

Level 3 Advanced Diploma in Reception and Front Office Services 8067-03

Qualification Handbook

September 2017 Version 2.3



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 3 IVQ Advanced Diploma in Reception and Front office Services	205	287	8067-03	600/4877/3

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	4
2	Structure	5
3	Centre requirements	6
	Approval	6
	Resource requirements	6
	Candidate entry requirements	8
4	Delivering the qualification	9
	Initial assessment and induction	9
	Support materials	9
5	Assessment	10
	Assessment of the qualification	10
6	Units	11
Unit 301	Maintain a healthy, safe and secure working environment	12
Unit 302	Supervise customer service	15
Unit 303	Supervise staff training	18
Unit 304	Principles of supervising and leading teams	21
Unit 305	Resource management in the front office area	24
Unit 306	Supervise front office operations	27
Unit 307	Supervise cash handling operations	30
Unit 308	Reception and front office services principles	33
Appendix 1	Sources of general information	34



1 Introduction

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

Area	Description
Who is the qualification for?	The Level 3 Advanced Diploma in Reception and Front Office Services is for candidates who have gained experience in reception services and wish to extend their departmental knowledge of planning, monitoring and supervising staff and physical resources, handling accounts and transactions. They will wish to progress as a qualified receptionist in a supervisory role. Candidates are required to demonstrate their supervisory skills, both knowledge based and practically, in order to fulfil the requirements of assessments.
What does the qualification cover?	The qualification covers maintain a healthy, safe and secure working environment, supervise customer service, supervise staff training, principles of supervising and leading teams, resource management in the front office area, supervise front office operations, supervising cash handling operations.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a supervisor within reception and front office, or may continue to study with one of City & Guild's partner institutions, The Institute of Leadership and Management. <ul style="list-style-type: none">• ILM Level 3 Certificate in First Line Management• ILM Level 4 Certificate in Management



2 Structure

Level 3 Advanced Diploma in Reception and Front Office Services				
City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
301	J/503/7585	Maintain a healthy, safe and secure working environment	50	25
302	L/503/7586	Supervise customer service	50	25
303	R/503/7587	Supervise staff training	40	25
304	Y/503/7588	Principles of supervising and leading teams	50	30
305	L/503/7829	Resource management in the front office area	40	30
306	F/503/7830	Supervise front office operations	60	30
307	D/503/7835	Supervise cash handling operations	60	40
308	Assessment	Reception and front office services principles	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 3 IVQ Advanced Diploma in Reception and Front office Services	205	287



3 Centre requirements

Approval

If your Centre is approved to offer the qualification:

- (7067-33) Level 3 IVQ Advanced Diploma in Reception Operations and Services (500/5802/2)

you can apply for approval for the new:

- (8067-03) Level 3 Advanced Diploma in Reception and Front office 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 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 must ensure that for this qualification the learners have access to people who they can supervise. This may include learners completing a lower level qualification within the same suite of qualifications.

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
Assessment Pack	Website www.cityandguilds.com
Candidate logbook	Website www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk



5 Assessment

Assessment of the qualification

Advanced Diploma in Reception and Front Office Services	
<p>Practical assignments</p> <p>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</p>	<p>Externally set question papers</p> <p>To achieve the qualification, candidates are required to be successful in the following examination:</p> <ul style="list-style-type: none">• Reception Services and Front Office Principles <p>Please refer to the International Directory on the Walled Garden for dates and times of each examination.</p> <p>Test specifications for each examination can be found in Appendix 1 of the Assessment Pack.</p>



6 Units

Structure of units

These units each have the following:

- City & Guilds reference number
- title
- Unit Accreditation Number
- 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 301

Maintain a healthy, safe and secure working environment

UAN:	J/503/7585
Level:	Level 3
Notional learning hours:	50
Guided learning hours:	25
Aim:	The aim of this unit is to enable learners to acquire in-depth knowledge of health, safety and security in the workplace. Learners will demonstrate skills as a supervisor, and will implement measures to prevent hazards by undertaking risk assessments, monitoring and recording information about health and safety and ensuring that staff are well trained in their responsibilities in order to maintain a safe and secure working environment.

