

Level 2 Awards in Customer Service in the Hospitality, Leisure, Travel and Tourism Industries (4421)

September 2017
Version 1.2



Qualification at a glance

Subject area	Customer Service
City & Guilds number	4421
Age group approved	All
Entry requirements	No entry requirements
Assessment	Online multiple choice test
Support materials	Qualification handbook
Registration and certification	Consult the Walled Garden/ Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Extended Award in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	4421-22	600/1102/6
Level 2 Award in Cultural awareness for Customer Service in Hospitality, Leisure, Travel and Tourism	4421-23	600/1741/7
Level 2 Award in meeting requirements for customers with specific needs in Hospitality, Leisure, Travel and Tourism	4421-24	600/1742/9
Level 2 Award in Welcoming Tourists and Visitors to their Destination in Hospitality, Leisure, Travel and Tourism	4421-25	600/1744/2
Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	4421-02	500/6351/0

Version and date	Change detail	Section
1.1 October 2011	Amended range for Unit 502, Learning Outcomes 2 and 3	Unit 502
1.2 September 2017	Added TQT details Deleted QCF	Qualification at a glance and Structure Throughout



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1 Introduction

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

Area	Description
Who are the qualifications for?	They are for learners who work or want to work in customer service in the hospitality, leisure, travel or tourism sector.
What do the qualifications cover?	They allow learners to learn, develop and practise the skills required for employment and/or career progression in the customer service sector.
What opportunities for progression are there?	They allow candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> • Level 2 or 3 Certificate in Customer Service (4417) • Level 2 or 3 NVQ/SVQ in Customer Service (4430)

Structure

To achieve the **Level 2 Extended Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism**, learners must achieve **4** credits from the mandatory units.

Unit accreditation number	Unit number	Unit title	Credit value
Mandatory			
T/600/1059	501	Principles of customer service in hospitality, leisure, travel and tourism	1
Y/503/0110	502	Cultural awareness	1
M/600/9208	503	Meet the requirements of customers in the hospitality, leisure, travel and tourism industry with specific needs	1
D/503/0111	504	The role of a customer service representative in welcoming tourists and visitors to their destination	1

To achieve the **Level 2 Award in Cultural Awareness for Customer Services in Hospitality, Leisure, Travel and Tourism**, learners must achieve **1** credit from the mandatory unit.

Unit accreditation number	Unit number	Unit title	Credit value
Mandatory			
Y/503/0110	502	Cultural awareness	1

To achieve the **Level 2 Award in Meeting Requirements for Customers with Specific Needs in Hospitality, Leisure, Travel and Tourism**, learners must achieve **1** credit from the mandatory unit.

Unit accreditation number	Unit number	Unit title	Credit value
Mandatory			
M/600/9208	503	Meet the requirements of customers in the hospitality, leisure, travel and tourism industry with specific needs	1

To achieve the **Level 2 Award in Welcoming Tourists and Visitors to their Destination in Hospitality, Leisure, Travel and Tourism**, learners must achieve **1** credit from the mandatory unit.

Unit accreditation number	Unit number	Unit title	Credit value
Mandatory			
D/503/0111	504	The role of a customer service representative in welcoming tourists and visitors to their destination	1

To achieve the **Level 2 Award in Principles of Customer Services in Hospitality, Leisure, Travel and Tourism**, learners must achieve **1** credit from the mandatory unit.

Unit accreditation number	Unit number	Unit title	Credit value
Mandatory			
T/600/1059	501	Principles of customer service in hospitality, leisure, travel and tourism	1

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 2 Extended Award in the Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	37	40
Level 2 Award in Welcoming Tourists and Visitors to their Destination in Hospitality, Leisure, Travel and Tourism	9	10
Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	10	10



2 Centre requirements

Approval

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

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 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

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



3 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 qualifications
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.



4 Assessment

Candidates must complete an online multiple choice test for each unit.

