

- Stock rotation
- Menu planning
- Re-use system
- Reduction in disposable items

- Separating waste streams
- Energy monitoring and management
- Reviewing of processes
- Smart procurement
- Returnable packaging

2.3 Describe **methods** that hospitality businesses can use to promote sustainable practices

**Methods**

- Training
- Toolbox talks
- Promotion activities – Poster
- People champions
- Objective setting
- Target setting

2.4 Describe how **different approaches** to sustainability can be applied in the hospitality industry

**Different approaches**

- At company level
- Locally
- National
- Global
- Code of practice
- Legislation
- Regulations

### Unit aim:

The main purpose of professional workplace standards is to direct staff to provide safe and competent services to guests and colleagues. They reflect an expected level of performance by all staff whatever their role, level, or activity. Where hospitality employees are able to meet the high professional standards required of the industry, they may benefit financially and professionally as they are more likely to be recognised for development opportunities.

The aim of this unit is to develop learner's skills needed to work professionally and effectively in hospitality roles.

Through this unit, learners will be able to demonstrate a professional personal appearance and effective organisational skills. They will develop skills to work effectively as a team member, providing support to others and responding positively to feedback provided to them.

---

### Learning outcome

The learner will:

1. Be able to apply professional standards in hospitality roles

### Assessment criteria

The learner can:

#### 1.1 Maintain a **professional personal appearance**

##### **Professional personal appearance**

- Apply personal hygiene standards
- Appearance
- Behaviour

#### 1.2 Demonstrate a **professional approach**

##### **Professional approach**

- Polite
- Punctual
- Helpful
- Professional attitude
- Guest etiquette

#### 1.3 Demonstrate **time management skills**

### **Time management**

- Plan and prepare for work shift
- Attend on time
- Return from breaks on time
- Work at a reasonable pace

### 1.4 Demonstrate **organisational skills**

#### **Organisational skills**

- Access appropriate information to plan the work day
- Adhere to time plan or checklists
- Follow standardised operating procedures
- Respond and adapt to changing daily requirements

---

### Learning outcome

The learner will:

2. Be able to work as part of a team

### Assessment criteria

The learner can:

#### 2.1 Demonstrate a **collaborative approach**

##### **Collaborative approach**

- With team members
- With other departments

#### 2.2 Apply **good practice** in dealing with colleagues

##### **Good practice**

- Apply appropriate communication techniques
- Follow the standard organisations procedures
- Use colleagues name when speaking to them
- Respond to colleagues' requests in a timely manner
- Provide product knowledge or advise when asked
- Meet colleague expectations
- Check back with colleague

#### 2.3 Take **responsibility** within their own role

##### **Responsibility**

- Take responsibility for own tasks within role
- Positively contribute to working as part of a team to achieve a common goal
- Use own initiative to support teamwork

#### 2.4 Provide **constructive support** to colleagues

##### **Constructive support**

- Provide assistance to team members when required
- Offer advice or suggestions to team members to support or improve service
- Provide feedback to supervisor or management to improve service

2.5 Provide constructive feedback to colleagues

2.6 Use **communication devices** to undertake their role

**Communication devices**

- Use standard operating procedures for telephone communication
- Use email as a communication tool with, colleagues or other departments
- Engage responsibly with social media platforms to monitor guest feedback

2.7 Work effectively **with others to achieve targets**

**Working with others to achieve targets**

- Complete tasks to meet deadlines
- Co-operation
- Communication
- Observing
- Anticipating needs of guests and colleagues

2.8 **Respond to feedback** from **others** to improve service standards

**Respond to feedback**

- Appropriately respond to feedback
- Evaluate feedback
- Implement changes following feedback

**Others**

- Team members
- Supervisors
- Management
- Guests

---

**Unit guidance**

**AC 1.1 Professional presentation**

- Appearance - dressing appropriately to the job role, personal grooming
- Behaviour - conduct, attitude, initiative, standards, punctuality, dependability, skills

AC1.2 **Guest etiquette** refers to the way in which hospitality staff interact with and respond to guests. Appropriate etiquette means that guests are treated with courtesy and respect and are made to feel welcome in the establishment