Learning outcome
The learner will: 1 Understand health, safety and security in the workplace
Assessment criteria
The learner can: 1.1 describe the supervisors' responsibility for health, safety and security 1.2 explain the importance of all staff knowing about health, safety and security in the workplace 1.3 describe typical health, safety and security hazards that may exist in the workplace 1.4 describe methods used to assess the risks associated with typical health, safety and security 1.5 describe methods to monitor health, safety and security in the workplace 1.6 describe action to help eliminate or minimise risks 1.7 describe the main causes of accidents in the workplace 1.8 state the common injuries in the workplace 1.9 describe the action to be taken in the case of an emergency .

<p>Range</p>
<p>Responsibility To maintain a healthy, safe and secure working environment for staff and customers, to report potentially hazardous situations to managers, or take action when possible to correct hazards, to supervise staff to avoid accidents, to maintain records.</p>
<p>Importance To maintain the safety of everyone on the premises, to avoid accidents, to protect others, to develop awareness of potential hazards, to comply with legal requirements.</p>
<p>Typical health, safety and security hazards Risk of fire, gas, arson, bomb threat, personal injury to people, theft, damage, lack of risk management or training, security.</p>
<p>Monitor Safety checks on equipment being used, check on fire fighting equipment, observation in the working area, work place systems and procedures for identification and action on discovering a health, safety or security hazard, risk assessments, staff working practices, review of staff training.</p>
<p>Eliminate or minimise risks Remove hazard, remain diligent at all time, challenge strangers, staff training, security systems, reporting methods.</p>
<p>Causes Spillages, trailing wires, faulty equipment, poor signage, inappropriate behaviour, inappropriate personal presentation, hot liquids, naked flames.</p>
<p>Injuries Electric shocks, cuts, fractures, burns, allergic reaction.</p>
<p>Action Raise alarm, evacuate building, call relevant services such as fire, ambulance and or police, support fire officers, emergency services and guests, record.</p>
<p>Emergency Fire, gas leak, accident, guest illness, bomb scare, security risk, theft.</p>

Learning outcome
The learner will: 2 Monitor and maintain health, safety and security in the workplace
Assessment criteria
The learner can: 2.1 monitor health, safety and security in area of responsibility 2.2 carry out risk assessment of the working environment 2.3 deal with breaches of health, safety and security procedures by staff 2.4 maintain documentation relating to health and safety 2.5 conduct on the job training for staff in health, safety and security.

Range
<p>Monitor Safety checks on equipment being used, checks on fire fighting equipment, observation in the working area, work place systems and procedures for identification and action on discovering a health, safety or security hazard, risk assessments.</p> <p>Risk assessment Identify the risk, decide who might be harmed and how, evaluate the risk and decide on preventative measures, record findings and implementation of preventative measures, review assessment and update if necessary.</p> <p>Deal with Speak to member of staff, correct the problem, report the problem, conduct further training or coaching, disciplinary action if necessary.</p> <p>Documentation Records of safety procedures, testing checks, risk assessment, accidents, fire evacuation.</p>

UAN:	L/503/7586
Level:	Level 3
Notional learning hours:	50
Guided learning hours:	25
Aim:	The aim of this unit is to provide the knowledge of how to supervise customer service performance in a team. Learners will acquire practical skills in monitoring customer service standards and provide feedback to team members on their performance.

Learning outcome
The learner will:
1 Understand how to develop customer service within the organisation
Assessment criteria
The learner can:
1.1 describe the characteristics of good customer service
1.2 describe the role of the supervisor when developing excellent customer service within the team
1.3 explain the impact of customer service on the performance of the organisation
1.4 explain the relationship between delivering customer service and selling products and services
1.5 describe organisational standards that inform the development of customer service
1.6 identify specific needs to consider when developing customer services
1.7 describe methods for monitoring and measuring customer service standards
1.8 describe corrective actions in the case of below-standard customer service.

Range
Characteristics
Professionalism, personal presentation, behaviour, working according to organisational procedures, listening skills, assertiveness, appropriate use of language, communication skills/questioning techniques, body language, use of eye contact, motivating, leadership, support.

Role of the supervisor

Lead by example, identify training, anticipate customer needs, monitor and address customer feedback, motivate staff.

Impact

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

Negative: loss of business and reputation, lower staff morale, complaints, increased staff turnover.

