

Level 2 Diploma in Accommodation Services 8068-02

May 2012 Version 1.2 (July 2013)



Qualification at a glance

Subject area	Accommodation Services
City & Guilds number	8068
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	City & Guilds number	Qualification accreditation number
Level 2 Diploma in Accommodation Services	8068-02	TBA

Version number	Changes made	Section
1.1 (May 2012)	New resource requirements	Centre Requirements
1.2 (July 2013)	Centre guidance	Units



Contents

1	Introduction	4
2	Structure	5
3	Centre requirements	6
	Approval	6
	Resource requirements	6
	Candidate entry requirements	7
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 202	Safety at work	12
Unit 206	Customer service skills in accommodation services	17
Unit 207	Accommodation services	19
Unit 208	Cleaning accommodation areas	22
Unit 209	Provide a linen service	26
Appendix 1	Relationships to other qualifications	28
Appendix 2	Sources of general information	29



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 Accommodation 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 an accommodation 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 housekeeper. Candidates are required to perform and complete practical assessments and demonstrate knowledge through assessment.
What does the qualification cover?	The qualification covers safety at work, customer service skills in accommodation services, accommodation services, cleaning accommodation area, provide a linen service.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a trainee floor housekeeper, or to the following City and Guilds qualifications: <ul style="list-style-type: none">• City & Guilds Level 3 Advanced Diploma in Accommodation Services 8068-03• City and Guilds Certificate in Hospitality and Catering Principles 7091-3.

2 Structure

Level 2 Diploma in Accommodation Services

City & Guilds Unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
202	H/503/7576	Safety at work	60	40
206	K/503/7837	Customer service skills in accommodation services	45	35
207	M/503/7838	Accommodation services	40	30
208	T/503/7839	Cleaning accommodation areas	60	40
209	K/503/7840	Provide a linen service	30	20



3 Centre requirements

Approval

If your Centre is approved to offer the qualification:

- (7068-32) Level 2 IVQ Diploma in Accommodation Operations and Services (500/5803/4)

you can apply for approval for the new:

- (8068-02) Level 2 IVQ Diploma in Accommodation 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 accommodation and ancillary area including:

- communication tools for example, phone, pager, 2 way radio
- office stationery
- exemplar hotel stationery, for example, lost property book, linen and product control systems

- suitable and secure storage facilities
- small and large accommodation services equipment to include, vacuum cleaners, mops, buckets, cloths, linen and accommodation trolley. 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
- a range of cleaning agents
- sample consumables and complimentary products
- Health, Safety and Security equipment to include specialist PPE if required, hazard signage and fire safety
- a range of customers with a variety of specific requirements

Centres should be able to maintain cleaning material 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:

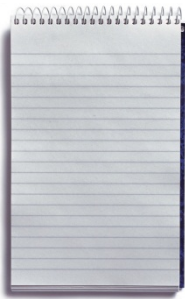
- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

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



5 Assessment

Assessment of the qualification

Level 2 8068 Diploma in Accommodation 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">• Accommodation Service Principles 2 <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 (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.

UAN:	H/503/7576
Level:	Level 2
Guided learning hours:	40
Notional learning hours:	60
Aim:	<p>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.</p> <p>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.</p> <p>Students are expected to apply these safety procedures in completing this qualification.</p>

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

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

Dangers

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

Unit 206

Customer service skills in accommodation services

UAN:	K/503/7576
Level:	Level 2
Guided learning hours:	35
Notional learning hours:	45
Aim:	The aim of the unit is to enable learners to deal effectively with customers when working in accommodation services including the requirement for discretion and sensitivity.

Learning outcome
The learner will: 1 Understand how to provide customer service
Assessment criteria
The learner can: 1.1 explain the importance of using the correct form of communication 1.2 explain the importance of organisational procedures for customer service 1.3 identify the benefits of excellent customer service 1.4 explain the importance of personal presentation within accommodation services 1.5 identify what is meant by customer needs and expectations 1.6 explain the importance of dealing with complaints in a positive manner 1.7 describe the complaint handling procedure when working in accommodation services 1.8 explain the requirement for sensitivity and discretion in accommodation services.

Range
Communication Face to face, non verbal (body language, posture, personal presentation), 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, special requirements, liaison with reception.

Importance of dealing with complaints

Retain customer, to avoid future problems, maintain reputation.

Complaint handling procedure

Apologise, report to senior staff.

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 **customers needs** and provide the appropriate service
- 2.3 respond to customer **incidents**
- 2.4 report customer complaints
- 2.5 demonstrate discretion and sensitivity.

Range**Customers**

Internal customer, external customers, new customers, existing customers, potential customers.

Customer needs

Information, assistance, special requirements, liaison with reception.

Incidents

Difficult customers, intoxicated customers, communication difficulties (language barriers).