AC 1.3 **Organisational Skills** - communication, time management, planning and preparation, checklists

AC 2.3 **Guest issues or dissatisfaction** - identify signs of guest dissatisfaction, prompting, uneaten food, body language, verbal complaint, guest comment cards, social media platforms

**Colleagues** (body language, silence, conflict)

**AC 2.4 Digital communication**

- Use email as a communication tool with guests or colleagues

**Electronic devices**

- Electronic point of sales (EPOS)
- Room booking systems
- Restaurant booking systems

- Stock ordering systems
- Credit card machines
- Cold chain monitoring systems

### Unit aim:

There are times when opportunities to develop a career in hospitality just happen; but most career advancement comes because an individual has the skills and knowledge needed for the new role. An individual is able to identify the skills and knowledge they need to achieve their career goals and plan how to achieve them. They can show what professional development they have undertaken and how it has been effective.

The aim of this unit is to provide learners with an understanding of how to manage their own personal and professional development opportunities.

Learners will develop an understanding of how to develop their own professional skills and knowledge taking account of their professional strengths and areas for development. They will be given time to follow a development plan in to order to review how they have improved their practice and be more effective in their hospitality roles.

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### Learning outcome

The learner will:

1. Know how to develop own professional skills and knowledge

### Assessment criteria

The learner can:

- 1.1 Describe own **professional strengths**

#### Professional strengths

- Knowledge
- Skills
- Behaviours
- Qualities

- 1.2 Describe areas for professional development

- 1.3 State **sources** of information on development opportunities

#### Sources

- Colleagues
- Line managers
- Newspapers

- Careers advisors/careers services
- Job centres
- Internet
- Hospitality journals
- Colleges
- Professional organisations
- Trade exhibitions

1.4 Outline **methods** available to develop own professional skills and knowledge

**Methods**

- Continuing education (part-time, full-time, online / distance learning)
- Courses accredited by a professional body
- Attending networking events
- Attending trade shows
- Secondments
- On-the-job training
- Shadowing another employee
- Subscribing to newsletters, social media alerts
- Reading hospitality related books, journals, magazines and newsletters
- Conducting online research
- Volunteering work

1.5 Describe **methods** of reviewing personal knowledge and skills development plan

**Methods**

- Appraisals
- 1-2-1 meeting
- Performance reviews
- Feedback
  - Guests
  - Peers
  - Line managers
- Witness testimony

**Learning outcome**

The learner will:

2. Be able to review professional knowledge and skills development

**Assessment criteria**

The learner can:

2.1 Describe how own development contributes to improved practice

2.2 Identify areas for own development

2.3 **Confirm** development of skills and knowledge

**Confirm**

- Through self assessment

- From others (peers, line managers, guests)

#### 2.4 Review personal development plan

### Unit aim:

First impressions play an important part in the overall guest experience; guests will expect a certain level of cleanliness and service when they walk stay in an establishment and this can help to build a good reputation for the organisation. Housekeeping is not just cleanliness, it includes keeping public and guest areas neat and orderly, maintaining the safety and security of guests, visitors and employees. Effective housekeeping can help control or eliminate hazards.

The aim of this unit is to enable learners to develop the knowledge about maintaining accommodation services by completing housekeeping tasks, monitoring and maintaining cleanliness and tidiness in guest rooms and public spaces. The unit also explores the importance of ensuring own safety when carrying out duties

Learners will also gain the knowledge of the procedures to follow when maintaining, preparing and servicing guest rooms and public spaces and how to maintain a linen service

---

### Learning outcome

The learner will:

1. Understand housekeeping systems and processes

### Assessment criteria

The learner can:

- 1.1 Explain the **duties** of housekeeping

#### Duties

- Servicing guest rooms
- Servicing public areas
- Linen service
- Laundry service
- Uniform issue
- Dry cleaning service
- Disposal of waste
- Recycling

- 1.2 State the **departments** that may support housekeeping services

#### Departments

- Reception

- Maintenance
- Security
- Concierge

1.3 Describe **areas** requiring housekeeping services

**Areas**

- Guest rooms (single, double, twin, family, suite, bungalows)
- Public areas (corridors, reception area, lobby/foyer, lounge, bar, offices, toilets)

