QUALIFICATION HANDBOOK

Level 2 Diploma in Reception Services

8067-02

Qualification Handbook

September 2017 Version 2.3

City&
Guilds

Qualification at a glance

Subject area	Reception and Front Office
City & Guilds number	8067
Age group approved	16+
Assessment	Practical assignments and synoptic test
Fast track	Available
Support materials	Centre Handbook, Candidate Logbook and Smartscreen
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Level and title	GLH	TQT	City & Guilds number	Qualification accreditation number
Level 2 Diploma in Reception Services	250	300	8067-02	600/4872/4

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (July 2013)	Centre guidance	Units
2.3 (September 2017)	Added GLH and TQT details	Qualification at a glance and Introduction

Contents

1   Introduction

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

Area	Description
Who is the qualification for?	The Level 2 Diploma in Reception Services is for candidates who wish to work in the hospitality industry and already have knowledge of the basic principles of the work involved in a reception services department, or who can demonstrate commitment and enthusiasm to work and study in order to supplement their existing knowledge. They will wish to progress as a qualified receptionist. Candidates are required to perform and complete practical assessments and demonstrate knowledge through assessment.
What does the qualification cover?	The qualification covers reception skills, safety at work, customer service in the hospitality and catering industry, booking accommodation for guest, handling cash and guest accounts, arrival and departure services, promoting products and services to guests.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a receptionist, or to the following City & Guilds qualifications: - City & Guilds Level 3 Advanced Diploma in Reception and Front Office Services - City and Guilds Certificate in Hospitality and Catering Principles 7091-03

2   Structure

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

Level 2 Diploma in Reception Operation Services				
City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
202	A/502/2324	Safety at work	60	40
204	K/503/7577	Customer service in the hospitality and catering industry	45	35
206	M/503/7824	Book accommodation for guests	45	30
207	T/503/7825	Handling cash and guest accounts	50	35
208	A/503/7826	Arrival and departure services	60	40
209	F/503/7827	Promote products and services to guests	40	30
210	J/503/7828	Reception office skills	60	45
211	Assessment	Reception Services Principles II	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 Diploma in Reception Services	250	300

3   Centre requirements

Approval

If your Centre is approved to offer the qualification:

- (7067-32) Level 2 IVQ Diploma in Reception Operations and Services (500/5824/1)

you can apply for approval for the new

- (8067-02) Level 2 Diploma in Reception Services

using the fast track approval form, available from the City & Guilds website.

Centres should use the Fast Track Form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the Fast Track Form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer this qualification, 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 qualification before designing a course programme.

Resource requirements

Resources

This qualification is aimed at candidates who will be entering the industry and so it is important that they gain their experience in a professional setting. They should use appropriate equipment.

When being assessed candidates will need to have sufficient space to work efficiently and in a safe manner.

As a minimum, it is expected that centres seeking approval for this qualification have access to a well-equipped office style area including:

- communication tools for example, email, phone, pager, memos, fax, 2 way radio

- general office equipment including computers, copiers, fax machines
- office stationery
- exemplar hotel stationery, for example, lost property book, luggage receipts, invoices and receipts
- suitable and secure storage facilities
- small and large office equipment- it is recommended that centres review the range of equipment requirements against each unit within this qualification as it may be necessary to purchase additional equipment in order to offer the qualification.
- Variety of payment and cash handling processes and systems
- Health, Safety and Security equipment to include PPE if required, legal signage and fire safety
- a range of customers with a variety of specific requirements

Centres should be able to maintain paper system stock levels to allow all candidates to complete realistic activities.

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

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered

- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

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

Age restrictions

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

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 qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- 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, 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 this qualification:

Description	How to access
Candidate logbook	**Website www.cityandguilds.com**
Assessment Pack	**Website www.cityandguilds.com**
SmartScreen	**www.smartscreen.co.uk**

5 Assessment

Assessment of the qualification

Level 2 Diploma in Reception Services	
Practical assignments	**Externally set question papers**
Learners are required to successfully complete practical assignments to be assessed in centre. The Assessment Pack which includes specific guidance, information and instructions can be located at **www.cityandguilds.com**	To achieve the qualification, candidates are required to be successful in the following examination: • Reception Services Principles 2. Please refer to the International Directory on the Walled Garden for dates and times of each examination. Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.

