COMPETENCY STANDARD

FOR

HOUSEKEEPING

(Tourism and Hospitality Sector)

Level: 03

Competency Standard Code: CS-THS-HK-L3-EN-V1

National Skills Development Authority
Prime Minister's Office, Bangladesh

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Introduction

The NSDA aims to enhance an individual's employability by certifying completeness with skills. NSDA works to expand the skilling capacity of identified public and private training providers qualitatively and quantitatively. It also aims to establish and operationalize a responsive skills ecosystem and delivery mechanism through a combination of well-defined set of mechanisms and necessary technical supports.

Key priority economic growth sectors identified by the government have been targeted by NSDA to improve current job skills along with existing workforce to ensure required skills to industry standards. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training program. "**Housekeeping**" is selected as one of the priority occupations of **Tourism and Hospitality** Sector. This standard is developed to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

Generally, a competency standard informs curriculum, learning materials, assessment and certification of trainees enrolled in Skills Training. Trainees who successfully pass the assessment will receive a qualification in the National Skills Qualification Framework (NSQF) under Bangladesh National Qualification Framework (BNQF) and will be listed on the NSDA's online portal.

This competency standard is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements. A series of stakeholder consultations, workshops were held to develop this document.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

Overview

A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of representative from NSDA, Key Institutions, ISC, and industry experts to identify the competencies required of an occupation in **Tourism and Hospitality Sector**.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. CS acknowledge that people can achieve technical and vocational competency in many ways by emphasizing what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guides

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide.

Competency Standards for National Skill Certificate – 3 in Housekeeping in Tourism and Hospitality Sector

Level Descriptors of NSQF (BNQF 1-6)

Level & Job classification	Knowledge Domain	Skills Domain	Responsibility Domain
6-Mid-Level Manager/ Sub Assistant Engineer	Comprehensive actual and theoretical knowledge within a specific work or study area with an awareness of the validity and limits of that knowledge, able to analyse, compare, relate and evaluate.	Specialised and wider range of cognitive and practical skills required to provide leadership in the development of creative solutions to defined problems. Communicate professional issues and solutions to the team and to external partners/users.	Work under broad guidance and self-motivation to execute strategic and operational plan/s. Lead lower-level management. Diagnose and resolve problems within and among work groups.
5-Supervisor	Broad knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to scrutinize and break information into parts by identifying motives or causes.	Broad range of cognitive and practical skills required to generate solutions to specific problems in one or more work or study areas. Communicate practice-related problems and possible solutions to external partners.	Work under guidance of management and self-direction to resolve specific issues. Lead and take responsibility for the work and actions of group/team members. Bridge between management.
4-Highly Skilled Worker	Broader knowledge of the underlying, concepts, principles, and processes in a specific work or study area, able to solve problems to new situations by comparing and applying acquired knowledge.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying the full range of methods, tools, materials and information. Communicate using technical terminology and IT technology with partners and users as per workplace requirements.	Work under minimal supervision in specific contexts in response to workplace requirements. Resolve technical issues in response to workplace requirements and lead/guide a team/ group.
3-Skilled Worker	Moderately broad knowledge in a specific work or study area, able to perceive ideas and abstract from drawing and design according to workplace requirements.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools. Communicate with his team and limited external partners upholding the values, nature and culture of the workplace	Work or study under supervision with considerable autonomy. Participate in teams and responsible for group coordination.
2-Semi Skilled Worker	Basic understanding of underpinning knowledge in a specific work or study area, able to interpret and apply common occupational terms and instructions.	Skills required to carry out simple tasks, communicate with his team in the workplace presenting and discussing results of his work with required clarity.	Work or study under supervision in a structured context with limited scope of manipulation
1 –Basic Skilled Worker	Elementary understanding of ability to interpret the underpinning knowledge in a specific study area, able to interpret common occupational terms and instructions.	Specific Basic skills required to carry out simple tasks. Interpret occupational terms and present the results of own work within guided work environment/ under supervision.	Work under direct supervision in a structured context with limited range of responsibilities.

List of Abbreviations

CS	-	Competency Standard
GAD	-	Gender and Development
ISC	-	Industry Skills Council
NSDA	-	National Skills Development Authority
NSQF	-	National Skills Qualifications Framework
OSH	-	Occupational Safety and Health
PPE	-	Personal Protective Equipment
SCVC	-	Standards and Curriculum Validation Committee
SPF	-	Sun protection factor
STP	-	Skills Training Provider
SOP	-	Standard Operating Procedure
UoC	-	Unit of Competency

Approval of Competency Standard

Name and Designation	Signature
Dulal Krishna Saha Executive Chairman (Secretary) National Skills Development Authority	
Md. Nurul Amin Member (Registration & Certification) Joint Secretary National Skills Development Authority	
Quamrun Naher Siddiqua Member (Coordination & Assessment) Joint Secretary National Skills Development Authority	
Dr. Md. Ziauddin Member (Admin & Finance) Joint Secretary National Skills Development Authority	
Alif Rudaba Member (Planning & Skills Standard) Joint Secretary National Skills Development Authority	

Competency Standards for National Skill Certificate – 3 in Housekeeping in Tourism and Hospitality Sector

Course Structure

SL	Unit Code and Title		UoC Level	Nominal (Hours)
Generic Competencies				**80**
1.	GU011L4V1	Lead Small Teams	4	20
2.	GU021L3V1	Use Information Systematically	3	15
3.	GU022L3V1	Work In a Diverse Environment	3	15
4.	GU023L3V1	Apply Critical Thinking and Problem-Solving Techniques in The Workplace	3	15
5.	GU024L3V1	Evaluate Environmental Work Practices	3	15
Sector Specific Competencies				**60**
6.	SUTH004L3V1	Work Cooperatively in a General Administration Environment	3	15
7.	SUTH005L3V1	Maintain Quality Customer/Guest Service	3	15
8.	SUTH006L3V1	Control Stock and Order	3	15
9.	SUTH007L3V1	Prepare and Deliver In-House Training Sessions	3	15
Occupation Specific Competencies				**120**
10.	OUTHHK007L3V1	Receive and Resolve Guest Complaints	3	15
11.	OUTHHK008L3V1	Roster Associates	3	15
12.	OUTHHK009L3V1	Supervise Room Cleaning and Maintenance Requirement	3	15
13.	OUTHHK010L3V1	Supervise Housekeeping Services to Guests	3	20
14.	OUTHHK011L3V1	Implement Lost and Found Procedures	3	15
15.	OUTHHK012L3V1	Supervise Guest Laundry, House Laundry and Uniform	3	40
		Total Nominal Hours		**260**