Organisational standards

Customer charter, complaints procedure.

Specific needs

Language, different cultural behaviours, customs, religion, access requirements, dietary, different age groups.

Methods

Key performance indicators, staff appraisal/performance review, customer feedback, observation, mystery shopper.

Corrective actions

Immediate: investigation, identify failures and causes, apologise/resolve customer problem, offer complementary products.

Long-term: review procedures, disciplinary/warning, feedback to staff, development and training of staff.

Learning outcome

The learner will:

- 2 Be able to supervise customer service within the organisation

Assessment criteria

The learner can:

- 2.1 demonstrate **excellent customer service standards** when supervising a team
- 2.2 encourage team members to promote the sale of additional products and services
- 2.3 make provisions for customers with **specific needs**
- 2.4 **monitor** customer service standards
- 2.5 provide ongoing feedback to staff
- 2.6 implement any **corrective actions** in the case of below-standard customer service.

Range**Excellent customer service standards**

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

Specific needs

Language, different cultural behaviours, customs, religion, access requirements, dietary, different age groups.

Monitor

Customer feedback, observation, mystery shopper.

Corrective actions

Immediate: investigation, identify failures and causes, apologise/resolve customer problem, offer complementary products

Long-term: review procedures, disciplinary/warning, feedback to staff, development and training of staff.

UAN:	R/503/7587
Level:	Level 3
Notional learning hours:	40
Guided learning hours:	25
Aim:	The aim of this unit is to enable the learner to develop the necessary knowledge and understanding of the principles of identifying staff training needs and to be able to organise a training session.

Learning outcome
The learner will: 1 Understand how to train staff
Assessment criteria
The learner can: 1.1 state the importance of staff training to the organisation 1.2 describe the benefits of staff development 1.3 explain the methods of identifying staff training needs 1.4 explain the importance of structured and planned training 1.5 identify the content of a training plan 1.6 describe the planning considerations for training sessions 1.7 state different types of training records 1.8 describe methods of monitoring the progress of trainees.

Range
Importance To achieve organisational objectives, to provide staff with correct skills to deliver service and products, motivate individuals and teams, build team spirit, empowerment of staff, staff retention, legal obligation.
Benefits Individual satisfaction, motivation, efficiency, increased skills, cohesion of teams.
Methods Observation, questioning, interview, induction, appraisals, customer and peer feedback, skills audit.
Importance of structured and planned training To address learning needs, to be cohesive, follows a logical sequence

building on the knowledge and understanding, to enable assessment of learning, to be consistent.

Content of a training plan

Resources required, skills and knowledge to be developed, objectives, duration, cost.

Planning considerations

Aim, objectives, methods of delivery (eg demonstration, theory, practical application), review.

Training records

Logbooks, CPD records, HR record.

Methods of monitoring

Target setting, observation, questioning, assessment, customer feedback, review date setting.

Learning outcome

The learner will:

- 2 Be able to train staff

Assessment criteria

The learner can:

- 2.1 assess **training needs** of staff against organisational objectives
- 2.2 develop a **structured** training session
- 2.3 demonstrate **training methods**
- 2.4 provide **materials** and equipment to support training
- 2.5 **monitor** the progress of trainees
- 2.6 provide **ongoing guidance and instruction** to staff.

Range

Training needs

Induction, legal responsibilities development of knowledge to underpin role, skills required for the role, new developments (equipment, changes to standards of operation for example after a refurbishment), succession planning.

Structured

Clearly sets out aim, objectives, captures attention, is broken into sequences, paced to adapt to learners needs, includes review of learning at intervals, summary at the end, checks learning has taken place.

Training methods

Demonstration, presentation, group training, one to one training.

Materials

Handouts, PowerPoint slides, DVD, internet, books.

Monitor

Observation, verbal checks, feedback.

Ongoing guidance and instruction

Checking that skills have been learnt, providing coaching and/or mentoring, feedback.

Unit 304

Principles of supervising and leading teams

UAN:	Y/503/7588
Level:	Level 3
Notional learning hours:	50
Guided learning hours:	30
Aim:	The aim of this unit is to enable the learner to develop an understanding of how to supervise and lead teams to improve individual and team performance. The unit covers motivating team members, gaining commitment from the team, planning work, monitoring performance and taking action to achieve objectives.