6   Units

Structure of units

These units each have the following:
- City & Guilds reference number
- title
- Unit Accreditation Number (UAN)
- level
- notional learning hours
- guided learning hours
- 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 202　　　　Safety at work

UAN:	A/502/2324
Level:	Level 2
Notional learning hours:	60
Guided learning hours:	40
Aim:	This unit covers common hazards and risks and the ways to control and minimise them. The concept of a hazard and its associated risk is introduced and learners then progress to identifying common hazards and associated risks and the steps involved in the risk assessment process. The unit outlines procedures to be followed in the event of accidents and emergencies and highlights the importance of reporting and recording procedures. Learners should be aware of the functions of personal protective equipment (PPE) and the types of safety signs. Students are expected to apply these safety procedures in completing this qualification.

Learning outcome
The learner will:
1   Know how to identify and control hazards in the workplace
Assessment criteria
The learner can:
1.1   list **causes** of slips, trips and falls in the workplace
1.2   state the steps to **minimise the risk** of slips, trips and falls
1.3   identify the **main injuries from manual handling**
1.4   state the **ways to reduce the risk of injury** from lifting, carrying and handling
1.5   identify the **correct lifting procedure**
1.6   identify **ways machinery/equipment can cause injuries**
1.7   list **control measures** to avoid accidents from machinery/equipment
1.8   state **types of hazardous substances** found in the workplace
1.9   list **control methods** for hazardous substances to prevent exposure and for protection of employees

1.10 indicate the main **causes of fire and explosions**

1.11 state the ways in which **elements of the fire triangle** can be used to extinguish a fire

1.12 identify **dangers associated with electricity**

1.13 identify the **measures to prevent electricity dangers**

1.14 state **methods** to deal with electrical dangers

1.15 state the **functions of PPE (personal protective equipment)**

1.16 explain the purpose of **safety signs**

1.17 identify different types of **fire fighting equipment**.

Range

Causes

Poor design/structure of building, poor signage, bad housekeeping standards, poor lighting or ventilation, dangerous working practices, distraction and lack of attention, working too quickly, ignoring rules, not wearing the correct personal protective equipment (PPE), physical/mental state.

Minimise the risk

Improved and safe design of building, correct and clear/visible signage, good housekeeping standard, well lit and ventilated working areas, training staff in routine work practices, reporting procedures, strict enforcement of rules, correct use of PPE at all times, in a physical/mental state ready for work.

Main injuries from manual handling

Back/spinal injuries, muscular injuries, fractures, sprains, cuts and bruises.

Ways to reduce the risk of injury

Assess the task (eg distance, weight, temperature), follow the correct procedure (minimise the distance, correct number of people, correct lifting/carrying equipment), reduce the load, if possible use correct PPE, check the environment is safe (eg flooring, lighting and temperature, free from obstructions), adequate training in correct handling techniques.

Correct lifting procedure

Planning and preparation (plan the lift and route, assess the weight, size and temperature of load), lift (correct posture, hold object close to body), move load (hold close, clear visibility and proceed carefully), lower load (check positioning).

Ways equipment can cause injuries

Entanglement/entrapment, impact (eg from falling equipment), contact, ejection, faulty equipment, inappropriate use of equipment.

Control measures

Training in the use of equipment, PPE, safe working procedures, report faults.

Types of hazardous substances

Cleaning chemicals, cooking liquids, gases, gels and spirits.

Control methods

Training in the use of hazardous substances, personal protective equipment (PPE), safe working procedures, distribution of dangerous substances eg chemicals.

Main causes of fire and explosions

Electricity, electrical fault, gas leak, build up of gas, smoking, hot liquid/substances, tools or equipment with a naked flame.

Elements of the fire triangle

Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).

Dangers associated with electricity

Electric shock, burns, fire, death.

Measures to prevent electricity dangers

Testing and maintenance of electrical equipment, use of qualified electricians, check cables and flex, use of correct fuses, circuit breakers, do not use faulty equipment.

Methods

Raise the alarm, switch off power, if possible, call for help (first aid, emergency services), follow legal requirements.

The functions of Personal Protective Equipment (PPE)

Protect the individual and control health hazards (eg gloves to protect hands or goggles when using hazardous substances).

Safety signs

Prohibition signs, fire fighting signs, mandatory signs, warning signs, hazard warning signs, safe signs.

Fire fighting equipment

Fire extinguishers, sand buckets, fire blankets.

Learning outcome
The learner will:
2   Understand risk assessment in the workplace

Assessment criteria
The learner can:
2.1   define the term **hazard**
2.2   define the term **risk**
2.3   list the **steps** in the risk assessment process
2.4   identify the **benefits** of risk assessment
2.5   state the **control measures** for reducing risk
2.6   state the **reasons** for reporting accidents
2.7   outline the **information** to be recorded in the accident book.