1.4 Explain different **levels** of cleaning

**Levels**

- Routine
- Periodic
- Deep clean
- Ad-hoc

1.5 Describe the **allocation** of guest rooms and public spaces to staff

**Allocation**

- Arrival list
- Departure list
- Extended stay list
- Staff rotas
- Ad-hoc requirements

1.6 Describe how to maintain **security procedures** to protect guests and property

**Security procedures**

- Restrict access
- Room security
- Report suspicious packages
- Report unauthorised visitors

1.7 Describe **procedures** for handling guests' lost property

**Procedures**

- Receive notification from guest
- Report
- Record
- Investigate
- Respond

1.8 Explain **health and safety requirements** within accommodation services

**Health and safety requirements**

- Organisational procedures
- Legislation
- Regulations
- Safe use of chemicals
- Safe storage of chemicals
- Hygiene procedures
- Manual handling

1.9 Explain the procedures for maintaining **different surfaces**

**Different surfaces**

- Semi hard floors

- Hard floors
- Soft floors
- Furnishings
- Glass/mirrors

1.10 Describe how **technology** is used in accommodation services

**Technology**

- Keyless entry
  - Handheld devices for room availability and checklists
  - Auto stock requirements for mini bar
- 

**Learning outcome**

The learner will:

2. Know how to maintain a linen service

**Assessment criteria**

The learner can:

2.1 Identify **linen items** used in guest rooms

**Linen items**

- Furnishings
- Bedroom
- Bathroom

2.2 Identify **linen items** used in public areas

**Linen items**

- Furnishings
- Tableware
- Coverings

2.3 Describe the **characteristics** of linen items

**Characteristics**

- Fibres
- Textures
- Finishes
- Colours
- Decoration
- Sizes
- Fire retardant

2.4 Discuss the **different types** of laundering and dry-cleaning services

**Different types**

- On-premises
  - Commercial
  - Hire
  - Combined options
-

## 2.5 Describe how to **control** linen supplies

### **Control**

- Requisition system
- Set stock limits
- Re-stocking
- Exchange clean for dirty

## 2.6 Describe **storage conditions** for linen

### **Storage conditions**

- Dry
- Clean
- Well ventilated
- Away from odours
- Comply with health and safety requirements

---

## Learning outcome

The learner will:

3. Know how to prepare to service guest rooms and public areas

## Assessment criteria

The learner can:

3.1 Explain the **procedures** required to prepare for servicing guest rooms and public areas

### **Procedures**

- Collect departures list
- Review cleaning schedule
- Stock supplies trolley
- Ensure room and public spaces are vacant
- Timings for cleaning
- Record keeping

3.2 Identify **equipment** required for servicing guest rooms and public areas

### **Equipment**

- Vacuum cleaners
- Duster
- Mop
- Bucket
- Brush
- Dustpan
- Colour-coded cloths
- Warning signs
- Floor scrubber/polisher

3.3 Identify **materials** required for servicing guest rooms and public areas

### **Materials**

- Cleaning agents

- Linen
- Guests consumables
- Mini bar
- Rubbish bags

### 3.4 Describe **types** of cleaning agents

#### **Types**

- Multi-surface cleaner
- Toilet cleaner
- Glass cleaner
- Air freshener
- Polish
- Sanitiser
- Carpet shampoo
- Floor maintainer
- Floor stripper
- Degreaser
- Descaler

### 3.5 Describe **health and safety** requirements for servicing guest rooms and public areas

#### **Health and safety**

- Risk assessments
- Safe storage of chemicals
- Safe use of chemicals
- Hygiene procedures
- Manual handling
- Personal protective equipment
- Signage

### **Learning outcome**

The learner will:

4. Know how to service guest rooms and public areas

### **Assessment criteria**

The learner can:

4.1 Describe how to **assist** with guest queries and problems

#### **Assist**

- Remain professional
- Identify query
- Identify problem
- Follow organisation procedures
- Provide information
- Provide assistance
- Liaise with reception/supervisor
- Meet and exceed guest expectations