UAN:	M/503/7838
Level:	Level 2
Guided learning hours:	30
Notional learning hours	40
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills about maintaining accommodation services by completing housekeeping tasks, monitoring and maintaining cleanliness and tidiness in the workplace. The unit also explores the importance of ensuring own safety when carrying out duties

Learning outcome
The learner will: 1 Understand the duties carried out by accommodation services
Assessment criteria
The learner can: 1.1 describe duties carried out by accommodation services 1.2 describe the roles of the accommodation services team 1.3 describe procedures to follow when preparing or maintaining a guest room 1.4 describe equipment and materials required for carrying out accommodation services 1.5 describe the security procedures to protect guests and establishment property 1.6 state health and safety requirements within accommodation services 1.7 describe risks to personal safety when providing accommodation services 1.8 explain the importance of reporting any items requiring repair 1.9 describe information that should be recorded by accommodation services staff.

Range**Duties**

Cleaning guest and common areas, linen (clean and used), laundry, dry-cleaning, safe-disposal of waste, recycling.

Roles

Cleaning staff, room attendants, floor housekeepers, head/deputy housekeeper, executive housekeeper, laundry staff.

Procedures

Collect departures list, assemble supplies trolley, ensure room is vacant, use of signs when appropriate, clean, change linen, restock, replenish supplies, replace guest personal items in original location, ventilate.

Equipment and materials

Cleaning agents, warning signs, small and large equipment.

Security procedures

Key security, reporting suspicious packages or unauthorised visitors, have an awareness of unauthorised visitors, guest lost property.

Health and safety requirements

Organisational procedures, local legislation and regulations on safety, safe use and storage of chemicals, hygiene, manual handling.

Risks

Self awareness when servicing rooms, safe waste disposal of soiled linen, razors, needles, general waste.

Importance of reporting

To make sure they are repaired quickly, to avoid further damage, to avoid customer complaints, to maintain service levels, to alert managers to health and safety issues.

Information

Maintenance requests, lost property, room occupancy status to reception, stock control, stock requisitions.

Learning outcome
The learner will: 2 Be able to perform duties in accommodation services
Assessment criteria
The learner can: 2.1 carry out accommodation services duties 2.2 prepare and maintain guest rooms 2.3 select equipment and materials required for carrying out accommodation services 2.4 maintain personal safety during accommodation services 2.5 report items requiring repair 2.6 record accommodation services information .

Range
Duties Cleaning guest and common areas, linen (clean and used), laundry, dry-cleaning, safe-disposal of waste, recycling.
Equipment and materials Cleaning agents, warning signs, small and large equipment.
Information Maintenance requests, lost property, room occupancy status to reception, stock control, stock requisitions.

Unit 208

Cleaning accommodation areas

UAN:	T/503/7839
Level:	Level 2
Guided learning hours:	40
Notional learning hours	60
Aim:	The aim of this unit is to enable the learner to develop the knowledge and skills to clean different accommodation areas within an establishment. The unit covers the preparation of equipment and cleaning agents and carrying out cleaning tasks as well as safe waste disposal and recycling.

Learning outcome
The learner will: 1 Know how to clean accommodation areas
Assessment criteria
The learner can: 1.1 describe the uses of large and small cleaning equipment used in accommodation services 1.2 describe agreed timings for cleaning accommodation areas 1.3 describe the criteria for selecting cleaning agents 1.4 explain why it is dangerous to mix certain types of cleaning agents 1.5 describe the consequence of not following warning signs on cleaning agent containers 1.6 describe the method for preparing the area for cleaning accommodation area 1.7 describe work routines and sequences 1.8 describe quality checking methods following completion of cleaning routines.

Range**Large and small equipment**

Large equipment: mechanical equipment (vacuum cleaners/systems, suction dryers, scrubbing/polishing machines, water extraction machines).

Small equipment: trolleys, brushes, mops, cloths, buckets, bins, containers.

Timings

Lobby; night, restaurant/conference; between services, guest rooms; during day, unless Do Not Disturb sign is in use.

Criteria

Type of dirt or stain, properties of surface to be cleaned, finished result required, cost.

Dangerous

Chemical reaction, fumes, likely to cause a danger to health.

Consequence

Injury to self and others, local legislation, damage to reputation, damage to surfaces and equipment, may not achieve required result.

Method

Clear area, display warning signs, protect surrounding areas.

Work routines and sequences

Organisational standards, order of cleaning tasks, daily work schedule.

Quality checking methods

Check area is clean, dry and smear free, all equipment is removed, guest property remains in original location, room is adequately ventilated; follow checklists for guest in residence, arrival and departures.

Learning outcome
The learner will: 2 Know how to dispose of waste in accommodation areas
Assessment criteria
The learner can: 2.1 list the materials and equipment used for waste disposal 2.2 describe different types of waste 2.3 describe potential hazards when disposing of waste 2.4 describe procedures for disposing of waste.