Range
Hazard
Anything having potential to cause harm.
Risk
Likelihood of hazard causing actual harm.
Steps
Identify all hazards, identify who is at risk, evaluate risks, implement control measures, record the assessment, review of steps.
Benefits
Thorough evaluation of all significant hazards which prevent accidents and ill health, prioritise action which improves operational efficiency and financial savings, confidence in health and safety measures, legal compliance.
Control measures
Remove or eliminate hazards, separate or isolate worker from hazards, develop and use safe systems of work, training, instruction and supervision of workers, provide personal protection to minimise risk.
Reasons
Investigation to assess risks, analysis to determine the reasons, prevention to reduce risks.
Information
Date, time, name, brief description of accident, witnesses, action taken by whom, result.

Learning outcome
The learner will:
3   Understand how to maintain a healthy and safe workplace

Assessment criteria
The learner can:
3.1   identify the **features** in the **working areas** which will affect safe working practices
3.2   define **incident reporting**
3.3   outline the recording and control **procedures to be followed** when an accident occurs
3.4   state the methods of reporting an **emergency** situation
3.5   describe the **emergency procedure** to be followed in the event of a serious accident or incident.

Range

Features
Design, layout, space and workflow, structure (floors, stairs, doors and windows), services (ventilation, heating, air-conditioning, lighting), maintenance and housekeeping.
Working areas
Kitchen, restaurant, bar, stores, surrounding areas.
Incident reporting
Reporting of verbal abuse, threats, assault, anything that could lead to a serious hazardous situation.
Procedure to be followed
The incident should be recorded, investigated, risk-assessed, control measures introduced, reviewed.
Emergency
Accident/incident that could result in serious injury or even death, fire, explosion.
Emergency procedure
Move the casualty from danger zone (if possible), seek help from competent first aider, contact emergency services, seek medical assistance urgently.

Unit 204   Customer service in the hospitality and catering industry

UAN:	K/503/7577
Level:	Level 2
Notional learning hours:	45
Guided learning hours:	35
Aim:	The aim of the unit is to enable learners to deal effectively with customers using a range of techniques in a variety of situations in hospitality.

Learning outcome
The learner will:
1   Understand how to provide customer service
Assessment criteria
The learner can:
1.1   explain the **importance** of good product knowledge
1.2   explain the **importance** of using the correct form of **communication**
1.3   explain the **importance of organisational procedures** for customer service
1.4   identify the benefits of **excellent customer service**
1.5   explain the **importance of personal presentation** within the hospitality industry
1.6   identify what is meant by **customer needs** and expectations
1.7   describe the **factors** that influence the customers' choice of products and services
1.8   explain the **importance of dealing with complaints** in a positive manner
1.9   explain the **importance of a complaint handling procedures.**
1.10   explain potential **constraints** when dealing with complaints
1.11   describe types of customer feedback **evaluation methods.**

Range

Importance

To sell the product, to assist customers in their choice, aid efficiency, promotes the organisation.

Communication

Face to face, in writing, over the telephone, non verbal (body language posture, personal presentation), in emails, effective listening skills.

Importance of organisational procedures

Sets a standard, enables training, efficient approach, help to recover difficult situations, support the team.

Excellent customer service

Meeting and exceeding customer expectations, knowledge of products and services, special attention to detail, friendly, polite, anticipates customer needs, positive attitude, behaviour.

Importance of personal presentation

Good first impression, demonstrates positive attitude, provides professional image of self and organisation, promotes confidence.

Customer needs

Information, assistance, value for money, special requirements, dietary requirements.

Factors

Price, value for money, reputation, brand, past experiences, recommendations.

Importance of dealing with complaints

Retain customer, to avoid future problems, maintain reputation.

Importance of a complaint handling procedure

Provides a structured approach, developed to help retain the customer, helps prevent complaint escalating.

Constraints

Time, money, balancing the needs of the customer and expectations of the business, unavailability of products or services (no rooms, opening times of restaurant), level of responsibility.

Evaluation methods

Customer questionnaires, oral feedback, letters, emails, telephone calls, comments on websites.

Learning outcome
The learner will:
2   Be able to provide customer service
Assessment criteria
The learner can:
2.1   greet **customers** promptly and politely
2.2   identify **customer needs** and provide the appropriate service
2.3   respond to customer **incidents**
2.4   manage customer **complaints**.