#### 4.2 Outline the **procedures** for servicing guest rooms

##### **Procedures**

- Follow checklists – order of cleaning
- Check occupancy
- Check for damage
- Report issues
- Remove waste and recycling
- Remove dirty linen
- Change bed linen
- Clean bedroom
- Clean living area, if applicable
- Clean bathroom
- Collect laundry / dry cleaning
- Replace guest consumables
- Add brand extras

#### 4.3 Outline the **procedures** for servicing public areas

##### **Procedures**

- Follow checklists – order of cleaning
- Check occupancy
- Check for damage
- Display warning signs
- Report issues
- Remove waste and recycling
- Remove dirty linen
- Change linen
- Clean corridors
- Clean conference area
- Clean toilets/restroom
- Clean reception area
- Replace guest consumables
- Add brand extras

#### 4.4 Describe the cleaning procedures for servicing different **components** of guest rooms

##### **Components**

- Floors
- Walls
- Mirrors
- Bath
- Shower
- Sink
- Toilet
- Appliances
- Soft furnishing
- Furniture
- Fixtures
- Doors
- Windows
- Ceilings

4.5 Describe the cleaning procedures for cleaning different **components** of public areas

**Components**

- Floors
- Walls
- Mirrors
- Sink
- Toilet
- Appliances
- Soft furnishing
- Furniture
- Fixtures
- Doors
- Windows
- Ceilings

4.6 Describe procedures for dealing with **waste**

**Waste**

- General waste
- Recycling
- Soiled items
- Hazardous items

4.7 Describe the **importance** of reporting issues within guest rooms and public areas

**Importance**

- Repaired quickly
- Avoid further damage
- Avoid potential loss of items
- Avoid guest complaints
- Maintain service levels
- Health and safety issues

4.8 Describe the **quality checks** to be undertaken

**Quality checks**

- Brand standards applied
- Waste removed
- Smear free
- Dust free
- Guests consumables replaced
- Linen replaced
- Room/area is adequately ventilated
- Fixtures work

## Unit 226

## Prepare to service guest rooms and public areas

### Unit aim:

First impressions play an important part in the overall guest experience; guests will expect a certain level of cleanliness and service when they walk and stay in an establishment and this can help to build a good reputation for the organisation. Housekeeping is not just cleanliness, it includes keeping public and guest areas neat and orderly, maintaining the safety and security of guests, visitors and employees. Effective housekeeping can help control or eliminate hazards.

The aim of this unit is to enable learners to develop the skills in preparing to undertake the servicing of guest rooms and public areas. The unit also explores the equipment and materials required to undertake their duties. Learners will also gain the skills of the operating a linen service.

---

### Learning outcome

The learner will:

1. Prepare to operate a linen service

### Assessment criteria

The learner can:

- 1.1 **Collect** linen supplies from storage areas

#### Collect

- Complete paperwork
- Types of linen
- Correct numbers
- Discrepancies

- 1.2. Follow **stock rotation** procedures when storing unused linen items

#### Stock rotation

- First in
- First out
- Bottom up

- 1.3 Undertake linen **quality checks**

#### Quality checks

- Quality
- Quantity

#### 1.4 Report linen **issues** to supervisor

##### **Issues**

- Damaged item
- Missing items

---

#### Learning outcome

The learner will:

2. Prepare to service guest rooms and public areas

#### Assessment criteria

The learner can:

##### 2.1 Review daily housekeeping **requirements**

###### **Requirements**

- Collect room departures list
- Review public room requirements
- Review cleaning schedule

##### 2.2 Select **equipment** required for servicing guest rooms and public areas

###### **Equipment**

- Trolley
- Vacuum cleaners
- Duster
- Mop
- Bucket
- Brush
- Dustpan
- Colour-coded cloths
- Warning signs
- Floor scrubber/polisher

