

Level 3 Advanced Diploma in Accommodation Operations & Services 8068-03

September 2017 Version 2.4



Qualification at a glance

Subject area	Accommodation
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	GLH	TQT	City & Guilds number	Qualification accreditation number
Level 3 Advanced Diploma in Accommodation Operations & Services	205	287	8068-33	600/4855/4

Version number	Changes made	Section
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (July 2013)	Centre guidance	Units
2.3 (Dec 2015)	Grammatical error corrected in AC1.4 for unit 304	Units
2.4 (September 2017)	Added GLH and TQT details	Qualification at a glance and Introduction



Contents

1	Introduction	4
2	Structure	5
3	Centre requirements	6
4	Delivering the qualification	9
5	Assessment	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 accommodation services	24
Unit 306	Supervise accommodation services	27
Unit 307	Maintain accommodation services supplies	30
Unit 308	Accommodation operations and 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 Accommodation Operations and Services is for candidates who have gained experience in accommodation services and wish to extend their departmental knowledge of planning, monitoring and supervising staff and physical resources. They will wish to progress as a qualified housekeeper 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 accommodation services, supervise accommodation services, maintain accommodation services supplies.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a supervisor within accommodation services, for example floor housekeeper, 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 Accommodation Operations and 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	M/503/7841	Resource management in accommodation services	60	40
306	T/503/7842	Supervise accommodation services	60	40
307	A/503/7843	Maintain accommodation services supplies	40	20
308	Assessment	Accommodation and operation 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 Advanced Diploma in Accommodation Operations & Services	205	287



3 Centre requirements

Approval

If your Centre is approved to offer the qualification:

- (7068-33) Level 3 IVQ Advanced Diploma in Accommodation Operations and Services (500/5711/X)

you can apply for approval for the new:

- (8068-33) Level 3 Advanced Diploma in Accommodation Operations & 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 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
Candidate logbook	Website www.cityandguilds.com
Assessment Pack	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
- 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:	J/503/7585
Level:	Level 3
Guided learning hours	25
Notional learning hours	50
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 .

Range**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.

Important

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.

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.

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.

Eliminate or minimise risks

Remove hazard, remain diligent at all time, challenge strangers, staff training, security systems, reporting methods.

Causes

Spillages, trailing wires, faulty equipment, poor signage, inappropriate behaviour, inappropriate personal presentation, hot liquids, naked flames.

Injuries

Electric shocks, cuts, fractures, burns, allergic reaction.

Action

Raise alarm, evacuate building, call relevant services such as fire, ambulance and or police, support fire officers, emergency services and guests, record.

Emergency

Fire, gas leak, accident, guest illness, bomb scare, security risk, theft.

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
Guided learning hours	25
Notional learning hours	50
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, increase 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
Guided learning hours	25
Notional learning hours	40
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.

UAN:	Y/503/7588
Level:	Level 3
Guided learning hours:	30
Notional learning hours	50
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 of 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.

Communication methods

Verbal, written (handwritten, email, SMS), non-verbal, pictures/diagrams.

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.

Importance

Motivate teams and individuals, gain commitment from staff, customer satisfaction.

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.

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

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).

UAN:	M/503/7841
Level:	Level 3
Guided learning hours	40
Notional learning hours	60
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills to manage resources for accommodation services. The content of the unit focuses on human resources and physical resources. It introduces learners to ensuring that resources are used effectively and efficiently.

Learning outcome
The learner will:
1 Understand how to control resources in accommodation services
Assessment criteria
The learner can:
1.1 describe the physical resources required for accommodation services
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 accommodation services
1.6 explain how to monitor the use of resources
1.7 explain the advantages of using computerised systems.

Range
Physical resources Staff, large and small cleaning equipment, cleaning chemicals, linen (towels, sheets, pillow cases, bed spreads), consumables (biscuits tea, coffee, milk, fruit,), complimentary products (soap, shampoo, conditioner, shower caps, shower gel) additional products (flowers, alcoholic and non-alcoholic drinks, fruit).

Financial records and documents

Invoices, goods received notes, credit notes, statements, stock sheets.

Considerations

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

Environmental impact

Sustainability (use of recycled products, avoid water wastage), waste management (eg recycling of waste), chemical use and disposal, re-use of linen (not changing on daily basis), minimise water when cleaning, ensuring lights are turned off after servicing rooms.

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 accommodation services

Assessment criteria

The learner can:

- 2.1 determine the **resources** required in accommodation services
- 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.

Key financial records and documents

Invoices, goods received notes, credit notes, statements, stock sheets.

Learning outcome
The learner will: 3 Understand how to manage the deployment of human resources in accommodation services
Assessment criteria
The learner can: 3.1 describe the main roles performed by accommodation services 3.2 describe the factors that influence human resource requirements 3.3 explain the human resource considerations to be taken into account 3.4 explain the reasons for monitoring the use of human resource 3.5 describe the methods used to monitor human resource deployment.

Range
Roles Cleaning staff, room attendants, floor housekeepers, head/deputy housekeeper, executive housekeeper, laundry staff.
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, customer satisfaction.
Methods Records; staff rotas; documentation (checklist, reports, logs), wage costs, wage budget, timesheets.

Unit 306

Supervise accommodation services

UAN:	T/503/7842
Level:	Level 3
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 deal with the supervision of accommodation services. It involves the supervision of procedures and standards of service in the day to day provision of accommodation services.