Range
Customers
Internal customer, external customers, new customers, existing customers, potential customers.
Customer needs
Information, assistance, value for money, special requirements, dietary requirements.
Incidents
Difficult customers, intoxicated customers, communication difficulties (language barriers).
Complaints
Service: slow, inadequate, rushed, rude staff.
Products: prices, goods not meeting expectations.

Unit 206   Book accommodation for guests

UAN:	M/503/7824
Level:	Level 2
Notional learning hours:	45
Guided learning hours:	30
Aim:	The aim of the unit is to equip the learner with the skills and knowledge to take booking enquiries and convert them into bookings for guests, recording guest information, responding to guests needs and providing accurate information when required.

Learning outcome
The learner will:
1   Understand how to take bookings for guests
Assessment criteria
The learner can:
1.1   describe different **tariff types**
1.2   describe **sources** of reservations
1.3   identify **methods of booking accommodation**
1.4   identify **methods of maximising occupancy**
1.5   explain the **role** of the receptionist in booking accommodation for guests
1.6   identify **information** required to book accommodation
1.7   describe the **impact** of recording inaccurate information
1.8   describe how to **respond** to booking problems
1.9   identify **reasons** for recording guest history.

Range
Tariff types
Room only, bed and breakfast, half board, full board, conference, group rate, all inclusive, day delegates, long lets, special packages.
Sources
Tour operator, travel agent, individual, business, conference, airlines, central reservations office (CRO).
Methods of booking accommodation
Telephone, internet, email, letter, fax, in person.

Methods of maximising occupancy

Release provisional, 1800 release, confirm by letter, fax, email, deposit, prepay, guarantee.

Role

Answer queries, provide information, record, confirm, amend, cancel bookings, take deposits, control levels of reservations by using close-outs / pre-agreed figures to maximise occupancy, special requests, requests for credit settlement, in-house sales, offer alternatives when appropriate.

Information

Arrival and departure dates, room type, tariff type, name, contact details, company, special requests, payment details, release or guarantee.

Impact

Overbooking, underbooking, dissatisfied guests, staff confusion, loss of business.

Respond

Investigate original booking, check against arrival list and correspondence, offer alternative (if no trace), book-out if no room available, upgrade, complimentary products, apologise.

Reasons

Questionnaires, sales, promotional offers, special events.

Learning outcome
The learner will:
2   Be able to take guest bookings

Assessment criteria
The learner can:
2.1   offer guests **products and services**
2.2   take bookings for accommodation
2.3   provide **alternatives** if booking requests are not available
2.4   answer queries from **guests**
2.5   record information onto the booking system.

Range

Products and services

Hotel rooms, tariff types, spa, leisure facilities, conferences, functions, restaurants, special requests.

Alternatives

Different dates, room facilities, prices, package deals, product features.

Guests

New, existing, potential, local, international, business leisure, those with disabilities, individuals, families, groups.

Unit 207 Handling cash and guest accounts

UAN:	T/503/7825
Level:	Level 2
Notional learning hours:	50
Guided learning hours:	35
Aim:	The aim of this unit is to equip the learner with the skills and knowledge to handle cash in a hotel reception and to produce guest accounts. Learners will use information from these accounts to provide basic statistics

Learning outcome
The learner will:
1   Understand the main principles of cash handling
Assessment criteria
The learner can:
1.1   identify **methods** for keeping cash secure in the front office
1.2   describe how to issue **cash floats**
1.3   describe **transactions** handled by the receptionist
1.4   explain the **procedure** for controlling petty cash.

Range
Methods
Floats counted at each handover, limited access to office and float/safe, regular float checks, transit to be varied at irregular times/may be collected/ accompanied.
Issue cash floats
Forecast cash flow according to volume and type of business, ensure adequate change, count out to recipient, obtain signature prior to issue.
Transactions
Pre-payment, deposits, refunds, encashment of traveller cheques, foreign exchange, petty cash, visitor paid-outs (VPOs).
Procedure
Voucher completed for purchase of incidental items, authorised, recorded in petty cash book, reimbursed to float.

Learning outcome
The learner will:
2   Know the process for producing guest accounts
Assessment criteria
The learner can:
2.1   describe the **procedure** for opening and closing guest accounts
2.2   identify **methods** for transferring charges from internal departments
2.3   describe **statistics** to be compiled by receptionist.