Test specifications

Unit 501

Duration: 40 minutes

Unit	Outcome	Number of questions	%
501	1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	6	30
	2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	7	35
	3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	7	35
	Total	20	100

Unit 502

Duration: 30 minutes

Unit	Outcome	Number of questions	%
502	1. Understand what is meant by 'culture'	7	47
	2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	4	26
	3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	4	27
	Total	15	100

Unit 503**Duration:** 30 minutes

Unit	Outcome	Number of questions	%
503	1. Understand the need to provide an accessible service	9	60
	2. Know how to communicate effectively with customers with specific needs	6	40
	Total	15	100

Unit 504**Duration:** 35 minutes

Unit	Outcome	Number of questions	%
504	1. Understand the importance of welcoming tourists/visitors to a destination	3	20
	2. Know the customers of a tourist/visitor destination	4	23
	3. Know what is available at a tourist/visitor destination	4	23
	4. Understand the role of a customer service representative at a tourist/visitor destination	6	34
	Total	17	100



5 Units

Availability of units

The following units can be found on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds unit number
- Title
- Unit Accreditation Number (UAN)
- Level
- Credit value
- Recommended Guided Learning Hours (GLH)
- Endorsement by a sector or regulatory body
- Aims
- Learning outcomes which are comprised of a number of assessment criteria
- Range (where applicable)
- Guidance (where applicable)

Summary of units

Unit number	Unit title	Credits	Unit number (UAN)
501	Principles of customer service in hospitality, leisure, travel and tourism	1	T/600/1059
502	Cultural awareness	1	Y/503/0110
503	Meet the requirements of customers in the hospitality, leisure, travel and tourism industry with specific needs	1	M/600/9208
504	The role of a customer service representative in welcoming tourists and visitors to their destination	1	D/503/0111

Unit 501

Principles of customer service in hospitality, leisure, travel and tourism

UAN:	T/600/1059
Level:	Level 2
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	To meet the requirements of the Hospitality, Leisure, Travel and Tourism sector in providing staff who engage with internal and external customers with introductory knowledge in customer service.

Learning outcome	The learner will:
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	
Assessment criteria	
The learner can:	
1.1 describe the role of the organisation in relation to customer service	
1.2 identify the characteristics and benefits of excellent customer service	
1.3 give examples of internal and external customers in the industries	
1.4 describe the importance of product knowledge and sales to organisational success	
1.5 describe the importance of organisational procedures for customer service.	

Range
Role
<ul style="list-style-type: none">• Setting the service offer or customer charter – the basis on which the organisation will provide a service to its customers• Monitoring, evaluating and improving standards via customer feedback, analysis of records, complaints, comment cards• Complying with industry codes of practice and legislation: Health and Safety at Work Act, Data Protection Act, Equality Act, Food Safety Act; Consumer legislation: Sale of Goods Act, Supply of Goods and Services Act, Unsolicited Goods and Services Act, Trade Descriptions Act, Consumer Protection Act, Consumer Credit Act,

The Consumer Protection Regulations

Characteristics

- Creating a positive image and maintaining an excellent reputation for service
- Stated customer service standards
- Meeting and exceeding customer expectations
- Knowing key benefits/features of the organisation's services and products
- Current and reliable information available
- Training professional, friendly and polite staff
- Encouraging customer loyalty and repeat business
- Forming a positive relationship with customers
- Encouraging and responding to customer feedback

Benefits

- Increased sales
- Fewer complaints
- New customers
- Numbers of compliments
- Repeat business/brand loyalty
- Reduced staff turnover
- Referred business
- Job satisfaction and staff motivation

Internal

- From another part of the same organisation, colleagues

External

- Individuals; businesses including suppliers

Product knowledge

- Price
- Content
- Availability
- Variation/flexibility
- Complementary products
- Offers

Importance (AC1.4)

- To help customers with their decision or any questions
- To give a professional impression and increase trust with the customer
- To cross-sell and up-sell
- To match the customer's needs against the correct product
- To increase referrals/repeat business/ increase sales

<p>Procedures relating to:</p> <ul style="list-style-type: none"> • Service standards • Feedback systems • Complaints procedures • Security procedures • Emergency/Health and safety procedures <p>Importance (AC1.5)</p> <ul style="list-style-type: none"> • Consistency of service • Staff guidance • Training use • Ensuring excellent customer service
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Learning outcome	The learner will:
2. Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries	
Assessment criteria	
The learner can:	
2.1 identify the benefits of excellent customer service for the individual	
2.2 describe the importance of positive attitude, behaviour and motivation in providing excellent customer service	
2.3 describe the importance of personal presentation within the industries	
2.4 explain the importance of using appropriate types of communication	
2.5 describe the importance of effective listening skills .	