Learning outcome
The learner will: 1 Understand how to lead a team
Assessment criteria
The learner can: 1.1 describe the qualities of an effective team leader 1.2 describe information that members of the team need to contribute to the organisational objectives 1.3 describe communication methods used within teams 1.4 explain different types communication with team members 1.5 describe the importance of motivating teams and individuals 1.6 explain methods used to motivate teams and individuals.

Range
Qualities Motivating the team, setting clear objectives, good communication skills, hold regular meetings, one to one discussions, providing feedback on performance, identifying training needs and support required by staff, leading by example.
Information The business requirements, their own role and the roles of others within the business, how their roles contribute to business objectives, to clearly define their input.

<p>Communication methods Verbal, written (handwritten, email, SMS), non-verbal, pictures/diagrams.</p> <p>Different types communication Informal – staff news, notice boards, job chats. Formal – training sessions, on the job training, briefings, team meetings, intranet, job appraisals, disciplinary meetings.</p> <p>Importance Motivate teams and individuals, gain commitment from staff, customer satisfaction.</p> <p>Methods Identifying strengths and weaknesses of the team and individuals, positive reinforcement, motivational theories (eg Maslow, McGregor), encouraging personal development, communication. setting clear objectives, evaluation of performance, regular team meetings, analysis of customer comments, providing feedback (on individual/team performance, revenue and sales forecasts and actual sales), regular reviews(appraisal, job chats), training, coaching and mentoring, incentives.</p>
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Learning outcome
The learner will: 2 Understand how to plan work and monitor performance
Assessment criteria
The learner can: 2.1 explain the importance of planning work 2.2 describe the factors to consider when planning work 2.3 explain the importance of conducting briefings 2.4 state how to conduct briefings 2.5 describe methods for monitoring activities and performance against standards and targets 2.6 explain the techniques of providing constructive feedback to team members on performance 2.7 describe the characteristics of underperformance 2.8 explain the action to be taken if activities and performance do not meet organisational standards and targets.

Range
Importance of planning work So everyone is clear about their contribution, to make sure that there are adequate resources available (staff for the level of business, balance of skills within the team), to be able to communicate the involvement of each team member, to plan for contingencies.
Factors Type of event, staff holidays, rotas, availability of skilled workers.

Importance of conducting briefings

Organisation of staff, preventing errors, developing product knowledge of staff, motivating staff, timings, customer requests, addressing training needs, standardisation.

How to conducting briefings

Planned, organised, appropriate and relevant presentation, appropriate communication methods, timely.

Methods

Observations, customer feedback, setting targets, use of appropriate paperwork (eg checklists).

Techniques

Praise, effective timing, two-way dialogue, review of performance, action planning to rectify problems.

Characteristics of underperformance

Tardiness, poor interpersonal skills, mistakes in completion of tasks, complaints from internal and external customers.

Action

Informal (one to one, debrief, coaching), training or retraining, formal (disciplinary process, grievance process).

Unit 305

Resource management in the front office area

UAN:	L/503/7829
Level:	Level 3
Notional learning hours:	40
Guided learning hours:	30
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills to manage resources for the front office area. The content of the unit focuses on human resources and physical resources. This unit introduces learners to ensuring that resources are used effectively and efficiently.

Learning outcome
The learner will: 1 Understand how to control resources in the front office area
Assessment criteria
The learner can: 1.1 describe the physical resources required for the front office 1.2 explain the importance of working within agreed budgets 1.3 state the purpose of key financial records and documents 1.4 explain the considerations to take into account when choosing suppliers 1.5 explain the environmental impact of physical resources used in the front office area 1.6 explain how to monitor the use of physical resources 1.7 explain the advantages of using computerised systems.

Range
Physical resources Large equipment (computers, printers, photocopiers) and small equipment (stationery).
Financial records and documents Profit and Loss accounts, trading accounts, invoices, goods received notes, credit notes, statements, stock sheets, sales ledger, purchase ledger, occupancy statistics.

Considerations

Quality, cost-effectiveness, terms of supply, supply meets demand, reputation, reliability, ethical considerations, appropriateness for purpose.