Range
Procedure
Opening: record name, room number, reservation number, date of arrival, date of departure, room rate, method of payment, check credit limit of card and hotel, company/travel agent if ledger transfer.
Closing: check brought forward, accommodation posted, late charges calculated, total bill to produce carried forward, present to guest to check for accuracy, process selected payment type, issue receipt, copy to guest, confirm guest satisfaction, offer repeat bookings.
Methods
Manually, through electronic point of sale (EPOS) system.
Statistics
Occupancy, average spend per guest and per room, departmental revenue.

Learning outcome
The learner will:
3   Be able to handle cash and guest accounts
Assessment criteria
The learner can:
3.1   issue **cash floats**
3.2   handle cash transactions
3.3   control petty cash
3.4   open and close guest accounts
3.5   produce **statistics**.

Range
Cash floats
Ensure adequate change, count out to recipient, obtain signature prior to issue.
Statistics
Occupancy, average spend per guest and per room, departmental revenue.

Unit 208　　　　Arrival and departure services

UAN:	A/503/7826
Level:	Level 2
Notional learning hours:	60
Guided learning hours:	40
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to deal with guests on their arrival and departure.

Learning outcome
The learner will:
1　Know how to provide guest arrival and departure services
Assessment criteria
The learner can:
1.1　describe the **purpose** of greeting and welcoming arriving guests
1.2　state the **registration information** which should be recorded on arrival of guests
1.3　describe the **additional information** to be recorded for groups
1.4　state **departments** to be informed of arrivals and departures
1.5　describe **procedures** for handling early arrivals and late departures
1.6　state how to **respond** to non-arrivals
1.7　explain why guest **accounts** must be regularly updated
1.8　describe **additional charges** to guest accounts
1.9　describe methods for reconciling account disputes
1.10　describe different **methods of settling accounts**.

Range
Purpose
Information, identification of needs, first impressions, allocation of rooms.
Registration Information
Cross-check against reservation, date of arrival, guest's name and address (passport number), how many guests are in each room, room type, room number, rate quoted, departure date, comments (any special request made by guest or management), billing arrangements, keys and key-cards, pre-payment or deposit (from chance guests).
Additional information
Identification of the courier, rooming list, pre-allocations, late cancellations, key cards in advance, method of payment, open extras bills.
Departments

Housekeeping, concierge, food and beverage, leisure facilities.

Procedures
Room availability, additional charges when appropriate, additional meal arrangement, luggage storage, bathroom facilities.

Respond
Investigate, charge guaranteed reservations, release bookings.

Accounts
Early charges, mini-bar.

Additional charges
Visitors paid outs (VPOs) for transfers, theatre, flowers, excursions, late checkout, early check-in, mini-bar, laundry and dry cleaning, food and beverages.

Methods of settling accounts
Cash, credit and debit cards, cheques, account, foreign exchange, vouchers, ledger transfers, traveller cheques, pre-paid deposits.

Learning outcome

The learner will:

2   Be able to provide guest arrival and departure services

Assessment criteria

The learner can:
- 2.1   respond positively to arriving and departing guests
- 2.2   review daily arrivals and departures lists
- 2.3   allocate rooms to suit **requirements**
- 2.4   distribute arrivals and departures list to required **departments**
- 2.5   retrieve and confirm guest bookings prior to registration
- 2.6   register guests
- 2.7   record any **additional charges** against guests account
- 2.8   rectify account disputes
- 2.9   process settlement of guest accounts.

Range

Requirements
Guest: Type of room (double, single, suites), length of stay, special requirements.
Business: Busy periods, quiet periods, over booked (re-allocate to other establishments).

Departments
Housekeeping, concierge, food and beverage, leisure facilities.

Additional charges
Visitors paid outs (VPOs) for transfers, theatre, flowers, excursions, late

checkout, early check-in, mini-bar, laundry and dry cleaning, food and beverages.

Unit 209   Promote products and services to guests

UAN:	F/503/7827
Level:	Level 2
Notional learning hours:	40
Guided learning hours:	30
Aim:	The aim of this unit is to enable the learner to develop the knowledge, understanding and skills to promote products and services to guests. Learners will learn the importance to the organisation and guests of promoting products and services.

Learning outcome
The learner will:
1   Know how to promote products and services to guests
Assessment criteria
The learner can:
1.1   explain the **importance** of sales to the business
1.2   state why it is important to demonstrate **product knowledge** when selling products and services
1.3   describe the **role** of the receptionist in promoting products and services
1.4   identify **sales techniques**
1.5   describe **factors** that influence guest choice
1.6   describe **methods** for promoting products and services
1.7   describe the **skills and attributes** used when selling products and services to guests
1.8   explain how to **establish a rapport** with guests
1.9   identify **relevant paperwork**.