Range
<p>Benefits</p> <ul style="list-style-type: none"> • Recognition within the organisation • Motivation • Customer loyalty • Engaging/building relationships with customers makes the role more enjoyable • Job satisfaction • Monetary rewards • Referrals • Increased sales • Better career prospects <p>Positive attitude, behaviour and motivation in regards to:</p> <ul style="list-style-type: none"> • Positive body language • Friendly approach • Professionalism • Knowledgeable • Helpful, observant of needs

Personal presentation

- Dress codes
- Personal hygiene
- Make-up, nail varnish
- Jewellery
- Chewing gum
- Body language, posture
- Creating a good first impression

Communication types

- Face-to-face
- Written communication
- Telephone communication
- Non-verbal (body language)

Appropriate

- Clear
- Respectful
- Polite and confident
- Without the use of jargon
- Use positive body language
- Adapted to meet individual needs

Listening skills

- Active listening
- Make eye contact
- Pay attention to the words, expressions, and body language of the speaker
- Use positive body language
- Use encouraging phrases
- Do not interrupt
- Give the person complete attention
- Summarise the discussion
- Ensure understanding by paraphrasing, clarifying, probing, verifying, summarising

Learning outcome	The learner will:
3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries	
Assessment criteria	
The learner can:	
3.1 identify what is meant by customer needs and expectations in the industries	
3.2 identify the importance of anticipating and responding to varying customers' needs and expectations	
3.3 describe the factors that influence the customers' choice of products and services	

- 3.4 describe the importance of meeting and exceeding customer expectations
- 3.5 describe the importance of dealing with complaints in a positive manner
- 3.6 explain the importance of **complaint** handling **procedures**.

Range

Needs

- Information eg directions, facilities, price, availability
- Health, safety and security
- Assistance eg for parents, those with disabilities
- Level of service eg that timescales are met, promises kept, value for money, quality presentation
- Specific needs
- Appropriate products and services

Expectations

- Level of service
- Value for money
- Hygiene and health and safety
- Luxury factor

Anticipating and responding

- Sensitive to each customer's needs so as not to lose custom and sales
- To establish the customer's expectations and needs in a way that takes full account of them as an individual
- Use of questioning and listening techniques eg open/closed
- Observant of verbal and non verbal clues according to the situation

Factors

- Price
- Value for money
- Reputation/brand
- Past experience
- Recommendation

Complaints about:

- Price-value
- Quality
- Speed of service/delivery
- Level of service
- Poor staff attitude
- Breakdown

Procedures

- Acknowledging the complaint

- Apologising for inconvenience
- Prompt attention to situation
- Identifying questions to answer
- Investigate the complaint
- Identifying problems to resolve
- Following organisational procedures

Unit 502

Cultural awareness

UAN:	Y/503/0110
Level:	Level 2
Credit value:	1
GLH:	8
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The unit provides an introduction to cultural awareness and how to communicate with diverse people from different cultures.

Learning outcome	The learner will:
1. Understand what is meant by 'culture'	
Assessment criteria	
The learner can: 1.1 explain the term 'culture' 1.2 explain the differences between 'discrimination', 'prejudice' and 'stereotyping' 1.3 give examples of 'stereotyping' 1.4 give examples of different types of cultures in the local community 1.5 state how cultural diversity can contribute positively to the local and national economy.	

Guidance
<p>1.1 A general explanation of the word 'culture', eg shared attitudes, values, beliefs, goals and practices that characterise a group; inherited ideas, values, beliefs and knowledge which form the basis of society as a whole or a group within society.</p> <p>1.2 The learner must be able to explain stereotyping, prejudice and discrimination and explain the difference:</p> <ul style="list-style-type: none">• Stereotyping often involves generalising characteristics or distinctive features of members of the same group• Prejudice is an attitude towards the members of a group based only on their membership of that group. This attitude can be either positive or negative eg 'we will only serve women in this restaurant' (positive) or 'we will not serve women in this restaurant. (negative)• Discrimination is action/treatment based on prejudice. It can be direct discrimination eg when a person is treated less favourably because of nationality, or indirect discrimination when a condition of employment is applied equally to men and women which would in practice apply more to one gender than the other and is not

justifiable as a requirement to do the job.

