



# **City & Guilds Awards in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism (4421-02-03)**

**Version 3.2.2 (September 2024)**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Hospitality and Catering
<b>City &amp; Guilds number</b>	4421
<b>Age group approved</b>	All ages
<b>Entry requirements</b>	None
<b>Assessment</b>	Written Examination
<b>Grading</b>	Pass/Fail
<b>Approvals</b>	Fast track approval/Full approval required
<b>Support materials</b>	Qualification Handbook Sample assessments
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds qualification number</b>	<b>Regulatory reference number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	4421-02	500/6351/0	10	10
City & Guilds Level 3 Award in Principles of Supervising Customer Service performance in Hospitality, Leisure, Travel and Tourism	4421-03	500/6356/X	20	20

Version and date	Change detail	Section
3.1 September 2017	Added TQT details	Introduction and Structure
	Deleted QCF	All
3.2 September 2024	Handbook reviewed and updated to new template	Throughout

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# 1 Introduction

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

Area	Description
Who are the qualifications for?	<p>The Level 2 qualification is for those individuals who work within the Hospitality, Leisure, Travel and Tourism sector who engage with internal and external customers.</p> <p>Level 3 is for those with supervisory and management responsibilities to enable them to support their staff in providing excellent customer service in the workplace</p>
What do the qualifications cover?	<p>The Level 2 qualification provides staff who engage with internal and external customers with introductory knowledge in customer service.</p> <p>Level 3 provides in-depth knowledge of how to manage customer service performance in the sector.</p>
What opportunities for progression are there?	Learners can progress onto the Level 2 or 3 Certificate in Customer Service and/or Level 1 or 2 NVQ/SVQs in Customer Service and/or the City & Guilds suite of Hospitality, Leisure, Travel and Tourism qualifications.

## Structure

To achieve the City & Guilds Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism, learners must achieve:

Unit accreditation number	City & Guilds unit number	Unit title	GLH	Credits
<b>Mandatory units:</b>				
Learners must achieve <b>one</b> mandatory unit.				
T/600/1059	201	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	10	1

To achieve the City & Guilds Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism, learners must achieve:

Unit accreditation number	City & Guilds unit number	Unit title	GLH	Credits
<b>Mandatory units:</b>				
Learners must achieve <b>one</b> mandatory unit.				
L/600/1066	301	Principles of Supervising Customer Service Performance in Hospitality, Leisure Travel, and Tourism	20	2

## Total Qualification Time (TQT)

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises of the following two elements:

- 1) the number of hours that an awarding organisation has assigned to a qualification for guided learning
- 2) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Title and level	GLH	TQT
City & Guilds Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	10	10
City & Guilds Level 3 Award in Principles of Supervising Customer Service performance in Hospitality, Leisure, Travel and Tourism	20	20



## 2 Centre requirements

### Approval

#### Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document **Centre Approval Process: Quality Assurance Standards** 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 these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area(s) 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.

#### Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and quality assurance, and that it takes account of any national or legislative developments.

### Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance

- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

## **Age restrictions**

There are no age limits attached to candidates undertaking these qualifications unless this is a legal requirement of the process or the environment.

## **Access arrangements and reasonable adjustments**

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner 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 learner fully understands the requirements of the qualification, their responsibilities as a learner and the responsibilities of the centre. This information can be recorded on a learning contract.

### Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

**[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)**

### Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

## Support materials

The following resources are available for these qualifications:

Description	How to access
Sample test papers	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Sample marking guides	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Assessment

### Assessment of the qualification

Candidates must:

- successfully complete x1 externally set, written, on demand short answer test for each mandatory unit.

The test is locally marked according marking criteria set by City & Guilds and externally verified. Quality Assurance is maintained by both the centre's internal quality assurance and by City & Guilds' External moderation.

The question papers versions should be used on a rotational basis. The tutor should ensure that they regularly rotate the question paper version they use and they do not need to be taken in a particular order.

If you have more than one cohort taking the examination on the same day then a different question paper should be used for each sitting, unless you can ensure that the groups do not come into contact with each other.

### Repeat assessment

Candidates may retake the assessment at the discretion of the centre. The tutor should ensure the candidate uses a different question paper version when retaking the examination.