##### 2.3 Collect **materials** required for servicing guest rooms

###### **Materials**

- Cleaning materials
- Linen
- Guests consumables
- Mini bar
- Bin liners

##### 2.4 Collect **materials** required for servicing public areas

###### **Materials**

- Cleaning materials
- Linen
- Guests consumables
- Bin liners

2.5 Ensure all activities are carried out in line with the requirements of **health and safety**

**Health and safety**

- Risk assessments
- Safe storage of chemicals
- Safe use of chemicals
- Hygiene procedures
- Manual handling

## Unit 227

## Service guest rooms and public areas

### Unit aim:

First impressions play an important part in the overall guest experience; guests will expect a certain level of cleanliness and service when they walk and stay in an establishment and this can help to build a good reputation for the organisation. Housekeeping is not just cleanliness, it includes keeping public and guest areas neat and orderly, maintaining the safety and security of guests, visitors and employees. Effective housekeeping can help control or eliminate hazards.

The aim of this unit is to enable learners to develop the skills in the servicing of guest rooms and public areas. The unit also explores the equipment and materials required to undertake their duties. Learners will also gain the skills of ensuring all areas are cleaned to the organisation standards.

---

### Learning outcome

The learner will:

1. Be able to provide guest service

### Assessment criteria

The learner can:

- 1.1 Greet **guests** promptly and politely

#### Guests

- New
- Existing
- Potential

- 1.2 Identify guests' **needs**

#### Needs

- Information
- Assistance
- Special requirements
- Liaison with reception

- 1.3 Provide the appropriate **service**

#### Service

- Dealing with complaints
- Dealing with emergencies
- Dealing with incidents
- Providing additional linen services

- Providing information

1.4 Report guest complaints

1.5 Demonstrate discretion and sensitivity

---

### Learning outcome

The learner will:

2. Service guest rooms

### Assessment criteria

The learner can:

2.1 Undertake **handover** of room

#### Handover

- Notification of availability to service
- Check room occupancy
- Undertake a visual risk assessment of room
- Report any left luggage / property
- Check for damage and loss
- Report any damage and loss

2.2 Use **equipment** for servicing guest rooms

#### Equipment

- Trolley
- Vacuum cleaners
- Duster
- Mop
- Bucket
- Brush
- Dustpan
- Colour-coded cloths
- Warning signs
- Floor Scrubber/polisher

2.3 Use **materials** for servicing guest rooms

#### Materials

- Cleaning materials
- Linen
- Guest consumables
- Mini bar
- Bin liners

2.4 **Prepare** bedroom and bathroom in readiness for servicing

#### Prepare

---

- Safe disposal of waste
- Safe recycling of waste
- Remove bathroom linen
- Remove bedroom linen
- Remove room service equipment
- Customer laundry and dry-cleaning

## 2.5 Maintain **bedrooms and living areas**

### **Bedrooms and living areas**

- Strip beds
- Make beds
- Clean floors
- Tidy room
- Clean walls
- Clean furniture
- Clean soft furnishings
- Clean appliances
- Replace guest consumables
- Replace missing/damaged items

## 2.6 Maintain **bathrooms**

### **Bathroom**

- Clean bathroom
- Replace bathroom linen
- Replace guest consumables
- Replace missing/damaged items

## 2.7 Complete end of service **activities**

### **Activities**

- Secure guest rooms
- Complete cleaning schedule
- Notify supervisor/reception

## Learning outcome

The learner will:

### 3. Service public areas

## Assessment criteria

The learner can:

### 3.1 Undertake **handover** of public areas

#### **Handover**

- Notification of availability to service
- Check room occupancy
- Check public area
- Report any left luggage / property

- Undertake a visual risk assessment
- Check for damage and loss
- Report any damage and loss

### 3.2 Use **equipment** for servicing public areas

#### **Equipment**

- Trolley
- Vacuum cleaners
- Duster
- Mop
- Bucket
- Brush
- Dustpan
- Colour-coded cloths
- Warning signs
- Floor scrubber/polisher

### 3.3 Use **materials** for servicing public areas

#### **Materials**

- Cleaning materials
- Linen
- Guest consumables
- Bin liners

### 3.4 **Prepare** public areas in readiness for services

#### **Prepare**

- Safe disposal of waste
- Safe recycling of waste
- Remove linen
- Place warning signage

