

# Level 1 Certificate in Accommodation Services

**8068-01**

September 2017 Version 2.5



## Qualification at a glance

<b>Subject area</b>	<b>Accommodation Services</b>
<b>City &amp; Guilds number</b>	8068
<b>Age group approved</b>	16+
<b>Assessment</b>	Practical assignments and synoptic test
<b>Fast track</b>	Available
<b>Support materials</b>	Centre Handbook, Candidate Logbook and Smartscreen
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Level and title</b>	<b>GLH</b>	<b>TQT</b>	<b>City &amp; Guilds number</b>	<b>Qualification accreditation number</b>
Level 1 Certificate in Accommodation Services	190	209	8068-01	600/4871/2

<b>Version number</b>	<b>Changes made</b>	<b>Section</b>
2.1 (May 2012)	New resource requirements	Centre Requirements
2.2 (June 2012)	Amended assessment criteria number in unit 103	Units
2.3 (July 2013)	Centre guidance	Units
2.4 (September 2014)	Corrected footer (incorrectly stated that this was a L2 cert)	Whole document
	Corrected numbering of assessment criteria in unit 201	Units
2.5 (September 2017)	Added GLH and TQT details	Qualification at a glance and Introduction



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# 1 Introduction

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

Area	Description
Who is the qualification for?	The Level 1 Certificate in Accommodation Services is for candidates who want to begin a career within the hospitality industry, specialising in accommodation services. They will wish to progress as a qualified housekeeper. Candidates are required to demonstrate the ability to perform the necessary practical skills and the knowledge required to complete the assessments.
What does the qualification cover?	The qualifications cover an introduction to the hospitality and catering industry, safety at work, customer service, accommodation services and cleaning accommodation areas.
What opportunities for progression are there?	On completion of this qualification candidates may progress into employment as a trainee, or to the following City and Guilds qualifications: <ul style="list-style-type: none"><li>• City &amp; Guilds Level 2 Diploma in Accommodation Services 8068-02</li><li>• City &amp; Guilds Certificate in Hospitality and Catering Principles 7091-02</li></ul>

## 2 Structure

To achieve the Level 1 Certificate in Accommodation Services, learners must achieve all of the units listed in the table below.

### Level 1 Certificate in Accommodation Services

City & Guilds unit number	Unit accreditation number	Unit title	Notional learning hours	Guided learning hours
102	K/503/7563	Safety at work	50	30
103	J/503/7568	Customer service in hospitality and catering industry	30	25
106	J/503/7831	Accommodation services	50	35
107	L/503/7832	Cleaning accommodation areas	100	80
201	R/503/7833	Introduction to the hospitality and catering industry	30	20
108	Assessment	Accommodation 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 1 Certificate in Accommodation Services	190	209



## 3 Centre requirements

### Approval

If your Centre is approved to offer the qualification:

- (7068-31) Level 1 IVQ Certificate in Accommodation Operations and Services (500/5710/8)

you can apply for approval for the new:

- (8068-01) Level 1 Certificate in Accommodation Services (600/4871/2)
- 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[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for this qualification:

Description	How to access
Candidate logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment Pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>



## 5 Assessment

### Assessment of the qualification

<b>Level 1 8068 Cert in Accommodation Services</b>	
<p><b>Practical assignments</b></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 <a href="http://cityandguilds.com">cityandguilds.com</a></p>	<p><b>Externally set question papers</b></p> <p>Learners are required to successfully complete the following external examination:</p> <ul style="list-style-type: none"><li>• Accommodation Service Principles 1</li></ul> <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
- unit accreditation 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.

<b>UAN:</b>	<b>K/503/7563</b>
<b>Level:</b>	Level 1
<b>Notional learning hours</b>	50
<b>Guided learning hours</b>	30
<b>Aim:</b>	The aim of this unit is to enable the learner to develop basic knowledge and understanding of the principles of health and safety in a hospitality and catering environment. The unit also introduces the learners to common hazards in the workplace and immediate action to be taken to ensure a healthy and safe workplace. The unit also covers the fire and emergency procedures

Note: learners will be expected to apply the knowledge from this unit to all other units of the qualification.