### Marking the assessment

A marking schedule for each question paper containing model answers is provided on the City & Guilds website, [www.cityandguilds.com](http://www.cityandguilds.com).

Each marking schedule indicates the total marks available for each question, the examination paper overall and the requirements for achieving a pass. The model answers are intended as a guide to centres and are not exhaustive. Where a candidate gives an answer which is not shown on the model answer and is a correct answer, they should be awarded the mark allocated to this question.

Details of additions to the marking scheme should be recorded on the model answers; these should be made available if requested by the external moderator.

Results can be submitted via the walled garden (our online administration system, for further details visit [www.walledgarden.com](http://www.walledgarden.com))

Results are submitted for successful candidates only.

## **Regulations for the conduct of examinations**

Regulations for the conduct of examinations for written examinations are given on the City & Guilds website. Centres should ensure they are familiar with all requirements prior to offering assessments.

## **Time constraints**

The following must be applied to the assessment of these qualifications:

- Unit 201 is allocated 45 minutes to complete
- Unit 301 is allocated one hour to complete

## Test specifications

The way the knowledge is covered by each test is laid out in the tables below:

**Test:** City & Guilds Level 2 Award in Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

**Graded:** Pass/Fail

Test: 4421- 201	Duration: 45 minutes		
Unit	Outcome	Number of marks	Percentage %
201	1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	9	25
201	2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries.	12	33
201	3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries.	15	42
<b>Total</b>		<b>36</b>	<b>100%</b>

**Test:** City & Guilds Level 3 Award in Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

**Graded:** Pass/Fail

**Pass mark:** the pass mark for this examination is set at approx. 70% (38 out of 55 marks)

Marks for Sections A and B are aggregated to calculate the final grade.

A minimum amount of marks, 10 marks, are required to come from Section B.

<b>Test: 4421- 301</b>	<b>Duration: 60 minutes</b>		
<b>Unit</b>	<b>Outcome</b>	<b>Number of marks</b>	<b>Percentage %</b>
301	1 Understand how to develop a customer service culture within their business.	12	22
301	2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching.	16	29
301	3 Understand how to effectively monitor and communicate levels of customer service performance.	12	22
301	Section B - Covering a minimum of two syllabus outcomes.	15	27
<b>Total</b>		<b>55</b>	<b>100%</b>



## 5 Units

### Structure of the units

These units each have the following:

- City & Guilds reference number
- title
- unit accreditation number
- level
- guided learning hours (GLH)
- credit value
- unit aim
- assessment type
- learning outcomes, which are comprised of a number of assessment criteria
- range

### Guidance for delivery of the units

These qualifications comprise a number of **units**. A unit describes what is expected of a competent person in particular aspects of their job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** (performance and knowledge and understanding) which specify the desired criteria that must be satisfied before an individual can be said to have performed to the agreed standard.

**Range** statements define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

**Supporting information** provides guidance of the evidence requirement for the unit and specific guidance on delivery and range statements. Centres are advised to review this information carefully before delivering the unit.

## Unit 201

# Principles of Customer Service in Hospitality, Leisure, Travel and Tourism

<b>Level:</b>	2
<b>UAN:</b>	T/600/1059
<b>GLH:</b>	10
<b>Credit value</b>	1
<b>Assessment type:</b>	Short answer test comprising 12 short answer questions covering underpinning knowledge.
<b>Aim:</b>	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.

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### Learning outcome

The learner will:

- LO1 Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries

### Assessment criteria

The learner can:

- AC1.1 Describe the role of the organisation in relation to customer service  
AC1.2 Identify the characteristics and benefits of excellent customer service  
AC1.3 Give examples of internal and external customers in the industries  
AC1.4 Describe the importance of product knowledge and sales to organisational success  
AC1.5 Describe the importance of organisational procedures for customer service

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### Range

- AC1.1 Organisations may be tour operators, transport providers, accommodation providers, visitor attractions, restaurants and fast food outlets, leisure centres, conference and banqueting, pubs, bars and nightclubs, cafes, bars and bistros, sports, gyms, recreational and social clubs. Organisation's role relates to customer service by:
- setting the service offer. The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.