Range
Materials and equipment Metal bins, colour-coded plastic bags, rubber gloves, sharps bins.
Types of waste Routine waste (paper, glass, cardboard) Non-routine waste (hazardous waste, confidential waste, mixed), recyclable, non-recyclable.
Waste Hazardous, non hazardous.
Hazards Drips from bags (may cause slips), broken items causing cuts, bags left in corridors (trips), lifting heavy bags (strains and sprains), personal contact with hazardous waste.
Procedures Organisational procedures, empty; reline receptacle; dispose of waste, recycle, seal hazardous waste, report unusual waste to supervisors.

Learning outcome
The learner will: 3 Be able to clean accommodation areas
Assessment criteria
The learner can: 3.1 use large and small cleaning equipment to clean accommodation services 3.2 select cleaning agents for different tasks 3.3 prepare areas for cleaning 3.4 follow work routines and sequences 3.5 demonstrate quality checking methods following completion of cleaning routines 3.6 follow procedures for disposing of waste.

Range
Large and small equipment Large equipment: mechanical equipment (vacuum cleaners/systems). Small equipment: trolleys, brushes, mops, cloths, buckets, bins, containers.
Tasks Shower: colour-coded cloths, de-scaler, detergent. Bath: colour-coded cloths, de-scaler, non-abrasive cleaner. Toilet: colour-coded cloths, brush, toilet cleaner. Wash basin: colour-coded cloths, de-scaler, non-abrasive cleaner. Floor: colour-coded cloths, detergent, vacuum cleaner, mop, broom. Wall tiles: colour-coded cloths, detergent, grout cleaner. Furniture: vacuum cleaner, polish, cloths. Carpet: vacuum cleaner.
Work routines and sequences Organisational standards, order of cleaning tasks, daily work schedule.
Quality checking methods Check area is clean, dry and smear free, all equipment is removed, guest property remains in original location, room is adequately ventilated; follow checklists for guest in residence, arrival and departures.
Procedures Organisational procedures, empty; reline receptacle; dispose of waste, recycle, seal hazardous waste.

Unit 209

Provide a linen service

UAN:	K/503/7840
Level:	Level 2
Guided learning hours	20
Notional learning hours	30
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills maintain a linen service. This includes recording linen when withdrawing and returning, correct storage of linen and stock control methods.

Learning outcome
The learner will: 1 Know how to maintain a linen service
Assessment criteria
The learner can: 1.1 describe different linen requirements 1.2 identify articles of linen provided and maintained by accommodation services 1.3 describe safe working practices when handling and storing linen 1.4 explain why it is important to keep linen store clean and tidy 1.5 describe storage conditions for linen 1.6 describe procedures to make sure pest infestation does not occur 1.7 describe what action should be taken if there are discrepancies in supplies when withdrawing and returning linen 1.8 describe the importance of maintaining a constant stock of linen.

Range
Linen requirements Type of establishment (according to rating), type of room (suite, single, double, family).
Linen Towels, sheets, pillow cases, bed spreads, bath mats, bath robes, face cloths.
Safe working practices Standard operating procedures, local legislation and regulations, PPE (gloves with soiled linen).

<p>Important To keep stock clean, to simplify access and stock monitoring, to ensure linen remains uncontaminated and undamaged, to avoid infestation (bed bugs or other pests), to allow for good stock rotation.</p> <p>Storage conditions Dry, clean, well ventilated, away from odours.</p> <p>Procedures Store on shelves, ensure storage area is dry and well ventilated, rotate stock regularly, check stock for signs of infestation.</p> <p>Action Note the discrepancy, inform supervisor, file report of missing items from rooms.</p> <p>Importance Consistent supplies, avoid service problems, avoid over ordering, so store rooms are not overstocked causing storage problems.</p>

<p>Learning outcome</p> <p>The learner will:</p> <p>2 Be able to maintain a linen service</p>
<p>Assessment criteria</p> <p>The learner can:</p> <p>2.1 move linen supplies to and from storage areas</p> <p>2.2 provide linen supplies to different room types</p> <p>2.3 follow stock rotation procedures when storing linen</p> <p>2.4 take action if there are discrepancies in supplies when withdrawing and returning linen.</p>

<p>Range</p> <p>Linen requirements Type of establishment (according to rating), type of room (suite, single, double, family).</p> <p>Stock rotation First in; first out, bottom up; issue.</p> <p>Action Note the discrepancy, inform supervisor, file report of missing items from rooms.</p>
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Appendix 1 Relationships to other qualifications

Links to other qualifications

Mapping is provided as guidance and suggests areas of commonality between the qualifications. It does not imply that candidates completing units in one qualification have automatically covered all of the content of another.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



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**.

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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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.

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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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City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

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