1.3 Examples of stereotyping could include: ‘Doctors are all rich’ or ‘Students from the local college behave badly when on work experience’

1.4 Different types of culture relating to, eg religion, nationality, region, the arts, popular and youth cultures. The learner should be able to give examples of cultures in the local community appropriate to the area in which they live or work.

1.5 Cultural diversity is a range of different communities with different origins, traditions, food and religions all living and interacting together. Positive contributions to the local economy could include:

- Diversity of products and services offered/demanded
- A vibrant, diverse community attracts visitors/business
- Ability to link into a diverse national market
- Innovative ways that culturally diverse workforces can create economic gain
- An increased knowledge of other cultures
- Enrichment of the local community – urban-led renewal
- Support and encouragement for people to keep their cultures alive

Positive contributions to the national economy could include:

- Better ability to link into a diverse global market
- An increased respect for other cultures
- Better decision making as different cultures look at issues with different perspectives
- Improved creativity

Learning outcome	The learner will:
2. Understand the importance of effective communication with people from different cultures	
Assessment criteria	
The learner can:	
2.1 explain the importance of positive attitude and behaviour when communicating with people from different cultures	
2.2 state the barriers to effective communication with people from different cultures.	

Guidance
2.1 Being positive is important to create: <ul style="list-style-type: none">• the right setting for understanding to take place• customer satisfaction• a good impression on the customer• the right image for the organisation. Positive attitude and behaviour when communicating with people from

<p>different cultures can be shown by:</p> <ul style="list-style-type: none"> • Understanding that the sender of the message and the receiver of the message are from different cultural backgrounds • Keeping communication simple and clear • Avoiding humour which can be misinterpreted, but smiling if appropriate <p>Positive attitude, behaviour:</p> <ul style="list-style-type: none"> • Positive body language • Friendly approach • Professional • Calm and confident • Helpful • Sensitive to needs • Creating a good impression <p>2.2</p> <p>Barriers to effective communication with people from different cultures could include:</p> <ul style="list-style-type: none"> • Complex or specialist language/use of jargon • Regional sayings • Foreign-language speaker/problems with translation • Prejudice and stereotyping • Dress • Interpretation of non vocal communication (body language) • Showing/not showing emotion
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Learning outcome	The learner will:
3	Know how to communicate with people from different cultures
Assessment criteria	
The learner can:	
3.1 identify appropriate skills and techniques to communicate effectively with people from different cultures	
3.2 describe how to use effective listening skills.	

Guidance
<p>3.1 Communication may be:</p> <ul style="list-style-type: none"> • face-to-face • written communication • telephone communication • non-verbal (body language). <p>Effective communication ensures there is understanding between both parties.</p> <p>Appropriate skills and techniques</p> <ul style="list-style-type: none"> • clear and concise

- respectful of cultural differences
- polite and confident
- without the use of jargon or regional expressions
- use of positive body language
- adapted to meet individual cultural needs.

3.2 Effective listening skills – active listening – ensure understanding and help to achieve customer satisfaction. Techniques to use:

- make eye contact
- pay attention to words, expressions, and body language of the speaker
- use positive body language
- use encouraging phrases
- do not interrupt
- give the person complete attention
- summarise the discussion
- ensure understanding by paraphrasing, clarifying, probing, verifying, summarising.

Unit 503

Meet the requirements of customers in the hospitality, leisure, travel and tourism industry with specific needs

UAN:	M/600/9208
Level:	Level 2
Credit value:	1
GLH:	10
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	This unit covers the knowledge around meeting the requirements of customers with specific needs in regards to accessible service and effective communication.

Learning outcome	The learner will:
1. Understand the need to provide an accessible service	
Assessment criteria	
The learner can:	
1.1 identify reasons for providing high service standards to disabled people	
1.2 identify the benefits of an accessible service	
1.3 describe key points of legislation related to providing a service for disabled people	
1.4 describe ways to proactively meet the needs of disabled customers	
1.5 explain how to plan improvements in services and accessibility.	