- monitoring, evaluating and improving standards based on customer feedback, analysis of records, complaints and comment cards.
- complying with industry codes of practice and legislation including Health and Safety at Work Act, Data Protection Act, Equal opportunities - Disability Discrimination Act, Sex Discrimination Act, Race Relations 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 and the Consumer Protection Regulations.

AC1.2 Excellent customer service is:

- meeting and exceeding customer expectations
- knowing key benefits/features of an organisation's services and products
- actively listening to the customer
- being professional, friendly and polite
- encouraging customer loyalty and retention
- building a relationship with customers
- ensuring customers pass on positive feedback to others.

Having experienced a certain level of customer service from an organisation, customers will expect that level of customer service in the future, whether good or bad.

Good customer relationships are important to a service provider because they build customer loyalty, resulting in repeat business. It is more cost-effective to retain existing customers than to generate new sales.

Benefits of excellent customer service are:

- Increased sales
- Satisfied customers
- New customers
- Compliments
- Repeat business/brand loyalty
- Job satisfaction and staff motivation.

AC1.3 A customer can be an individual or an organisation, they can be internal eg from another part of the same organisation or colleagues; external eg individuals; businesses including suppliers.

The candidate should be able to identify the chosen organisation's customers be they internal and/or external and also those who require special assistance for example those who have specific needs eg health, language, age, cultural needs, family needs or who have specific learning difficulties.

AC1.4 Product knowledge is vital to generate sales to ensure the success of the organisation as it assists to:

- provide relevant product information to the customer to help them make a decision or answer any questions
- explain products to the customer to give a professional impression and increase trust with the customer
- cross-sell and up-sell

- match the customer's needs with the correct product specification
- increase referrals/repeat business/ increase sales.

AC1.5 Organisational procedures relating to:

- service standards
- feedback systems
- complaints procedures
- emergency procedures.

Organisations write procedures for staff to follow to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service. A procedure may also be in place to ensure that legislative requirements are met.

## Learning outcome

The learner will:

LO2 Understand the role of the individual in delivering customer service in the hospitality, leisure, travel and tourism industries

## Assessment criteria

The learner can:

AC2.1 Identify the benefits of excellent customer service for the individual

AC2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service

AC2.3 Describe the importance of personal presentation within the industries

AC2.4 Explain the importance of using appropriate types of communication

AC2.5 Describe the importance of effective listening skills

## Range

AC2.1 The benefits of providing excellent customer service by the individual are:

- recognition within the organisation
- motivation
- engaging/building relationships with customers makes the interaction more satisfying
- job satisfaction
- financial rewards or incentives
- receiving compliments
- increased sales
- improved career prospects
- positive performance review.

AC2.2, AC2.3 The customer service deliverer's own personal presentation, approach and attitude will influence the customer's perception of the service delivered. If the customer expects to see staff in uniform who make a friendly approach and have a positive attitude they will not be satisfied if they are faced with someone who makes no approach and appears not to care.

A service deliverer's presentation should:

- create a good first impression
- follow relevant dress codes
- personal hygiene
- verbal and body language
- approach and attitude
- behaviour.

Service deliverers should always be professional despite difficult circumstances eg being under pressure through lack of time, during busy periods.

AC2.4 A service deliverer's communication should be clear, respectful, polite, confident, using the appropriate technical terms and adapted to meet individual needs. It is important to adapt methods of communication to meet the individual needs of a range of customers including those:

- with language difficulties
- with health issues
- of different age groups
- with cultural differences
- with learning difficulties.

Communication types:

Face-to-face – includes eye contact and active listening. Eye contact may differ across cultures; 'active listening is using minimal encourages and summarising to confirm understanding

Written communication includes letter, email, memos and reports. There will be guidelines on when and how to use written communication eg house styles, language to be used etc. Written communication will be necessary when a formal response is required.

Telephone communication requires being able to operate the equipment efficiently and effectively; making sure customers are regularly informed when the service deliverer is accessing information to provide responses, or if they are going to be on hold, etc; speaking clearly and slowly to allow for the possibility that reception on the 'phone line may not be perfect; adapting speech to meet individual needs of customer.