Units & Elements at Glance

Generic Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
GU011L4V1	Lead Small Teams	1. Provide team leadership 2. Assign responsibilities 3. Set performance expectations for team members 4. Supervise team performance	20
GU021L3V1	Use Information Systematically	1. Use technical information 2. Apply information technology (IT) 3. Edit, format and check information	15
GU022L3V1	Work in a Diverse Environment	1. Develop and individuals' cultural awareness and sensitivity 2. Work effectively in an environment that acknowledges and values cultural diversity 3. Identify common issues in a multicultural and diverse environment	15
GU023L3V1	Apply Critical Thinking and Problem-Solving Techniques in the Workplace	1. Examine specific workplace challenges 2. Analyze the cause if specific workplace challenges 3. Formulate resolutions to specific workplace challenges 4. Implement action plans and communicate results	15
GU024L3V1	Evaluate Environmental Work Practices	1. Interpret environmental practices, policies and procedures 2. Establish targets to evaluate environmental practices 3. Evaluate effectiveness of environmental practices	15
		Total Hours:	**80**

Sector Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
SUTH004L3V1	Work Cooperatively in a General Administration Environment	1. Develop effective team relationships 2. Participate in team assignments 3. Contribute to team development	15
SUTH005L3V1	Maintain Quality Guest Service	1. Identify guest requirements 2. Ensure delivery of quality products/services 3. Evaluate guest service	15
SUTH006L3V1	Control Stock and Order	1. Maintain Stock levels and records 2. Process stock orders 3. Minimize stock losses 4. Follow-up orders 5. Organize administer stocks	15
SUTH007L3V1	Prepare and Deliver In-House Training Sessions	1. Determine training requirements 2. Prepare training plan 3. Deliver training sessions	15
		Total Hours:	**60**

Occupation Specific Competencies

Code	Unit of Competency	Elements of Competency	Duration (Hours)
OUTHHK007L3V1	Receive and Resolve Guest Complaints	1. Identify and analyses the complaint 2. Respond to complaints 3. Determine and agree upon appropriate action to resolve complaints 4. Refer complaints	15
OUTHHK008L3V1	Roster Associates	1. Develop and implement associate's rosters 2. Maintain associate's records	15
OUTHHK009L3V1	Supervise Room Cleaning and Maintenance Requirement	1. Monitor housekeeping requirement procedures and resources 2. Monitor cleanliness and safety in the workplace 3. Assess and evaluate assigned tasks	15
OUTHHK010L3V1	Supervise Housekeeping Services to Guests	1. Monitor housekeeping team 2. Update current practices in housekeeping 3. Evaluate housekeeping teams' performance 4. Monitor usage of tools, equipment and supplies	20
OUTHHK011L3V1	Implement Lost and Found Procedures	1. Monitor lost and found facility 2. Deal with lost and found items 3. Deal with claims for lost and found items 4. Deal with unclaimed items	15
OUTHHK012L3V1	Supervise Guest Laundry, House Laundry and Uniform	1. Manage the role and responsibilities of a laundry services 2. Monitor laundry procedures 3. Supervise the costing, packaging and delivery of laundered items 4. Supervise laundry facility maintenance	40
		Total Hours:	**120**

Generic Competencies

Unit Code and Title	GU011L4V1: Lead Small Teams
Nominal Hours	**20 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to leading small teams. It includes the provide team leadership, assign responsibilities, set performance expectations for team members and supervise team performance.
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables Training Components
1. Provide team leadership	1.1 **Work requirements** are identified and presented to team members based on company policies and procedures 1.2 Reasons for instructions and requirements are communicated to team members based on company policies and procedures 1.3 **Team members concerns** are recognized, discussed and dealt with based on company practices
2. Assign responsibilities	2.1 Responsibilities are allocated having regard to the skills, knowledge and aptitude required to undertake the assigned task based on company policies. 2.2 Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs 3.2 Performance expectations are based on individual team members knowledge, skills and aptitude 3.3 Performance expectations are discussed and disseminated to individual team members
4. Supervise team performance	4.1 Performance is monitored based on defined performance criteria and/or assignment instruction 4.2 Team members are provided with **feedback**, positive support and advice on strategies to overcome any deficiencies based on company practices 4.3 **Performance issues w**hich cannot be rectified or addressed within the team are referred to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on guest needs and satisfaction

	4.5 Team operations are monitored to ensure that employer/client needs and requirements aremet
	4.6 Follow-up communication is provided on all issues affecting the team
	4.7 All relevant documentation iscompleted in accordance with company procedures

Range of Variables

Variable	**Range** (may include but not limited to):
1. Work requirements	1.1 Client profile 1.2 Assignment instructions
2. Team members concerns	2.1 Roster 2.2 Shift details
3. Feedback	3.1 Formal process 3.2 Informal process
4. Performance issues	4.1 Work output 4.2 Work quality 4.3 Team participation 4.4 Compliance with workplace protocols 4.5 Safety 4.6 Guest service

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency

	Assessment required evidence that the candidate:
1. Critical Aspects of Competency	1.1 maintained or improved individuals and/or team performance given a variety of possible scenario 1.2 assessed and monitored team and individualperformance against set criteria 1.3 represented concerns of a team and individual tonext level of management or appropriate specialistand to negotiate on their behalf 1.4 allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed 1.5 set and communicated performance expectations fora range of tasks and duties within the team and provided feedback to team members