Guidance
1.1 The organisation's Customer Charter/procedures. Reasons for providing high service standards could include: <ul style="list-style-type: none">• Changing market within the industries• Widening range of opportunities for disabled customers• Increased consumer spending in the industries• Encourage new and repeat business• Meeting the needs and expectations of the disabled people
1.2 Benefits of accessible service could include: <ul style="list-style-type: none">• Disabled customers choose facilities that are good at serving disabled customers• Recommendations to non disabled friends

- Upgrading of equipment
- Increased customer spending
- Fewer complaints
- Improved facilities

1.3 Equality Act 2010 aims to protect disabled people and prevent disability discrimination. It provides legal rights for disabled people in the areas of:

- Employment
- Education
- Access to goods, services and facilities
- Buying and renting of land or property
- Functions of public bodies

Also covered in the Act are:

- Reasonable changes to facilities
- Direct/indirect discrimination
- Discrimination arising from disability
- Discrimination by association
- Harassment

1.4 Ways to meet the needs of disabled customers could include:

- Designated car parking facilities close to entrance
- Accessible toilets and shower and changing facilities
- Inclusion in mainstream activities
- Lifts and ramps as required
- Low counter access for wheelchair users in reception
- Clear directional signage
- Induction loop in reception area for hearing impaired customers
- Use of customer feedback eg focus groups, surveys etc.
- Making reasonable adjustments
- Additional support staff

1.5 Ways to plan improvements in services and accessibility could include:

- Start the plan with business objectives/requirements/budgets
- Consultation to include:
 - Carrying out access audits
 - Focus groups and customer feedback to include a sample of disabled customers
 - Staff consultation/training
 - Review of changing marketplace

Investigate/agree products and services including:

- New equipment to suit disabled customers
- Providing wheelchairs on request for customers
- Providing specific sports equipment when needed

- Easy access to self service catering
- Implementation including staff training
- Improvements operational with ongoing quality checks

Learning outcome	The learner will:
2. Know how to communicate effectively with customers with specific needs	
Assessment criteria	
The learner can:	
2.1 describe the importance of effective communication	
2.2 give examples of ways to communicate with a range of customers with specific needs	
2.3 give examples of ways to gain feedback from customers with specific needs.	

Guidance
<p>2.1 Communication is only effective if the purpose is successfully achieved eg contact made with the right person, the message received and understood</p> <ul style="list-style-type: none"> • Direct/indirect communication eg body language, face to face, written etc. • Use of active listening skills ensures understanding • It is important to develop a rapport with a customer • Effective communication increases customer satisfaction
<p>2.2 Examples of ways to communicate with customers with specific needs could include:</p> <ul style="list-style-type: none"> • Speak directly and clearly to the customer, not a carer • Brochures/timetables/menus: large print/produced in different languages • Clear signage in the building • Clear website • Loop system • Ensure staff training covers communication skills <p>Range of customers could include:</p> <ul style="list-style-type: none"> • Hearing impaired customers • Wheelchair users • Partially sighted customers • Customers with speech difficulties • Customers whose first language is not English • Parents with small children • Older customers
<p>2.3 Examples of ways to obtain feedback from customers with specific needs could include:</p> <ul style="list-style-type: none"> • Customer Service surveys directly to customers with specific needs

- Make survey user friendly, eg speak directly to customer and fill in forms if needed
- Direct feedback from activities
- Disability forum
- Focus Groups
- Listen to the customer and act on feedback (positive and negative)

Unit 504

The role of a customer service representative in welcoming tourists and visitors to their destination

UAN:	D/503/0111
Level:	Level 2
Credit value:	1
GLH:	9
Relationship to NOS:	This unit is linked to People 1st Travel & Tourism national occupational standards 2009: <ul style="list-style-type: none">• TT 08 Research travel and destination information• TT 09 Assist with travel and tourism problems and emergencies• TT14 Identify and provide tourism-related information and advice• TT44 Source goods and services for visitors• TT49 Build and maintain face-to-face relationships with customers
Endorsement by a sector or regulatory body:	This unit is endorsed by People 1st
Aim:	The unit provides an introduction to welcoming tourists/visitors (regardless of their gender, race, culture, age, religion, ability or sexual orientation) to their destination and a basic understanding of the importance of the tourism industry in the destination

Learning outcome	The learner will:
1. Understand the importance of welcoming tourists/visitors to a destination	
Assessment criteria	
The learner can: <ul style="list-style-type: none">1.1 explain the importance of positive attitude and behaviour in providing a warm welcome to tourists/visitors to create a lasting impression1.2 outline different communication skills/techniques used to welcome tourists/visitors to the destination.	