AC2.5 Being a good or active listener ensures the exchange of information between the speaker and the listener is correctly understood:

- Make eye contact.
- Pay attention to the words, expressions, and body language of the speaker.
- Use positive body language to express your continued concentration.
- Use encouraging phrases such as "I see" or "Go on".
- Do not interrupt and allow the person to finish.
- Give the person your complete attention.
- Summarise the discussion to bring the conversation to a close.

Techniques to ensure understanding include paraphrasing, clarifying, probing, verifying and summarising.

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## Learning outcome

The learner will:

LO3 Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries

## Assessment criteria

The learner can:

AC3.1 Identify what is meant by customer needs and expectations in the industries

AC3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations

AC3.3 Describe the factors that influence the customers' choice of products and services

AC3.4 Describe the importance of meeting and exceeding customer expectations

AC3.5 Describe the importance of dealing with complaints in a positive manner

AC3.6 Explain the importance of complaint handling procedures

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## Range

AC3.1 Customer needs may be for:

- 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
- products and services eg customers' expectations, identification of needs, knowledge of products and services.

Other types of customer needs exist where customers' health, mood, language skills, age or cultural background or learning difficulties influence how a service provider may need to adapt their behaviour and adapt their methods of communication to meet these individual needs. (Specific to industry)

Customer expectations are what customers think should happen and how they believe they should be treated when asking for or receiving customer service.

Expectations are formed:

- through what customers hear and see
  - what they read and the messages the organisation sends (ie via its reputation and brand)
  - what actually happens to them when dealing now and in the past with an organisation
  - by word of mouth
-

- through the media.

Customer expectations will be specific to the industries but broadly fall into expectations about:

- level of service
- value for money
- hygiene and health and safety
- luxury factor.

AC3.2 The customer service deliverer needs to read and be sensitive to each customer's needs so as not to lose custom and sales.

The customer service deliverer needs to establish the customer's expectations and needs in a way that takes full account of them as an individual. The use of questioning and listening techniques will establish needs and expectations. They need to look out for verbal and non-verbal clues so that customer's are treated with respect and in the right manner according to the situation ie diffusing conflict with an angry customer.

The customer service deliverer should behave according to the organisation's policies and procedures.

AC3.3 Factors that influence customer choice include price, value for money, reputation/brand, past experience and recommendation.

Customers buy benefits and solutions and candidates should be familiar with the technique of selling features and benefits and know how these compare with those of competitors.

Benefits can be:

- security/peace of mind
- time savers
- money savers
- health and safety
- status
- convenience
- comfort
- flexibility
- enjoyment
- to comply with legislation.

AC3.4 In exceeding the customer expectations, customer satisfaction will be achieved. Customer satisfaction impacts positively on the success of the business (as in 1.2).

AC3.5 Complaints should be viewed as a valuable source of direct customer feedback on a product or service. Analysis of complaints logs can assist in the process of continuous improvement. Types of complaint may be:

- price-value
- quality

- speed of service/deliver
- level of service
- poor staff attitude
- breakdown.

AC3.6 It is important to deal properly with any customer complaint within the organisation's recognised systems and procedures for doing so in order to retain the customer.

Learners must know the procedures for handling customers, which will include:

- acknowledging the complaint
- apologising for inconvenience
- prompt attention to situation
- identifying questions to answer
- investigate the complaint
- identifying problems to resolve.

Techniques for dealing with complaints include:

- keeping calm
- empathise with customer
- keep customer informed
- arriving at a mutually acceptable solution
- follow up with customer and/or with staff.

Strategies to deal with complaints involve avoiding conflict and not reacting to possible anger from customers face-to face, on the phone or in writing.

Use the HEAT strategy (Hear, Empathise, Apologise, Take Ownership).