2. Underpinning Knowledge	2.1 Facilitation of Teamwork
	2.2 Company policies and procedures relating to work performance
	2.3 Performance standards andexpectations
	2.4 Monitoring individual's and team's performance vis avis client's and group's expectations
	2.5 Work plan andprocedures
	2.6 Work requirementsand targets
	2.7 Individual and group expectationsand assignments
	2.8 Ways to improvegroup leadershipand membership
	2.9 One's roles and responsibilities inthe team
	2.10 Feedback givingand receiving
3. Underpinning Skills	3.1 Communicationskills required for leading teams
	3.2 Group facilitationskills
	3.3 Negotiating skills
	3.4 Setting performanceexpectation
	3.5 Communicationskills
	3.6 Managementskills
	3.7 Negotiating skills
	3.8 Evaluation skills
	3.9 Identifying teammember's strengths and rooms for improvement
	3.10 Communicationskills
	3.11 Accurate empathy
	3.12 Congruence
	3.13 Unconditional positive regard
	3.14 Handling of Feedback
	3.15 Communicationskills required for leading teams
	3.16 Coaching skill
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety
	4.2 Promptness in carrying out activities
	4.3 Sincere and honest to duties
	4.4 Environmental concerns
	4.5 Eagerness to learn
	4.6 Tidiness and timeliness
	4.7 Respect for rights of peers and seniors in workplace
	4.8 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided:
	5.1 access to relevant workplace or appropriately simulated environment where assessment can take place
	5.2 Required materials relevant to the proposed activity or task.

6 Methods of Assessment	Methods of assessment may include but not limited to: 6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	GU021L3V1: Use Information Systematically
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to using information systematically. It includes the use technical information, apply information technology (IT) and edit, format and check information.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables Training Components.
1. Use technical information	1.1 **Information** is collated and organized into a suitable form for reference and use 1.2 Stored information is classified so that it can be quickly identified and retrieved when needed 1.3 Guidance is advised and offered to people who need to find and use information
2. Apply information technology (IT)	2.1 **Technical information** system is operated using agreed procedures 2.2 Appropriate and valid procedures are operated for inputting, maintaining and archiving information 2.3 **Required software** are utilized to execute the project activities 2.4 Information and data obtained are handled, edited, formatted and checked from a range of internal and external **sources** 2.5 Information is extracted, entered, and processed to produce the outputs required by **Guest** 2.6 Own skills and understanding are shared to help others 2.7 Specified **security measures** are implemented to protect the confidentiality and integrity of project data held in IT systems
3. Edit, format and check information	3.1 Basic editing techniques areused 3.2 Accuracy of documents arechecked 3.3 Editing and formatting tools andtechniques are used for more complex documents 3.4 Proof reading techniques is usedto check that documents look professional
Range of Variables	
Variable	**Range** (may include but not limited to):

1. Information	1.1 Property
	1.2 Organizational
	1.3 Technical reference
2. Technical information	2.1. Paper based
	2.2. Electronic
3. Required software	3.1 Spreadsheets
	3.2 Databases
	3.3 Word processing
	3.4 Presentation
4. Sources	4.1 Other IT systems
	4.2 Manually created
	4.3 Within own organization
	4.4 Outside own organization
	4.5 Geographically remote
5. Guest	5.1 Colleagues
	5.2 Company and project management
	5.3 Clients
6. Security measures	6.1 Access rights to input
	6.2 Passwords
	6.3 Access rights to outputs
	6.4 Data consistency and back-up
	6.5 Recovery plans

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 used technical information systems and information technology
	1.2 applied information technology (IT) systems
	1.3 edited, formatted and checked information
2. Underpinning Knowledge	2.1 Application incollating information
	2.2 Procedures for inputting, maintaining andarchiving information
	2.3 Guidance to people who needto find and use information
	2.4 Organize information
	2.5 classify stored information for identification and retrieval
	2.6 Operate the technical information systemby using agreed procedures
	2.7 Attributes and limitations of available softwaretools
	2.8 Procedures and work instructions forthe use of IT

	2.9 Operational requirements for ITsystems
	2.10 Sources and flowpaths of data
	2.11 Security systems and measures thatcan be used
	2.12 Extract data andformat reports
	2.13 Methods of enteringand processing information
	2.14 WWW enabledapplications
3. Underpinning Skills	3.1 Collating information
	3.2 Operating appropriate and valid proceduresfor inputting, maintaining and archiving information
	3.3 Advising and offering guidanceto people who need to find and use information
	3.4 Organizing information into a suitable form for reference and use
	3.5 Classifying storedinformation for identification and retrieval
	3.6 Operating the technical information system by usingagreed procedures
	3.7 Identifying attributes and limitations of available softwaretools
	3.8 Using procedures and work instructions for theuse of IT
	3.9 Describing operational requirements for ITsystems
	3.10 Identifying sourcesand flow paths of data
	3.11 Determining security systems and measures thatcan be used
	3.12 Extracting data and format reports
	3.13 Describing methods of entering andprocessing information
	3.14 Using WWWapplications
	3.15 Using basic file- handling techniques is usedfor the software
	3.16 Using differenttechniques in checking documents
	3.17 Applying editingand formatting techniques
	3.18 Applying proof reading techniques
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety
	4.2 Environmental concerns
	4.3 Eagerness to learn
	4.4 Tidiness and timeliness
	4.5 Respect for rights of peers and seniors in workplace
	4.6 Communication with peers and seniors in workplace

5. Resource Implications	The following resources must be provided: 5.1 Workplace (simulated or actual) 5.2 Internet connection 5.3 Presentations 5.4 Learning manuals
6 Methods of Assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7. Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	GU022L3V1: Work in a Diverse Environment
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to working in a diverse environment. It includes the develop an individual's cultural awareness and sensivity, work effectively in an environment that acknowledges and values cultural diversity and identify common issues in a multicultural and diverse environment.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables Training Components.
1. Develop an individual's cultural awareness and sensitivity	1.1 Individual differences with clients, Guest and fellow workersare recognized and respected in accordance with work place policies and core values. 1.2 Differences are responded to in a sensitive and considerate manner 1.3 **Diversity** is accommodated using appropriate verbal and non- verbal communication
2. Work effectively in an environment that acknowledges and values cultural diversity	2.1 Knowledge, skills and experiences of others are recognized and documented in relation to team objectives. 2.2 Fellow workers are encouraged to utilize and share their specific qualities, skills or backgrounds with other team members and clients to enhance work outcomes. 2.3 Relations with guests are maintained to show that diversity is valued by the business.
3. Identify common issues in a multicultural and diverse environment	3.1 **Diversity-related conflicts** within the workplace are effectively addressed and resolved. 3.2 Discriminatory behaviors towards guest/stakeholders are minimized and addressed accordingly. 3.3 Management policies are in place within the organization.
Range of Variables	
Variable	**Range** (may include but not limited to):
1. Diversity	1.1 Religion 1.2 Ethnicity, race or nationally 1.3 Culture 1.4 Gender, age or personality 1.5 Educational background differently-abled persons