Range
Importance
To increase revenue by maximising occupancy, to enhance the guest experience, to benefit the team (motivations, incentives), to improve the reputation of the establishment, allows the business to develop, offering enhanced provision.
Product knowledge
Accommodation, food and drink, service, ancillary facilities.

Role

Upselling accommodation, selling additional products and facilities (spa, leisure, restaurant), tours, transfers, future bookings, repeat bookings.

Sales techniques

Opening, developing, closing, up-selling.

Factors

Unique selling points (USP): cost, location, value for money, facilities, brand, reputation, recommendation, reviews, service.

Methods

Merchandise display, brochures, posters, lift displays, audio visuals, recorded messages, dedicated sales staff, concession area.

Skills and attributes

In depth product knowledge, knowing what services are available, matching services to guest needs, body language, verbal communication, appearance.

Establish a rapport

Professional attitude (smart, clean appearance and good posture), active listening, good communication skills, listening skills, empathy, positive body language, humour.

Relevant paperwork

Booking information, charges.

Learning outcome
The learner will:
2   Be able to promote products and services to guests
Assessment criteria
The learner can:
2.1   demonstrate product knowledge when selling products and services
2.2   promote products and services
2.3   use **sales techniques**
2.4   establish a rapport with guests
2.5   complete any relevant paperwork to confirm sale.

Range
Sales techniques
Opening, developing, closing, upselling.

Unit 210   Reception office skills

UAN:	J/503/7828
Level:	Level 2
Notional learning hours:	60
Guided learning hours:	45
Aim:	The aim of this unit is to enable the learner to develop knowledge and skills required to work in a reception office including production of documentation and using office equipment. The unit explores how to safeguard guest information and the importance of data protection.

Learning outcome
The learner will:
1   Know how to perform reception office skills
Assessment criteria
The learner can:
1.1   identify the **responsibilities** of the reception office
1.2   describe **types of documents** produced in the reception office
1.3   describe the importance of producing documents **professionally**
1.4   describe **methods** of filing documents
1.5   describe how to **safeguard** guest information
1.6   describe the **importance** of data protection
1.7   describe the purpose of office **equipment** in the reception area
1.8   identify **office supplies** that needs to be maintained by the reception office
1.9   state the **safe working practices** in the reception office.

Range
Responsibilities
Communication with other departments, communication with guests in residence, providing arrival and departure services, cash transactions, taking and forwarding messages, face of the organisation, production of documentation.
Types of documents
Letters, emails, fax, memos, promotional materials, internal communications, guest accounts.

Professionally

Presentation, accurate (dates, address and names, prices, quantities, reference numbers, spelling, grammar), house-style, within agreed timescales.

Methods

Day of arrival, alphabetical, sub-folders, archive, event type, password protection.

Safeguard

Restrict access to information, systems for filing and archiving, password protection, professional behaviour, manage guest information (eg do not divulge room numbers).

Importance

To avoid theft, to prevent sensitive information (commercial or personal) being obtained by others, to safe guard business and guest information.

Equipment

Computers, photocopiers, fax machines, paging equipment, answering machines, calculators, small equipment (scissors, hole punches, staplers).

Office supplies

Stationery, calculators, small equipment (scissors, hole punches, staplers), promotional materials.

Safe working practices

Ergonomics, identify and report potential hazards, start and shutdown IT system safely, report faulty equipment, security and fire awareness.

Learning outcome
The learner will:
2   Be able to perform reception office skills
Assessment criteria
The learner can:
2.1   produce different **types of documents**
2.2   produce documents professionally
2.3   file documents according to organisational procedures
2.4   safeguard guest information
2.5   maintain reception office supplies.

Range
Types of documents
Letters, emails, memos, promotional materials, internal communications, guest accounts.

Unit 211　　　　Reception services principles II

The synoptic test covers the assessment of the underpinning knowledge in the following units:

202	Safety at work
204	Customer service in the hospitality and catering industry
206	Book accommodation for guests
207	Handling cash and guest accounts
208	Arrival and departure services
209	Promote products and services to guests
210	Reception office skills

Full details can be found in the Assessment Pack on the website.

Appendix 1 Sources of general information

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

Centre Guide – Delivering International Qualifications 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.

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

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

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

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

The **centre homepage** section of the City & Guilds website also contains useful information such 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 GOLA/e-volve assessments.