<b>Learning outcome</b>
The learner will:
1 Know how to work safely
<b>Assessment criteria</b>
The learner can:
1.1 state the importance of keeping the work area neat and tidy whilst working
1.2 state the <b>use and importance of safety signs</b>
1.3 list potential <b>hazards</b> in the workplace
1.4 list potential <b>consequences of hazards</b> in the workplace
1.5 state <b>who to report accidents to</b>
1.6 state what <b>documentation</b> should be completed in case of an accident
1.7 state the <b>importance of training staff in health and safety</b>
1.8 state when to <b>check equipment</b> and to <b>whom damage should be reported</b>
1.9 describe safe <b>handling techniques</b> for hazardous substances
1.10 describe how to <b>store</b> hazardous substances safely
1.11 state the <b>importance of storing tools and equipment correctly</b> after use.

## **Range**

### **Use of safety signs**

Warning, prohibition (what you must not do), instruction, information.

### **Importance of safety signs**

To maintain health and safety.

### **Hazards**

Floors (different surfaces, spillages), machinery (maintenance, safety check, manufacturers' instructions), electricity (power points, appliances, cables, fuses), manual handling (movement and transportation of large or heavy items), tools/utensils (sharp objects), damaged equipment (frayed leads) personal hazards (incorrect uniform), handling gas.

### **Consequences of hazards**

Trips, slips, sprains, falls, burns, cuts, broken bones, electrocution, other injuries, abrasions.

### **Who to report accidents to**

Supervisor or manager, health and safety officer.

### **Documentation**

Accident report forms.

### **Importance of training staff in health and safety**

To ensure safe use of equipment and machinery, prevention of accidents to self and to others, legal requirements.

### **Check equipment**

Prior to use, during use, after use, before storage.

### **To whom damage should be reported**

Supervisor or manager.

### **Handling techniques (hazardous substances)**

Use Personal Protective Equipment, read instructions, store correctly, correct dilution rates.

### **Store**

On shelving, off floor, locked cupboard, in correct containers, correct labelling.

### **Importance of storing tools and equipment correctly**

To avoid accidents, to maintain the good state of repair, for security reasons.

<b>Learning outcome</b>
The learner will: 2 Know fire and emergency procedures
<b>Assessment criteria</b>
The learner can: 2.1 state what <b>action</b> to take in case of an <b>emergency</b> 2.2 identify the <b>elements</b> of the fire triangle and how they can be used to extinguish a fire 2.3 list different <b>types of fires</b> 2.4 list <b>basic types of fire fighting equipment</b> and when they should be used.

<b>Range</b>
<b>Action</b> Raise the alarm, follow evacuation procedures.
<b>Emergency</b> Fire, bomb threat, natural disaster, security, theft, public disturbance.
<b>Elements</b> Fuel (remove the source of fuel), oxygen (restrict the supply of oxygen by smothering), heat (remove the heat).
<b>Types of fires</b> Paper, wood, fat, electrical, gas, combustible chemicals.
<b>Basic types of fire fighting equipment</b> Fire blanket (fat fires), water (wood, paper), sand, foam, powder, carbon dioxide.

<b>UAN:</b>	<b>J/503/7568</b>
<b>Level:</b>	Level 1
<b>Notional learning hours</b>	30
<b>Guided learning hours</b>	25
<b>Aim:</b>	The aim of this unit is to introduce the learner to the importance of good customer service in the Hospitality and Catering industry. The unit is to enable the learner to develop a general knowledge and understanding about customer service and the practical application to achieve a good standard of customer service.

<b>Learning outcome</b>
The learner will:
1 Know how to deal with customers
<b>Assessment criteria</b>
The learner can:
1.1 state the <b>importance</b> to businesses of maintaining good customer service
1.2 list the <b>factors</b> that contribute to a good first impression
1.3 state the principles of <b>excellent customer service</b>
1.4 identify the different types of <b>customer</b> and their <b>needs</b>
1.5 identify the types of <b>problems</b> that may cause customer complaints
1.6 state the process for <b>dealing with customer complaints</b> .