### 3.5 Maintain **reception area**

#### **Reception area**

- Clean floors
- Clean walls
- Clean furniture
- Clean soft furnishings
- Clean appliances
- Tidy area
- Replace guest consumables
- Replace missing/damaged items

### 3.6 Maintain **toilets/restroom**

#### **Toilets/restroom**

- Clean toilets/restroom
- Replace toilets/restroom linen
- Replace guest consumables
- Replace missing/damaged items

### 3.7 Maintain **corridors and stairwells**

#### **Corridors and stairwells**

- Clean floors
- Clean walls
- Clean furniture
- Clean soft furnishings
- Replace missing/damaged items

### 3.8 Maintain **conference/banquet areas**

#### **Conference/banquet areas**

- Clean floors
- Clean walls
- Clean furniture
- Clean soft furnishings
- Replace guest consumables
- Replace missing/damaged items

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#### Unit guidance

AC 2.5, 2.6 - Guest consumables refers to items such as toiletries, branded stationery, tea/coffee

AC 3.1 - Public areas refers to corridors, stairwells, conference/banquet, toilets/restrooms, reception area

AC 3.3 - Material refers to linen items that may be used in conference/banquet areas

AC 3.5, 3.6, 3.8 - Guest consumables refers to items such as newspapers, branded stationery

## Appendix 1

## Mapping of 8064 IVQ to 8068 IVQ

The following table shows how the content unit of the new 8064-04 Level 2 Diploma in Housekeeping Services maps against the content of units in 8068-02 Level 2 Diploma in Accommodation Services.

Note that previous experience or qualification gained may reduce the amount of learning hours required. However, all the assessments **must** be completed successfully in order to achieve this qualification.

Unit no	Unit name	Mapping information
201	Understand the hospitality industry	201 Introduction to the hospitality and catering industry - LO1
202	Understand business success	202 Safety at work 219 Catering operations, costs and menu planning LO3 201 Introduction to the hospitality and catering industry-LO2 <i>8065-202 is Health and Safety only. 8064 unit includes other legislation, costs, technology</i>
203	Provide guest service	204 Customer service in hospitality and catering industry - LO1 103 Customer service in hospitality and catering industry - LO1 <i>8064-203 is only theory - LO1 practical covered in 222</i>
204	Awareness of sustainability in the hospitality industry	<i>New content</i>
205	Professional workplace standards	201 Introduction to the hospitality and catering industry - LO1, LO2
206	Understand own role in self development	<i>New content</i>
225	Principles of housekeeping services	209 Book accommodation for guests 204 Customer service in hospitality and catering industry <i>8064 unit includes all theory aspects of housekeeping with refreshed content</i>
226	Prepare to service guest rooms and public areas	210 Book accommodation for guests 204 Customer service in hospitality and catering industry <i>Updated and refreshed content</i>
227	Service guest rooms and public areas	211 Book accommodation for guests 204 Customer service in hospitality and catering industry 206 Customer service skills in accommodation services <i>Updated content - includes public areas</i>

## Appendix 2

## Sources of general information

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

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

Specifically, the document includes sections on:

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

*Our Quality Assurance Requirements* encompasses all of the relevant requirements of key regulatory documents and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Appendix 3

## Useful contacts

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**UK learners**

General qualification information

**E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)**

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**International learners**

General qualification information

**E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)**

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**Centres**

Exam entries, Certificates,  
Registrations/enrolment, Invoices, Missing or  
late exam materials, Nominal roll reports,  
Results

**E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)**

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**Single subject qualifications**

Exam entries, Results, Certification, Missing  
or late exam materials, Incorrect exam  
papers, Forms request (BB, results entry),  
Exam date and time change

**E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)**

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**International awards**

Results, Entries, Enrolments, Invoices, Missing  
or late exam materials, Nominal roll reports

**E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)**

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**Walled Garden**

Re-issue of password or username, Technical  
problems, Entries, Results, e-assessment,  
Navigation, User/menu option, Problems

**E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)**

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## About City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

## City & Guilds Group

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

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