## Unit 301

# Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

<b>Level:</b>	3
<b>UAN:</b>	L/600/1066
<b>GLH:</b>	20
<b>Credit value</b>	2
<b>Assessment type:</b>	Short answer test comprising 10 Short answer questions and a scenario based integrated task (consisting of a further 3 questions) covering underpinning knowledge.
<b>Aim:</b>	This unit will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

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### Learning outcome

The learner will:

LO1 Understand how to develop a customer service culture within their business

### Assessment criteria

The learner can:

- AC1.1 Describe the role of the supervisor in leading by example when delivering excellent customer service
- AC1.2 Explain the impact of customer service on the performance of the business
- AC1.3 Explain the relationship between delivering customer service and selling services
- AC1.4 Identify and apply good practice techniques to monitor the delivery of customer service against organisational standards

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### Range

- AC1.1 The supervisor should demonstrate to the individual how to deliver excellent customer service by example through:
  - professionalism

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

AC1.2 Benefits of excellent customer service:

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

Poor customer service can result in a loss of business and a reputation for poor service can be difficult to change.

AC1.3 Customers buy from people not organisations. A customer service deliverer who is knowledgeable about the product, presentable and professional, friendly and eager-to-please will build rapport with the customer and can have a direct impact on:

- number of sales
- upselling and cross selling
- repeat business
- enhancing organisation's reputation.

AC1.4 Organisational standards as set out in the organisation's service offer or customer charter relating to providing service to meet customer needs and expectations and procedures for dealing with problems and complaints.

Techniques for monitoring customer service include:

- use of performance indicators
- analysis of customer feedback
- analysis of complaint log
- Investors In People (IIP)
- use of mystery shopper/diner etc
- reviewing standards
- review of reputation/press coverage.

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## Learning outcome

The learner will:

LO2 Understand how to build teams and motivate colleagues through techniques such as on-site coaching

## Assessment criteria

The learner can:

AC2.1 Analyse how effective teams can be developed to deliver excellent customer service

AC2.2 Explain the importance of staff development in ensuring that excellent customer service is delivered

AC2.3 Describe the role of the supervisor in developing teams

AC2.4 Describe how training and coaching sessions can be implemented to improve the delivery of customer service

AC2.5 Describe the importance of providing feedback to staff

AC2.6 Apply appropriate methods to deliver feedback to staff

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## Range

AC2.1 In analysing the development of an effective team, the learner will need to address:

- individual team roles (Belbin)
- the team dynamics
- good working relationships
- communication and interpersonal skills required
- monitoring against service standards
- support and feedback on performance
- personal development of self and team members.

An effective team is one that works well together to achieve team objectives. The supervisor should develop good working relationship amongst team members by:

- co-operation and understanding of other's feelings
- courtesy and respect
- admitting blame when due
- encouraging a non-blame, non-critical culture
- building of loyalty
- giving praise where it is due
- understanding why some decisions have been made even when they don't agree with them
- learning to listen and to think before speaking
- empathising with the views of the others even if they oppose own views
- communicating the goals of the team and working with them to achieve them.

AC2.2 Achieving excellent customer service depends on the skills and knowledge of the staff who provide it.

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Development may be:

- product knowledge
- communication and interpersonal skills
- use of equipment
- knowledge of company procedures
- knowledge of legislative requirements.

To be effective, organisations constantly need to review how effective their customer service is and what improvements should be made. Sometimes improvements will depend on the development of staff skills.

New staff must be developed to the required standards, establishing the staff need to be updated on new procedures and techniques or refreshed on existing ones. Senior staff have an important contribution to make to this process.

AC2.3 To be competent in planning and organising the development of customer service staff the learner needs to know and understand:

- the importance of continuously developing staff that provide customer service
- how to monitor and assess performance, eg observation, psychometric testing, training needs analysis (TNA), feedback, questioning
- current objectives and targets that relate to customer service in area of responsibility
- how to identify when development and training could improve customer service performance
- the range of types and styles of development and training and how to select those that are appropriate to customer service, organisation, and specific training and development needs
- that individuals have different learning styles and some development techniques will suit some and not others
- why it is important to have an input into the design and delivery of customer service development and training
- how to help staff to put into practice what they have learned
- how to assess the impact that development and training has had on customer service performance
- the types of additional support that could be provide to staff following development and training.

AC2.4 Shadowing will improve customer service delivery by observation of best practice by an experienced member of staff/expert.