2. Diversity-related conflicts	2.1 Discriminatory behaviors
	2.2 Differences of cultural practices
	2.3 Differences of belief and value systems
	2.4 Gender-based violence
	2.5 Workplace bullying
	2.6 Corporate jealousy
	2.7 Language barriers
	2.8 Individuals being differently-abled persons
	2.9 Ageism (negative attitude and behavior towards old people)

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 adjusted language and behavior as required by interactionswith diversity
	1.2 identified and respected individual differences in colleagues,clients and guest
	1.3 applied relevant regulations, standards and codes of practice
2. Underpinning Knowledge	2.1 Diversity
	2.2 Types of diversity in the workplace
	2.3 Diversity related conflicts
	2.4 Norms of behaviour for interacting and dialogue with specific groups (e. g., different religious group indigenous /ethnic groups, person with disabilities and foreigners)
	2.5 Different methods of verbal and non- verbal communication in a multicultural setting
	2.6 Value of diversity in the economy and society in terms of workplace development
	2.7 Importance of inclusiveness in a diverse environment
	2.8 Shared vision and understanding of and commitment to team, departmental, and organizational goals and objectives
	2.9 Strategies for guest service excellence
3. Underpinning Skills	3.1 Applying cross- cultural communication skills (i.e. differentbusiness customs,beliefs, communication strategies)
	3.2 Showing affective skills – establishingrapport and empathy, understanding, etc.
	3.3 Demonstrating openness and flexibility in communication
	3.4 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion,

	traditions and practices 3.5 Demonstrating cross- cultural communication skills and active listening 3.6 Recognizing diverse groups in the workplace and community as defined by divergent culture, religion, traditions and practices 3.7 Demonstrating collaboration skills 3.8 Exhibiting guest service excellence
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety 4.2 Environmental concerns 4.3 Eagerness to learn 4.4 Tidiness and timeliness 4.5 Respect for rights of peers and seniors in workplace 4.6 Communication with peers and seniors in workplace
5 Resource Implications	The following resources must be provided: 5.1 Workplace (simulated or actual) 5.2 Internet connection 5.3 Presentations 5.4 Learning manuals
6. Methods of Assessment	6.1 Written Test 6.2 Demonstration 6.3 Oral Questioning
7 Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre 7.2 Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	GU023L3V1: Apply Critical Thinking and Problem-Solving Techniques in the Workplace
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to applying critical thinking and problem-solving techniques in the workplace. It includes the examine specific workplace challenges, analyze the cause of specific workplace challenges, formulate resolutions to specific workplace challenges and implement action plans and communicate results.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables Training Components.
1. Examine specific workplace challenges	1.1 Variances are examined from normal operating **parameters;** and product quality. 1.2 Extent, cause and nature of the specific problem are defined through observation, investigation and **analytical techniques**. 1.3 **Problems** are clearly stated and specified.
2. Analyze the cause of specific workplace challenges	2.1 Possible causes of specific problems are identified based on experience and the use of problem-solving tools / analytical techniques. 2.2 Possible cause statements are developed based on findings. 2.3 Fundamental causes are identified per results of investigation conducted.
3. Formulate resolutions to specific workplace challenges	3.1 All possible options are considered for resolution of the problem. 3.2 Strengths and weaknesses of possible options are considered. 3.3 Corrective actions are determined to resolve the problem and possible future causes.
4. Implement action plans and communicate results	4.1 Action plans are implemented and evaluated. 4.2 Results of plan implementation and recommendations are prepared. 4.3 Recommendations are presented to appropriate personnel. 4.4 Recommendations are followed-up as required.
Range of Variables	

Variable	Range (may include but not limited to):
1. Parameters	1.1 Processes 1.2 Procedures 1.3 Systems
2. Analytical techniques	2.1. Brainstorming 2.2. Intuitions/logic 2.3. Cause and effect diagrams 2.4. Pareto analysis 2.5. SWOT analysis 2.6. Gant chart and graphs
3. Problems	3.1 Scattergrams 3.2 Routine, non-routine and complex workplace and quality problems 3.3 Equipment selection, availability and failure 3.4 Teamwork and work allocation problem 3.5 Safety and emergency situations and incidents 3.6 Risk assessment and management
4. Action plans	4.1 Priority requirements 4.2 Measurables objectives 4.3 Resource requirements 4.4 Timelines 4.5 Co-ordination and feedback requirements 4.6 Safety requirements 4.7 Risk assessment 4.8 Environment requirements

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 examined specific workplace challenges. 1.2 analyzed the causes of specific workplace challenges. 1.3 formulated resolutions to specific workplace challenges. 1.4 implemented action plans and communicated results onspecific workplace challenges.
2. Underpinning Knowledge	2.1 Housekeeping operations 2.2 Work place challenges 2.3 Tools and technique to identify and analyze challenges 2.4 Work place goals, targets and measures. 2.5 Product quality to recognize non- standard situations. 2.6 Fundamental causes of specific workplace challenges 2.7 Corrective action and provision of recommendations. 2.8 Work place information systems and data collation.