<b>Range</b>
<b>Importance</b> Satisfy customer needs, return business, reputation, perceived value for money, encourage good teamwork.
<b>Factors</b> Clean environment, clean smart staff (clean uniform), positive body language of staff – smile, eye contact, acknowledgement, use of names where applicable, appropriate communication style.

**Excellent customer service**

Exceed customer expectations, staff are well trained (knowledge of product, legislation, codes of practice, customer service skills local area knowledge) good communication skills, keeping customers informed, good product/service knowledge.

**Customers**

Customers with routine needs (standard services and products available)

Customers with non routine needs (special request, special dietary needs, people with disabilities, lone customers, families with children, groups of people).

**Needs**

Products and services, special needs (for example food - religious, restrictive, allergies) accessibility (physical disability, partially sighted), language.

**Problems**

With products (room, food, drinks) with service –delays or mistakes in service, with staff – rude staff, inefficient staff.

**Dealing with customer complaints**

Listen (attentively) stay calm, identify the problem - in detail, show empathy (in what you say and do) apologise, deal with the situation quickly, inform others as appropriate.

**Learning outcome**

The learner will:

- 2 Be able to deal with customers

**Assessment criteria**

The learner can:

- 2.1 greet **customers** in a professional, polite and friendly way
- 2.2 deal with **customer requests** promptly and accurately
- 2.3 provide **customers** with accurate **information** keeping them informed at all times
- 2.4 **communicate** politely when dealing with customers.

**Range****Customers**

Internal customers – colleagues, peers, managers, people from other departments.

External customers – paying customers, visitors, suppliers.

**Customer requests**

Customers with routine needs – (standard services and products available)

Customers with non routine needs (special request, special dietary needs, people with disabilities, lone customers, families with children, groups of people).

**Customers**

Internal customers – colleagues, peers, managers, people from other departments.

External customers – paying customers, visitors, suppliers.

**Information**

Standard products and services, additional products and services (special offers and promotions) reasons for delays in service, unavailable products and services, information requests.

**Communicate**

Face to face, over the telephone, in writing to internal customers – emails, memorandums.

<b>UAN:</b>	<b>J/503/7831</b>
<b>Level:</b>	Level 1
<b>Notional learning hours</b>	50
<b>Guided learning hours</b>	35
<b>Aim:</b>	The aim of this unit is to introduce the learner to working within accommodation services. Learners will develop knowledge and skills required in handling guest and hotel property, correct manual handling techniques and how to respond to suspicious items and unattended valuables

<b>Learning outcome</b>
The learner will:
1 Know the duties carried out by accommodation services
<b>Assessment criteria</b>
The learner can:
1.1 identify <b>duties</b> carried out by accommodation services
1.2 state why it is <b>important to maintain</b> guest areas to a high standard
1.3 identify different types of hotel <b>property</b> used in accommodation services
1.4 state the <b>importance</b> of handling hotel and guest property correctly
1.5 identify <b>organisational procedures</b> to access areas
1.6 state <b>manual handling techniques</b>
1.7 state the types of <b>injuries</b> that could happen when lifting and moving different types of property
1.8 state how to recognise a <b>suspicious</b> item or package
1.9 describe the <b>procedure</b> to follow after discovering unattended valuables.

<b>Range</b>
<b>Duties</b> Cleaning guest and common areas, linen (clean and used), laundry, dry-cleaning, safe disposal of waste, recycling.
<b>Important to maintain</b>

To avoid theft, pest infestation, accidents, damage to items, general appearance of hotel.

**Property**

Furniture (tables, chairs, beds, trolleys, baby cots), small furnishings (lamps, bedding, soft furnishings) cleaning equipment (vacuum cleaners, suction dryers, polishing machines), small equipment (ironing boards, irons, hairdryers, hospitality trays).

**Importance**

Safety, avoid breakages, care of valuables, security, reputation of hotel.