- Mentoring – another individual providing one-to-one support, feedback and evaluation of performance.
- Coaching/training– using customer service improvement techniques.
- Classroom – training members of staff in a specific environment on specific subjects; particularly useful for development of knowledge (procedures, legislation, etc).
- Roleplay can be used to simulate situations and improve interpersonal skills.

AC2.5 Individuals like to receive feedback – thanks for a job well done, recognition of good practice or jobs completed accurately and on time. Both positive and negative feedback assist in personal development and growth. In order to build an effective team, the supervisor should feedback to staff about their performance.

Feedback can:

- motivate staff
- identify weaknesses or training needs
- aid in target setting
- aid development of the team.

AC2.6 Feedback may be:

- formal or informal
- positive or negative.

Informal feedback is appropriate when a supervisor wants to congratulate a staff member on good work or to encourage an improvement when they view work being carried out.

Formal feedback is recorded and takes place in private. Formal feedback may be:

- appraisal
- performance review
- disciplinary.

A suitable time and place should be agreed. When carrying out performance review, it is preferable to begin with the positive, seeking agreement on how to address the negatives.

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## Learning outcome

The learner will:

LO3 Understand how to effectively monitor and communicate levels of customer service performance

## Assessment criteria

The learner can:

AC3.1 Analyse the importance of developing and implementing clear customer service standards

AC3.2 Describe appropriate ways in which supervisors can monitor and measure the performance of team members

AC3.3 Describe appropriate corrective actions that can be taken to resolve failures in the delivery of customer service

AC3.4 Explain how performance against customer service standards can be recorded and communicated

AC3.5 Identify ways in which measurement of the effectiveness of customer service can be used to improve future performance

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## Range

AC3.1 The service offer, also known as a customer charter, sets the basis on which the organisation will provide a service to its customers. Customers will know this is what they can expect while organisations know what they must deliver.

Service standards relate to:

- level of service during and after sale
- procedures for complaints
- complying with industry codes of practice and legislation.

In implementing service standards there will be:

- standardisation of operation across the organisation
- consistency in the level of service provided
- organisational procedures allowing staff to ensure that a specific job or task is completed in a set way to achieve the same outcome and level of service.
- transparency of service and provision.

AC3.2 Supervisors need to monitor the team's performance against the service standards to:

- ensure standards are being met before, during and after sale
- identify staff training needs
- provide feedback to management on performance
- identify procedural areas for improvement.

Methods to monitor and measure performance include:

- benchmarking
- KPIs
- appraisal / performance review
- customer feedback
- observation
- mystery shopper
- self-assessment and target-setting
- SWOT analysis.

The supervisor will also be able to measure the how good the team's customer service is through ideas and indicators eg correct identification of customer needs, quality and quantity of information provided, timing of services and information provision, appearance of environment, responsive, proactive.

AC3.3 When things go wrong, the supervisor will need to address the following areas:

- staff
- customer
- procedures.

Supervisors need to:

- investigate what went wrong
- identify failures and causes
- apologise/resolve customer problem
- review procedures
- consider disciplinary/ warning
- feedback to staff
- consider development and training of staff.

AC3.4 Methods for recording performance include:

- progress reporting
- performance review
- analysis of records or feedback.

Methods for communicating performance include:

- Verbally – in team meetings or one-to-ones.
- In writing – reports, memos, emails, target scoreboard.

AC3.5 Measurement of the effectiveness of customer service can be via analysis of:

- customer feedback
- complaints
- records, such as sales.

Such analysis may:

- identify areas for improvement
- identify areas of good practice
- indicate a review policies/procedures/customer charter
- identify training needs
- re-evaluate customer needs/expectations
- implement initiatives.

Organisations need to constantly aim to maintain and improve the level of service offered to customers in order to maintain and increase custom and stay ahead of competition and it is only through regular monitoring and review of the service that they are able to do so.

## 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 **Centre document library** on **www.cityandguilds.com** or click on the links below:

### **Centre Handbook: Quality Assurance Standards**

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### **Centre Assessment: Quality Assurance Standards**

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

### **Access arrangements: When and how applications need to be made to City & Guilds**

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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### **Useful contacts**

Please visit the **Contact us** section of the City & Guilds website.



## City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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