	2.9	Industry codes and standards.
3. Underpinning Skills	3.1	Using range of analytical techniques
	3.2	Identifying extent and causes of specific challenges in the workplace.
	3.3	Providing clear-cut findings on the nature of each identified workplace challenges
	3.4	Devising, communicating, implementing and evaluating strategies and techniques in addressing specific workplace challenges.
4. Underpinning Attitudes	4.1	Commitment to occupational health and safety
	4.2	Environmental concerns
	4.3	Eagerness to learn
	4.4	Tidiness and timeliness
	4.5	Respect for rights of peers and seniors in workplace
	4.6	Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided:	
	5.1	Workplace (simulated or actual)
	5.2	Internet connection
	5.3	Presentations
	5.4	Learning manuals
6. Methods of Assessment	6.1	Written Test
	6.2	Demonstration
	6.3	Oral Questioning
7. Context of Assessment	7.1	Competency assessment must be done in a NSDA accredited assessment centre
	7.2	Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

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Unit Code and Title	GU024L3V1: Evaluate Environmental Work Practices
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to evaluating environmental work practices. It includes the interpret environmental practices, policies and procedures, establish targets to evaluate environmental practices and evaluate effectiveness of environmental practices.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables Training Components.
1. Interpret environmental practices, policies and procedures	1.1 **Environmental work practices** issues are identified relevant to workrequirements 1.2 Environmental Standards and Procedures nature of work are determined based on Applicability to nature of work 1.3 Gaps in work practices related to Environmental Standards and Procedures are identified
2. Establish targets to evaluate environmental practices	2.1 Relevant information is gathered necessary to determine environmental work targets 2.2 **Environmental Indicators** based on gathered information are set to measure environmental work targets 2.3 Indicators are verified with appropriate personnel
3. Evaluate effectiveness of environmental practices	3.1 Work environmental practices are recorded based on workplace standards 3.2 Recorded work environmental practices are compared against planned indicators 3.3 Findings regarding effectiveness are assessed and gaps identified are implemented based on environment work standards and procedures 3.4 Results of environmental assessment are conveyed to
Range of Variables	
Variable	**Range** (may include but not limited to):
1. Environmental practices issues	1.1 Water quality 1.2 National and local government issues 1.3 Safety 1.4 Endangered species

	1.5 Noise
	1.6 Air quality
	1.7 Historic
	1.8 Waste
	1.9 Cultural
2. Environmental indicators	2.1. Noise level
	2.2. Lighting (Lumens)
	2.3. Air quality – toxicity
	2.4. Thermal comfort
	2.5. Vibration
	2.6. Radiation
	2.7. Quantity of the resources
	2.8. Volume

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical Aspects of Competency	Assessment required evidence that the candidate:
	1.1 identified environmental issues relevant to work requirements
	1.2 identified gaps in work practices related toEnvironmental Standards and Procedures
	1.3 gathered relevant information necessary to determine environmental work targets
	1.4 set environmental indicators based on gathered information to measure environmental work targets
	1.5 recorded work environmental practices are recordedbased on workplace standards
	1.6 conveyed results of environmental assessment to appropriate personnel.
2. Underpinning Knowledge	2.1 Environmental Issues
	2.2 Environmental Work Procedures
	2.3 Environmental Laws
	2.4 Environmental Hazardous and Non-Hazardous Materials
	2.5 Environmental required license, registration or certification
	2.6 Environmental Indicators
	2.7 Relevant Environment Personnel or expert
	2.8 Environmental Practices
	2.9 Environmental Standards and Procedures
3. Underpinning Skills	3.1 Analyzing EnvironmentalIssues and Concerns
	3.2 Critical thinking
	3.3 Problem Solving
	3.4 Observation Skills

	3.5 InvestigativeSkills
	3.6 Critical thinking
	3.7 Problem Solving
	3.8 Observation Skills
	3.9 Documentationand Record Keeping Skills
	3.10 Critical thinking
	3.11 Problem Solving
	3.12 Observation Skills
4. Underpinning Attitudes	4.1 Commitment to occupational health and safety
	4.2 Environmental concerns
	4.3 Eagerness to learn
	4.4 Tidiness and timeliness
	4.5 Respect for rights of peers and seniors in workplace
	4.6 Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided:
	5.1 Workplace (simulated or actual)
	5.2 Legislation, policies, procedure, protocols and local ordinances relating to environmental protection
	5.3 Case studies/scenarios relating to environmental protection
	5.4 Internet connection
	5.5 Presentations
	5.6 Learning manuals
6 Methods of Assessment	6.1 Written Test
	6.2 Demonstration
	6.3 Oral Questioning
7. Context of Assessment	7.1 Competency assessment must be done in a NSDA accredited assessment centre
	7.2 Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

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Sector Specific Competencies

Unit Code and Title	SUTH004L3V1: Work Cooperatively in a General Administration Environment
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to working cooperatively in a general administration environment. It includes the develop effective team relationship, participate in a team assignment and contribute to team development.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables Training Components.
1. Develop effective team relationships	1.1 Relationships with **team members** and promote benefits of cooperative work consistent with **organizational goals and objectives** are developed and maintained 1.2 **Responsibilities** and assignments in a positive manner to promote effective relationships within the work group are undertaken 1.3 Courteous and **appropriate communication** with others in a manner, which reflects sensitivity to individual **social and cultural differences** in accordance with organizational requirements, are conducted 1.4 Communication techniques to relay information in a clear and concise manner are used 1.5 **Language and tone** appropriate to a particular audience, purpose and situation, taking into account the relevant factors involved are used 1.6 Issues that may lead to, or involve conflict with team members, or refer to appropriate persons are recognized and discussed 1.7 Routine **workplace documentation** is completed accurately and in a timely manner
2. Participate in team assignments	2.1 Individual responsibilities within the workgroup in accordance with organizational requirements are identified and met 2.2 Cultural differences within the team are recognized and accommodated
3. Contribute to team development	3.1 Both **internal guest** and **external guest** needs and expectations in accordance with **organization standards, policies and procedures** and within acceptable time frames are met 3.2 Encouragement and support to other team members to

	identify and organize **professional development opportunities** are given
	3.3 **Formal feedback** and **informal feedback** on individual and team performance regularly from colleagues and supervisors to identify and implement improvements to products, services, processes or outcomes are sought
	3.4 Personal work standards in a manner that supports the workgroup and organizational requirements are maintained
	3.5 Positive contributionsto the planning process to improve work practices are made
	3.6 **Non-discriminatory attitudes and language** when interacting with guest, staff and management, consistently are used