**Organisational procedures**

Security of areas, key security, guest privacy policy.

**Manual handling techniques**

Straight back, bent knees, manageable load, use of trolleys, assistance from colleagues.

**Injuries**

Back strains, pulled muscles, injuries to feet, arms fingers and legs.

**Suspicious**

Items or packages left unattended, in a concealed place, not marked or labelled, unusual shape/size/location.

**Procedure**

Leave in location, secure area, report to supervisor.

**Learning outcome**

The learner will:

- 2 Be able to carry out duties in accommodation services

**Assessment criteria**

The learner can:

- 2.1 maintain **areas** to a high standard
- 2.2 handle hotel and guest property correctly
- 2.3 demonstrate **manual handling techniques**
- 2.4 follow **procedures** on discovering unattended valuables.

**Range**

**Areas**

Guest rooms and common areas.

**Manual handling techniques**

Straight back, bent knees, manageable load, use of trolleys, assistance from colleagues.

**Procedures**

Leave in location, secure area, report to supervisor.

<b>UAN</b>	<b>L/503/7832</b>
<b>Level:</b>	Level 1
<b>Notional learning hours</b>	100
<b>Guided learning hours</b>	80
<b>Aim:</b>	The aim of this unit is to enable the learner to develop the knowledge and skills to clean various accommodation areas within an establishment. The unit covers the preparation of equipment and cleaning agents and carrying out cleaning tasks.

<b>Learning outcome</b>
The learner will:
1 Know how to clean accommodation areas safely
<b>Assessment criteria</b>
The learner can:
1.1 state the meaning of <b>warning signs</b> used in accommodation services
1.2 list the <b>large and small cleaning equipment</b> used in accommodation services
1.3 state the <b>method</b> for preparing cleaning solutions
1.4 state the <b>meaning</b> of warning signs on cleaning agent containers
1.5 state why it is <b>dangerous</b> to mix certain types of cleaning agents
1.6 state the <b>consequence</b> of not following warning signs on cleaning agent containers
1.7 state the importance of securing the storage area.

<b>Range</b>
<b>Warning signs</b> Caution (hazards or potential hazardous situations), danger, prohibition, fire, emergency.
<b>Large and small cleaning equipment</b> Large equipment: mechanical equipment (vacuum cleaners/systems, suction dryers, scrubbing/polishing machines, water extraction machines). Small equipment: trolleys, brushes, mops, cloths, buckets, bins, containers.

**Method**

Follow manufacturers' instruction, dilute to correct amount, use the correct container, mix the solution prior to starting work, identify correct PPE.

**Meaning**

Poisons, environmental hazard, explosive, flammable, irritant or harmful, oxidising chemicals, corrosive.

**Dangerous**

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

**Consequence**

Injury to self and others, local legislation, damage to reputation.

**Learning outcome**

The learner will:

- 2 Know how to use correct cleaning methods

**Assessment criteria**

The learner can:

- 2.1 state different uses for **equipment** used in cleaning accommodation areas
- 2.2 identify daily **supplies** required on the cleaning trolley
- 2.3 list the **cleaning agents** used for cleaning different accommodation areas
- 2.4 state the importance of following **work routines and sequences**
- 2.5 state own **quality checking methods** following completion of cleaning routines.

**Range****Equipment**

Daily use: vacuum cleaners/systems, suction dryers, trolleys, brushes, mops, cloths, buckets, bins, containers.

Periodic use: Scrubbing/polishing machines, water extraction machines.

**Supplies**

Cleaning agents, equipment, linen, toiletries, complementary products.

**Cleaning agents**

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.