Learning outcome
The learner will: 1 Understand how to supervise accommodation services
Assessment criteria
The learner can: 1.1 explain the responsibilities of accommodation services department 1.2 explain the role of the supervisor in accommodation services 1.3 describe the procedures within accommodation services 1.4 explain the consequences of not maintaining health, safety and security in accommodation services 1.5 describe the dependency of accommodation services on other departments 1.6 explain the information that accommodation services provides to other departments 1.7 describe problems that may occur if accommodation service and other departments do not work together 1.8 explain the impact accommodation services has on the wider business.

Range
Responsibilities Cleaning, linen services, room refurbishments, sundry requests, dry cleaning and laundry.
Role

Allocate work, brief staff, check completed work against standards, carry out random checks, analyse customer comments/feedback, check resources used, act as a point of escalation, control resources, control budgets, liaise with other departments, training, mentoring, maintain documentation.

Procedures

Standard operating procedures, all local legislation and regulations (to include health, safety, control of hazardous substances, and security).

Consequences

Loss of business, death, injury, customer complaints, staff morale, high staff turnover, customer and establishment property lost/stolen.

Dependency

Reception: provides guest arrival and departure information.

Maintenance department: repair equipment, broken items in rooms or general areas.

Room service and kitchens: provision of food and beverages.

Information

Occupancy status to reception, planned and unplanned maintenance schedules to maintenance and reception, damage to rooms to reception and maintenance.

Problems

Rooms may not be ready for customer arrivals, public areas not cleaned, poor customer service leading to complaints, accidents.

Impact

Reputation, first impressions, sales of additional services, revenue.

Learning outcome

The learner will:

- 2 Be able to supervise accommodation services

Assessment criteria

The learner can:

- 2.1 supervise the provision of **accommodation services**
- 2.2 brief staff on their duties, relevant procedures and any variations relating to their work routines
- 2.3 follow **procedures** within accommodation services
- 2.4 maintain health, safety and security in accommodation services
- 2.5 liaise with **other departments**
- 2.6 manage **problems** that may occur in accommodation services
- 2.7 maintain **documentation** for accommodation services.

Range**Accommodation services**

Cleaning, linen services, room refurbishments, sundry requests, dry cleaning and laundry.

Procedures

Standard operating procedures, all local legislation and regulations (to include health, safety, control of hazardous substances, and security).

Other departments

Reception, maintenance, room service.

Problems

Rooms may not be ready for customer arrivals, public areas not cleaned, poor customer service leading to complaints, accidents.

Documentation

Occupancy statistics, room checks, maintenance reports.

Unit 307

Maintain accommodation services supplies

UAN:	A/503/7843
Level:	Level 3
Guided learning hours	20
Notional learning hours	40
Aim:	The aim of this unit is to enable learners to develop the knowledge and skills to maintain accommodation services supplies. The unit explores supervising this process by receiving, storing and issuing a variety of supplies that are required to support the running of accommodation services.

Learning outcome
The learner will: 1 Know how to maintain accommodation services supplies
Assessment criteria
The learner can: 1.1 describe supplies that need to be maintained by accommodation services supervisors 1.2 explain the procedures for receiving supplies 1.3 describe actions to be taken if there are discrepancies in deliveries/delivery documentation 1.4 explain why supply storage areas should be secured 1.5 explain why an agreed stock level of accommodation services supplies should be maintained 1.6 describe information to be recorded 1.7 explain the procedures when issuing linen supplies to staff 1.8 explain why it is important to separate different types of supplies.

Range
Supplies Equipment (including electrical), guest replenishing products (soap, shower gel, shampoo, shower caps, sundry items, toilet rolls), guest consumables (tea, coffee, biscuits, milk, sugar), fruit, chemicals and cleaning materials, cloths (coloured, dusting cloths, microfibre cloths), insect repellent, linen.
Procedures

Check that goods are not damaged, check goods are within their use by date (if applicable) record discrepancies in delivery and delivery documentation, check goods delivered agree with purchase order for quantity, quality and cost.

Actions

Note the discrepancy, contact supplier, inform supervisor.

Secured

Against unauthorised access, theft, damage or arson.

Agreed stock level

So that the supplies do not run out and cause service problems, to avoid over ordering, so store rooms are not overstocked causing storage problems.

Information

Stock levels, usage, costs, supplies received, supplies issued.

Issuing linen supplies

Reconcile number of occupants to linen requirements, issue correct amounts to staff based on their room allocations.

Important

To avoid cross contamination, tainting, damage, efficient monitoring of stock levels.

Learning outcome

The learner will:

- 2 Be able to maintain accommodation services supplies

Assessment criteria

The learner can:

- 2.1 maintain the provision of accommodation services **supplies**
- 2.2 receive deliveries of supplies
- 2.3 secure storage areas
- 2.4 ensure different types of supplies are stored separately
- 2.5 issue linen supplies to accommodation services staff
- 2.6 record **information**.

Range

Supplies

Equipment (including electrical), guest replenishing products (soap, shower gel, shampoo, shower caps, sundry items, toilet rolls), guest consumables (tea, coffee, biscuits, milk, sugar), fruit, chemicals and cleaning materials, cloths (coloured, dusting cloths, microfibre cloths), insect repellent, linen.

Information

Stock levels, usage, costs, supplies received, supplies issued.

Unit 308

Accommodation operations and 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 accommodation services
306	Supervise accommodation services
307	Maintain accommodation services supplies

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 on-line assessments.

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About City & Guilds

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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City & Guilds

1 Giltspur Street

London EC1A 9DD

F +44 (0)20 7294 2413

www.cityandguilds.com

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