Range of Variables

Variable	**Range** (may include but not limited to):
1. Team members	1.1 Specific groups of employees assigned to complete designated tasks, or to work together 1.2 The organization as a whole 1.3 Individual branches 1.4 Individual work sections
2. Organizational goals and objectives	2.1 Reporting deadlines 2.2 Budgetary targets 2.3 Team participation 2.4 Team and individual learning goals 2.5 Professional development
3. Responsibilities	3.1 Obeying lawful orders 3.2 Confidentiality and privacy requirements 3.3 Safety and care with respect to occupational safety and health requirements 3.4 Terms and conditions of own employment 3.5 Responsibility of providing a safe environment, free from discrimination and sexual harassment
4. Appropriate communication	4.1 Using active listening 4.2 Using both open and closed questions 4.3 Speaking clearly and concisely 4.4 Using appropriate language and tone of voice 4.5 Being attentive 4.6 Maintaining eye contact in face-to face interactions 4.7 Using appropriate non-verbal communication in face-to-face interactions, e.g. Body language, attention and

	personal presentation
5. Social and cultural differences	5.1 Language 5.2 Traditional practices and observations 5.3 Beliefs, values, practices 5.4 Food, diet 5.5 Dress 5.6 Religious and spiritual observances 5.7 Social conventions 5.8 Cultural stereotypes 5.9 Conventions of gender/sexuality
6. Language and tone	6.1 Using simple, concise language that can be easily understood by the audience 6.2 Using appropriate tone, i.e. not patronizing, not too loud, nottoo soft, not yelling, not angry
7. Workplace documentation	7.1 Letters 7.2 Memos 7.3 Emails 7.4 Invoices and purchase orders 7.5 Policies and procedures
8. Internal guest	8.1 Colleagues working in another department 8.2 Team members 8.3 Supervisor or managers
9. External guest	9.1 Suppliers 9.2 People who buy the goods and services the enterprise sells
10. Organization standards, policies and procedures	10.1 Complaints procedures 10.2 Organizational standard report forms 10.3 Job descriptions 10.4 Code of ethics 10.5 Quality systems, standards and guidelines
11. Professional development opportunities	11.1 Coaching, mentoring and/or supervision 11.2 Formal and/or informal learning programs 11.3 Internal and/or external training provision 11.4 Work experience and exchange opportunities 11.5 Personal study 11.6 Career planning and development 11.7 Performance appraisals 11.8 Workplace skills assessment 11.9 Quality assurance assessments and recommendations
12. Formal feedback	12.1 360-degree assessment 12.2 Guest satisfaction surveys/forms 12.3 Team evaluations 12.4 Performance reviews/appraisals

	12.5 Workplace assessment
13. Informal feedback	13.1 Critical incident reviews 13.2 Impromptu questioning of guest to obtain view of products and/or service provided 13.3 Chance discussions with guest 13.4 Coaching and mentoring 13.5 Seeking the opinions of others 13.6 Comments from supervisors, colleagues or clients 13.7 Personal, reflective behaviour strategies
14. Non-discriminatory attitudes and language	14.1 Language in relation to race and ethnicity 14.2 Not making assumptions about physical or intellectualabilities 14.3 The use of non-discriminatory language in relation to the portrayal of people with disabilities 14.4 Using and gender inclusive language

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 demonstrated ability to apply active listening techniques 1.2 demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team 1.3 demonstrated ability to apply the principles of good teamwork to assist self and others to complete assignments within designated timeframes 1.4 demonstrated ability to actively seek and interpret feedback on quality of work performance and identify opportunities for professional development to developand improve future career options 1.5 demonstrated ability to communicate in a clear, concise and accurate manner which reflects sensitivity to individual social and cultural differences
2. Underpinning Knowledge	2.1 Principles of effective communication skills 2.2 Meaning of social and cultural differences 2.3 Conflicts and causes of team members 2.4 Feedback techniques and team building techniques to

		build and maintain interpersonal relationships within adesignated work group or team
	2.5	Communicate effectively with a range of people relevant to positionand role
	2.6	Guest relations
	2.7	Enterprise's policies and procedures in resolving complaintsand conflict
3. Underpinning Skills	3.1	Questioning and communicationskills
	3.2	Researching skills
	3.3	Researching industry informationsources
	3.4	Identifying relevant information
	3.5	Compilation and classification of information and data
	3.6	Networking skills
	3.7	Questioning and communication skills
4. Underpinning Attitudes	4.1	Commitment to occupational health and safety
	4.2	Environmental concerns
	4.3	Eagerness to learn
	4.4	Tidiness and timeliness
	4.5	Respect for rights of peers and seniors in workplace
	4.6	Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided:	
	5.1	Workplace (simulated or actual)
	5.2	Internet connection
	5.3	Standards, procedures, policies, guidelines, tools and equipment
	5.4	Presentations
	5.5	Learning manuals
6. Methods of Assessment	6.1	Written Test
	6.2	Demonstration
	6.3	Oral Questioning
7. Context of Assessment	7.1	Competency assessment must be done in a NSDA accredited assessment centre
	7.2	Assessment should be done by an NSDA certified/ nominated assessor

Accreditation Requirements

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Unit Code and Title	SUTH005L3V1: Maintain Quality Guest Service
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to maintaining quality guest service. It includes the identify guest requirements, ensure delivery of quality products/services and evaluate guest service.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables.
1. Identify guest requirements	1.1 Options to improve **service levels** are identified 1.2 Needs of guests are researched and assessed 1.3 Deficiencies in service delivery are identified by conducting data analysis
2. Ensure delivery of quality products/ services	2.1 Colleagues to meet and exceed guest service standards by providing **appropriate professional development** are assisted 2.2 Products/services are ensured to meet guests' needs and reflect work place standards 2.3 Consistently ensure products/services meet guest needs and reflect work place standards
3. Evaluate guest service	3.1 Systems, records and reporting procedures in order to identify andreport on any changes in guest satisfaction are compared 3.2 **Guest service evaluation outcomes** are evaluated and reported to **designated groups or individuals** 3.3 An agreement on appropriate courses of action to overcome problems is obtained upon consultation with designated individuals/groups
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Service levels	1.1 Guest satisfaction 1.2 Staff attitude. 1.3 Responsiveness of staff to guest requests 1.4 Delivery times 1.5 Prices or costs 1.6 Product or service availability
2. Appropriate professional development	2.1 Mentoring 2.2 Coaching 2.3 Training

3. Guest service evaluation outcomes	3.1 Service quality evaluations
	3.2 Guest satisfaction evaluations
4. Designated groups or individuals	4.1 Managers
	4.2 Supervisors
	4.3 Marketing personnel