Environmental impact

Sustainability (use of recycled paper, avoiding printing, recycling cartridges), waste management (eg recycling of paper), energy.

Monitor

Stock control, human resources, budget control.

Advantages

Efficiency, speed, capacity for storage.

Learning outcome

The learner will:

- 2 Be able to manage physical resources in the front office area

Assessment criteria

The learner can:

- 2.1 determine the **resources** required in the front office area
- 2.2 manage the efficient use of physical resources
- 2.3 work within agreed budgets
- 2.4 maintain key **financial records and documents**.

Range**Resources**

Physical: large and small.

Financial records and documents

Invoices, goods received notes, credit notes, statements, stock sheets, sales ledger, purchase ledger, occupancy statistics.

Learning outcome

The learner will:

- 3 Understand how to manage the deployment of human resources in the front office area

Assessment criteria

The learner can:

- 3.1 describe the main **roles** performed by the front office
- 3.2 describe the **factors** that influence human resource requirements
- 3.3 explain the human resource **considerations** to be taken into account
- 3.4 state the **reasons** for monitoring the use of human resource

3.5 describe the **methods** used to monitor human resource deployment.

Range

Roles

Receptionist, reception office staff, advance reservations, accounts/cash, concierge, switchboard.

Factors

Seasons, special events, volume of business, services provided.

Considerations

Full-time, part-time; skilled, unskilled, temporary members.

Reasons

Efficient allocation of resource; staff satisfaction and motivation, cost efficient, guest satisfaction.

Methods

Records; staff rotas; documentation (checklist, reports, logs), wage costs, wage budget.

UAN:	F/503/7830
Level:	Level 3
Notional learning hours:	60
Guided learning hours:	30
Aim:	The aim of this unit is to develop the knowledge and skills learners required to supervise the day to day front of house operations. Learners will supervise staff, analyse data and respond to problems that may occur.

Learning outcome
The learner will:
1 Know how to supervise front office operations
Assessment criteria
The learner can:
1.1 describe the importance of integration with other departments
1.2 explain how to allocate work to staff
1.3 explain the importance of good communication skills
1.4 describe methods for keeping staff informed
1.5 describe types of problems that may occur during front of house operations
1.6 explain the role of the supervisor in handling problems that may occur
1.7 explain the factors that impact on the reception service delivery to guests
1.8 describe methods to collect feedback from guests
1.9 describe the statistics required to monitor front office performance
1.10 explain how to analyse data .

Range
Importance of integration Meeting business objectives, motivation of the staff, improved communication, teamwork, providing support to other departments, supporting services (housekeeping for example), provision of information, speed of service, delivery of good guest service.
Allocate work Rotas, balancing workloads, availability, skill set, business level.

<p>Communication skills Staff motivation, information, helps to sell products and services; guest service (example availability of rooms), helps inter department collaboration.</p> <p>Methods Use of hand over books to make sure that staff are aware of any issues, briefings (individual or team), email, memos, notice boards, departmental meetings, cross-departmental meetings.</p> <p>Types of problems Disputes between staff, poor personal presentation and behaviour of staff, absenteeism, punctuality, guest complaints, guest behaviour.</p> <p>Role Point of escalation for staff, reporting to seniors, communicating with guests, offering complementary products (within area of responsibility).</p> <p>Factors Business level (busy periods for checkout, group check-ins), shortages of staff, over booking, late availability of rooms, equipment failures, unexpected situations (power failure, damage, floods), refurbishment.</p> <p>Methods to collect feedback Questionnaires, web page reviews, email questionnaires, directly from guests, hand over books, mystery shoppers.</p> <p>Statistics Average spend per guest, per room, departmental revenue, room occupancy, sleeper occupancy, average length of stay, forecasting, revenue per available room (REV par).</p> <p>Analyse data By use of spreadsheets, graphs, bar charts, report summaries, comparison of data over a period of time to show strengths/weaknesses, areas of improvement, areas to be improved.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>2 Be able to supervise front office operations</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 allocate staff to front office operation duties</p> <p>2.2 resolve problems that may occur</p> <p>2.3 create methods for collecting feedback from guests</p> <p>2.4 analyse guest feedback</p>

- 2.5 produce **statistics** to monitor front office performance
- 2.6 analyse statistics.