<p>Wall tiles: colour-coded cloths, detergent, grout cleaner.  Furniture: vacuum cleaner, polish, cloths.  Carpet: vacuum cleaner.</p> <p><b>Work routines and sequences</b>  To make sure all rooms and areas are cleaned and serviced correctly, to maintain standards, to comply with standard operating procedures, to avoid customer complaints, to maintain health and safety.</p> <p><b>Quality checking methods</b>  Area is clean, dry and smear free, all equipment is removed, guest property remains in original location, room is adequately ventilated.</p>
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<b>Learning outcome</b>
The learner will:
3 Be able to use correct cleaning methods
<b>Assessment criteria</b>
The learner can:
3.1 stock cleaning trolley with daily <b>supplies</b>
3.2 use <b>warning signs</b>
3.3 use daily cleaning <b>equipment</b> in accommodation areas
3.4 use <b>cleaning agents</b> in different accommodation areas
3.5 follow <b>work routines and sequences</b>
3.6 <b>quality check</b> own cleaning work.

<b>Range</b>
<b>Supplies</b> Cleaning agents, equipment, linen, toiletries, complementary products.
<b>Warning signs</b> Caution (hazards or potential hazardous situations), danger, prohibition, fire, emergency.
<b>Equipment</b> Daily use: vacuum cleaners/systems, suction dryers, trolleys, brushes, mops, cloths, buckets, bins, containers.
<b>Cleaning agents</b> 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**

To make sure all rooms and areas are cleaned and serviced correctly, to maintain standards, to comply with standard operating procedures, to avoid customer complaints, to maintain health and safety.

**Quality check**

Area is clean, dry and smear free, all equipment is removed, guest property remains in original location, room is adequately ventilated.

<b>UAN:</b>	<b>R/503/7833</b>
<b>Level:</b>	Level 2
<b>Notional learning hours</b>	30
<b>Guided learning hours</b>	20

**Aim:** The aim of this unit is to enable the learner to develop a broad understanding of the hospitality and catering industry. Learners will explore the broad structure of the industry, types of operations and establishments within the sectors.

Learners will also develop an awareness of the employment opportunities and an understanding of the importance of professional behaviour in the industry.

<b>Learning outcome</b>
The learner will:
1 Know the hospitality and catering industry
<b>Assessment criteria</b>
The learner can:
1.1 describe the types of <b>establishments</b> that operate in the hospitality and catering industry
1.2 describe the different <b>services</b> offered by different establishments
1.3 describe the <b>job roles</b> within the hospitality and catering industry
1.4 identify <b>working patterns</b> in the hospitality and catering industry
1.5 explain the <b>processes</b> involved in applying for a job within the hospitality and catering industry
1.6 identify <b>ways to progress</b> within the hospitality and catering industry.

<b>Range</b>
<b>Establishments</b>
Hotels, restaurants, planes, airports, hostels, hospitals, cruise liners, lodges and chalets, campsites, caravan-sites.

**Services**

Accommodation, food and beverage, conference facilities, leisure facilities (eg gym, spa), events catering.

**Job roles**

Managers, supervisors, kitchen staff, food and beverage service staff, front office staff, accommodation staff.

**Working patterns**

Flexible working hours, shift work, split shifts, weekend work.

**Processes**

Checking advertisements, preparing CV, completing application forms, interview preparation.

**Ways to progress**

Qualifications, Continuing Professional Development, experience (eg work placements).

**Learning outcome**

The learner will:

- 2 Know the importance of professional behaviour in the hospitality and catering industry

**Assessment criteria**

The learner can:

- 2.1 describe **professional behaviour** in the workplace
- 2.2 describe professional **personal appearance** in the hospitality and catering industry
- 2.3 describe the **importance** of professional behaviour
- 2.4 explain the **role** of teamwork in the hospitality and catering industry.

**Range****Professional behaviour**

Punctuality, appropriate uniform, prepared for work, plan tasks, work methodically, keep work area tidy, make efficient use of resources, conduct, and positive communication.

**Personal appearance**

Hygiene, clean uniform, grooming.

**Importance**

Maintaining a positive image of the establishment, ensuring customer satisfaction, maintaining good working relationships with colleagues.

**Role**

Effective communication, completion of tasks, customer satisfaction, job satisfaction.

## Unit 108

## Accommodation services principles

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

102	Safety at work
103	Customer service in hospitality and catering industry
106	Accommodation services
107	Cleaning accommodation services
201	Introduction to the hospitality and catering industry

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](http://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.

## **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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