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical aspects of competency	Assessment required evidence that the candidate:
	1.1 demonstrated ability to identify the needs and priorities of the organization delivering services to guests
	1.2 demonstrated ability to distinguish between guest requirements and guest satisfaction
	1.3 demonstrated ability to provide constructive advice on guest service practices
	1.4 demonstrated ability to respond to and report on guests feedback
	1.5 demonstrated ability to design strategies to improve delivery of products and services
	1.6 consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of maintaining quality guest services
2. Underpinning knowledge	2.1 Principles of effective communication skills
	2.2 Business environment
	2.3 Principles of guest service
	2.4 Organization's business structure
	2.5 Product and service standards and best practice models
	2.6 Common challenges relating to guest service
	2.7 Consultation methods, techniques and protocols
	2.8 Evidence and feedback gathering techniques.
3. Underpinning skills	3.1 Questioning andcommunication skills
	3.2 Research skills
	3.3 Analytical skills
	3.4 Ability to research industry informationsources
	3.5 Identifying relevant information
	3.6 Compilation andclassification of information and data
	3.7 Networking skills
4. Underpinning attitudes	4.1 Commitment to occupational health and safety
	4.2 Promptness in carrying out activities
	4.3 Sincere and honest to duties
	4.4 Environmental concerns

	4.5	Eagerness to learn
	4.6	Tidiness and timeliness
	4.7	Respect for rights of peers and seniors in workplace
	4.8	Communication with peers and seniors in workplace
5. Resource implications	5.1	Workplace (actual or simulated)
	5.2	Tools and equipment
	5.3	Quality materials for performing work activities
	5.4	Fire extinguisher
	5.5	Uninterrupted power supply
6. Methods of assessment	Competency should be assessed by:	
	6.1	Written test
	6.2	Demonstration
	6.3	Oral questioning
7. Context of assessment	7.1	Competency assessment must be done in NSDA accredited assessment centre
	7.2	Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	SUTH006L3V1: Control Stock and Order
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to control stock and order. It includes the maintain stock levels and records, process stock orders, minimize stock losses, follow up orders and organize and administer stocks.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables
1. Maintain stock levels and records	1.1 **Stock** levels are monitored and maintained according to work place requirements 1.2 Stock security is monitored and systems are adjusted as required 1.3 Stock reorder cycles are monitored and adjusted as required. 1.4 Colleagues are informed of their individual responsibilities in regard to the reordering of stock. 1.5 Records of stock storage and movement are maintained in accordance with work place procedures 1.6 Stock performance is monitored and fast/slow-selling items are identified and reported in accordance with company procedures
2. Process stock orders	2.1 Orders for stock are processed accurately and in accordance with work place procedures 2.2 Stock levels are maintained and recorded ensuring information is complete, correct and current 2.3 Incoming stock is checked against purchase and supply all necessary details are recorded.
3. Minimize stock losses	3.1 **Stock losses** are identified and recorded according to work place procedures. 3.2 Losses are reported in accordance with work place procedures 3.3 Avoidable losses are identified and reasons behind these losses are established 3.4 Solutions to loss situations are recommended and related procedures are implemented to prevent future avoidable losses
4. Follow-up orders	4.1 The delivery process is monitored to ensure agreed deadlines are met 4.2 Continuity of supply is ensured by liaising with

		colleagues and suppliers
	4.3	Routine supply problems are followed up or referred to the appropriate person in accordance with company policy.
	4.4	Stock is distributed to agreed locations
5. Organize and administer stocks	5.1	Stocks are organized at appropriate intervals according to work place policy and procedures
	5.2	Stock taking responsibilities are allocated to associates
	5.3	Accurate stock reports are produced within designated timelines
	5.4	Report is submitted to appropriate personnel as per work place standard

Range of Variables

Variables	Range (may include but not limited to):
1. Stock	1.1 Food 1.2 Beverages 1.3 Tools and Equipment 1.4 Accessories 1.5 Linen 1.6 Stationery 1.7 Amenities and supplies 1.8 Brochures and promotional materials 1.9 Cleaning supplies and chemicals 1.10 Vouchers and tickets 1.11 Souvenir products
2. Stock losses	2.1 Lack of rotation leading to product deterioration 2.2 Inappropriate storage conditions 2.3 Access by pests 2.4 Theft 2.5 Overstocking

Evidence Guide
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical Aspects of Competency	Assessment required evidence that the candidate: 1.1 demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment 1.2 demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records

	1.3	minimized stock loose
2. Underpinning Knowledge	2.1	Definition of stock
	2.2	Types of stocks
	2.3	Stock level maintenance techniques
	2.4	Typical stocktaking procedures
	2.5	Stock recording systems
	2.6	Types of stock control documentation
	2.7	Reasons for stock loss and damage
	2.8	Remedial measures for stock loose
3. Underpinning Skills	3.1	Collect, organize and analyze information
	3.2	Plan and organize activities
	3.3	Monitoring delivery process
	3.4	Organizing stocks
4. Required Attitudes	4.1	Commitment to occupational health and safety
	4.2	Promptness in carrying out activities
	4.3	Sincere and honest to duties
	4.4	Environmental concerns
	4.5	Eagerness to learn
	4.6	Tidiness and timeliness
	4.7	Respect for rights of peers and seniors in workplace
	4.8	Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided:	
	5.1	Workplace (actual or simulated)
	5.2	Tools and equipment
	5.3	Quality materials for performing work activities
	5.4	Fire extinguisher
	5.5	Uninterrupted power supply
6. Methods of Assessment	Methods of assessment may include but not limited to:	
	6.1	Written test
	6.2	Demonstration
	6.3	Oral questioning
7. Context of Assessment	7.1	Competency assessment must be done in NSDA accredited assessment centre
	7.2	Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**SUTH007L3V1: Prepare and Deliver In-House Training Sessions**
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to preparing and delivering in-house training sessions. It includes the determine training requirements, prepare training plan and delivery training sessions.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables
1. Determine training requirements	1.1 **Current competencies** of associates are identified 1.2 **Required competencies** for associates are identified 1.3 The skills gap for associates are described 1.4 The identified skills gap with **relevant personnel** are confirmed 1.5 **Support** available for training provision are determined 1.6 **Recommendations** for training are presented 1.7 Training requirements are approved by the appropriate authority
2. Prepare training plan	2.1 Session outlines for approved training are developed 2.2 Training content are developed 2.3 Training resources and materials are developed 2.4 **Individual training sessions** are developed 2.5 Training requirements are organized
3. Deliver training sessions	3.1 Attendance of associates at the training session is confirmed in consultation with appropriate personnel 3.2 The training venue for the training session is prepared 3.3 Training is delivered as per training plan 3.4 **Assessment activities** involved in the training session is explained 3.5 **Training opportunities** for associates to practice skills are provided 3.6 Assessment is conducted and feedback to associates is provided 3.7 On-going safety of associates during training delivery and practice is ensured
Range of Variables	
Variables	**Range** (may include but not limited to):