<p>Range</p> <p>Positive attitude and behaviour</p> <ul style="list-style-type: none"> • Positive body language • Friendly approach • Professionalism • Knowledgeable • Helpful, observant of needs • Creating a good impression • Promoting the destination <p>Communication skills</p> <ul style="list-style-type: none"> • Clear • Respectful • Polite and confident • Without the use of jargon/regional expressions • Positive body language • Active listening • Probing to establish needs • Adapted to meet individual needs <p>Techniques</p> <ul style="list-style-type: none"> • Oral • Written • Non-verbal/body language

Learning outcome	The learner will:
2 Know the customers of a tourist/visitor destination	
Assessment criteria	
<p>The learner can:</p> <p>2.1 identify the types of tourists/visitors that come to the destination</p> <p>2.2 describe how tourist/visitor needs may differ</p> <p>2.3 explain the importance of responding to tourists/visitors differently, according to their different needs.</p>	

<p>Range</p> <p>Types</p> <ul style="list-style-type: none"> • Families • Different age groups • Cultural differences • Residents • Non-residents • Foreign language speakers • With special requirements
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Needs

- Accessibility
- Translation/interpretation
- Information eg directions, facilities, price, availability
- Health, safety and security
- Level of service
- Specific needs, eg dietary requirements, cultural needs
- Assistance eg for parents, those with disabilities
- Appropriate products and services.
- Emergency assistance

Different needs according to:

- Mood
- Age
- Gender
- Social status (eg families, groups, individuals)
- Language skills
- Cultural background
- Learning difficulties
- Physical disabilities

Learning outcome	The learner will:
	3. Know what is available at a tourist/visitor destination
Assessment criteria	
	The learner can: 3.1 identify different sources of information about a destination 3.2 identify the products/local businesses/events and places of interest available in a destination 3.3 outline the services available to a tourist/visitor at the destination 3.4 state the resources available to support the tourist/visitor at a destination.

Range

Sources of information

- Paper-based
- Electronic
- Human

Products

- Local produce
- Souvenirs
- Items typical of the area

Local businesses

- Transport – stations and car hire
- Tourist companies

<ul style="list-style-type: none"> • Tourist offices • Agencies • Places to stay • Places to eat • Car parking • Shops <p>Events</p> <ul style="list-style-type: none"> • Sporting • Informative • Cultural • Religious • Promotional <p>Places of interest</p> <ul style="list-style-type: none"> • Natural, man-made <p>Services</p> <ul style="list-style-type: none"> • Information centres • Booking agencies • Transport – public, taxis, tourist buses • Rail or bus stations, left-luggage • Places to stay • Places to eat • Car parking • Public toilets • Shops <p>Resources</p> <ul style="list-style-type: none"> • Information, internet access • Facilities - places to eat, car parking, transport, public toilets, shops • Health related, security • Human

Learning outcome	The learner will:
4. Understand the role of a customer service representative at a tourist/visitor destination	
Assessment criteria	
The learner can:	
4.1 describe the qualities of a tourist/visitor customer service representative	
4.2 describe the role of a tourist/visitor customer service representative	
4.3 describe the resources in the destination	
4.4 explain the importance of the tourism industry in the destination	
4.5 state the importance of positive attitude and behaviour in providing excellent customer service .	

Range

Qualities

- Professional
- Well-presented
- Friendly
- Helpful
- Motivated
- Knowledgeable
- Good communication skills, including body language

Role

- Meeting visitor expectations and needs
- Providing information
- Providing assistance
- Creating a good impression
- Promoting the destination
- Ensuring health and safety and security

Resources

- Information
- Facilities - places to eat, car parking, transport, public toilets, shops
- Health related, security.
- Human

Importance

- Economic
- Job creation
- Creation/improvement of infrastructure/facilities
- Promotion of destination

Positive attitude and behaviour

- Positive body language
- Friendly approach
- Professionalism
- Knowledgeable
- Helpful, observant of needs

Excellent customer service

- Exceeding expectations
- Creating a good impression
- Encouraging repeat business/return visit



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.

This qualification has connections to the:

- Level 2/3 Certificate in Customer Service (4417)
- Level 1/2 NVQ/SVQ in Customer Service (4543)
- Level 2 Certificate in Customer Service (4417)
- City & Guilds suite of Hospitality, Leisure, Travel and Tourism 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:

- 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 e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

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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