Range

Problems

Disputes between staff, poor staff personal presentation and behaviour, guest complaints.

Methods for collecting feedback

Questionnaires, web page reviews, email questionnaires, directly from guests, handover books, mystery shoppers.

Analyse

By use of spreadsheets, graphs, bar charts, report summaries, comparison of data over a period of time to show strengths/weaknesses, areas of improvement, areas to be improved.

Statistics

Average spend per guest, per room, departmental revenue, room occupancy, sleeper occupancy, average length of stay, forecasting, Revenue per available room (REV par).

Unit 307

Supervise cash handling operations

UAN:	D/503/7835
Level:	Level 3
Notional learning hours:	60
Guided learning hours:	40
Aim:	The aim of this unit is to develop the knowledge and skills to supervise the handling of cash or cash equivalents.

Learning outcome
The learner will: 1 Understand how to supervise cash handling operations
Assessment criteria
The learner can: 1.1 explain the procedures to be observed when supervising staff handling cash 1.2 describe how to monitor staff performance when handling cash 1.3 describe the importance of monitoring performance 1.4 describe the features of electronic point of sale systems (EPOS) 1.5 explain the processing requirements of different forms of payment 1.6 explain the importance of knowing the local legal and regulatory requirements 1.7 explain the opening and closing procedures when supervising shift handovers 1.8 describe the ways to maintain safety and security when supervising cash handling operations 1.9 explain the problems that may arise when supervising cash handling operations 1.10 describe the information which needs to be recorded for a clear audit trail.

Range
Procedures Standard operating procedures, relevant local legal and regulations, safety, security, accuracy, movement of cash, staff training.
Monitor Observation, random checks, physical checks on the systems via the records, camera monitoring systems, float accuracy (under and overs).

<p>Importance To ensure accuracy, consistency of service, to avoid mistakes, to reduce complaints, to dissuade theft, maintain profit, business solvency.</p> <p>Features Calculations, receipts, integrated credit card payments, stock control, guest information, prices can easily be changed, accurate sales reporting, accurate accounting, statistical analysis.</p> <p>Different forms of payment Cash, cash equivalents, foreign currency transaction (including exchange rates and charges that apply), debit card, credit card, vouchers, cheques, traveller cheques, BACS transfers, sales ledger, invoice.</p> <p>Importance of knowing the local legal and regulatory requirements The rights of the consumer, to avoid breaching the law, local currency controls.</p> <p>Opening and closing procedures Account for float, reconcile takings, record information for balance and audit, troubleshooting.</p> <p>Maintain safety and security By ensuring procedures are followed (closing till point, ensuring payment points are not left unattended), being vigilant and reporting any suspicious or concerning behaviour, changing the times of banking, making sure adequate staff are working in the area, camera monitoring systems.</p> <p>Problems Discrepancies, suspected fraud, emergency situations (robbery, threats to security) dishonesty by staff, EPOS failure, cash-flow shortage.</p> <p>Information Date, amount, type of product or service, method of payment, staff member processing the payment, voids, alterations, promotions applied.</p>
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<p>Learning outcome</p> <p>The learner will:</p> <p>2 Be able to supervise cash handling operations</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 observe procedures when supervising staff handling cash</p> <p>2.2 monitor staff performance when handling cash</p> <p>2.3 process different forms of payment</p> <p>2.4 resolve problems that may arise when supervising staff handling</p>

cash 2.5 record information for a clear audit trail.

Range
Procedures Standard operating procedures, relevant local legal and regulations, safety, security, accuracy, movement of cash, staff training.
Monitor Observation, random checks, physical checks on the systems via the records, camera monitoring systems, float accuracy (under and overs).
Different forms of payment Cash, cash equivalents, foreign currency transaction (including exchange rates and charges that apply), debit card, credit card, vouchers, cheques, traveller cheques, invoice.
Problems Discrepancies, suspected fraud, dishonesty by staff, cash-flow shortage.

Unit 308 Reception and front office services principles

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

301	Maintain a healthy, safe and secure working environment
302	Supervise customer service
303	Supervise staff training
304	Principles of supervising and leading teams
305	Resource management in the front office area
306	Supervise front office operations
307	Supervise cash handling operations

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:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- 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.

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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