1. Current competencies	1.1 Observing work place practices
	1.2 Undertaking peer reviews
	1.3 Administering self-evaluation and analysis forms to workers
	1.4 Reviewing data contained in workplace associate's performance systems/databases
	1.5 Reviewing application forms and resumes
	1.6 Seeking input from managers, supervisors and co-workers
	1.7 Obtaining feedback from guests
	1.8 Checking currency of qualifications, certificates and
	1.9 Identifying individual associates preferences for training delivery
	1.10 Assessing the level of literacy and numeracy among
2. Required competencies	2.1 Reviewing relevant training programs
	2.2 Verifying plans for the business
	2.3 Reviewing relevant policies and procedures
	2.4 Reviewing existing job analysis sheets and similar
	2.5 Describing performance standards
	2.6 Specifying product and service criteria
	2.7 Describing the workplace context
3. Relevant personnel	3.1 Supervisors, managers and owners
	3.2 Industry peak bodies
	3.3 Subject specialists
	3.4 Head office
	3.5 Union representatives
	3.6 Human resources department
	3.7 Staff/associates
	3.8 Trainers and assessors
4. Support	4.1 Time
	4.2 Physical resources
	4.3 Human resources
	4.4 Financial resources
	4.5 Training venues
	4.6 Training resources and material
	4.7 Management support for the initiative
	4.8 Established internal career paths based on internal training delivery
5. Recommendations	5.1 Providing verbal and/or written presentations
	5.2 Explaining the need for training
	5.3 Quantifying costs associated with failing to address training needs
	5.4 Describing the benefits that will flow from undertaking

		training
	5.5	Identifying the assessment to be applied
	5.6	Quantifying the costs associated with training delivery
	5.7	Seeking approval and support from management and others
6. Individual training sessions	6.1	Preparing sessions for individuals and groups
	6.2	Assembling identified and agreed training content into training programs, where appropriate
	6.3	Identifying the dates and timing for individual training sessions, including start and finish times, and supplementary training provision
	6.4	Identifying and accommodating requirements for practice sessions to enable skills development, - including on-the-job and off-the job practice, provision of supplementary and top-up training, where required, and job rotation, work-sharing, out-of-work placements
	6.5	Identifying and allowing for necessary workplace assessment, including identification of forms of assessment to be used, development of assessment tools, where necessary, and allocation of time to enable required on-the-job, off-the-job and supplementary assessments to be conducted
	6.6	Determining venues for training delivery, including on- site and off-site
	6.7	Identifying training strategies and techniques to be used to deliver identified content, including oral presentations, simulations, project work, demonstrations, field trips, guest speakers, role plays, interviews, surveys, s of evidence, mentoring, coaching, computer-based training, self-paced learning, lectures, discussion
	6.8	Identifying equipment, materials, items and consumables required to enable identified training delivery, including sufficient hand-outs required for the identified number of associates
	6.9	Ensuring training sessions enable attainment of identified objectives and outcomes
	6.10	Developing session/delivery plans for individual training sessions
	6.11	Matching training materials and resources to content of individual training sessions
	6.12	Ensuring total training program accommodates identified need for all associates for each training topic/area
	6.13	Factoring in the need to accommodate individual

		differences, where practicable to do so.
7. Assessment activities	7.1	Explaining time restrictions that apply to both training and assessment
	7.2	Identifying the level of competency required
	7.3	Matching proposed activities with individual learning segments
	7.4	Explaining any allowable adjustments that may be able to be made to both training delivery and assessment activities
	7.5	Confirming training and assessment dates/times and venues
	7.6	Explaining the composition of assessment, including theory and practical; on-the-job and off-the-job; verbal and written assessment; sources of valid evidence
8. Training opportunities	8.1	Opportunities to practice during the training sessions
	8.2	Opportunities to practice in a dedicated training/practice area out of work
	8.3	Provision of supervised on-the-job opportunities, including supervision by trainers, supervisors, and other senior/experienced associates
	8.4	Integration of on-the-job and off-the-job practice opportunities

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

	Assessment required evidence that the candidate:	
1. Critical Aspects of Competency	1.1	demonstrated understanding of work place policies and procedures in regard to the provision of workplace training delivery and assessment
	1.2	demonstrated ability to investigate and effectively determine the training requirements for a nominated group of workers ina defined workplace context
	1.3	demonstrated ability to prepare an effective and practical training/delivery plan
	1.4	conducted assessment and provided feedback
2. Underpinning Knowledge	2.1	Benefits of training
	2.2	Skills gap
	2.3	Determination of skills gap
	2.4	Training delivery modes
	2.5	Presentation techniques
	2.6	Active listening techniques
	2.7	Record keeping
	2.8	Assessment process

	2.9	Work place's policies and procedures
	2.10	Appropriate performance assessment
	2.11	Feedback and feedback techniques
3. Underpinning Skills	3.1	Questioning and communication skills
	3.2	Analyzing skills requirements
	3.3	Interpreting industry information sources
	3.4	Identifying relevant information
	3.5	Compiling and classifying information and data
	3.6	Networking skills
4. Required Attitudes	4.1	Commitment to occupational health and safety
	4.2	Promptness in carrying out activities
	4.3	Sincere and honest to duties
	4.4	Environmental concerns
	4.5	Eagerness to learn
	4.6	Tidiness and timeliness
	4.7	Respect for rights of peers and seniors in workplace
	4.8	Communication with peers and seniors in workplace
5. Resource Implications	The following resources must be provided:	
	5.1	Workplace (actual or simulated)
	5.2	Tools and equipment
	5.3	Quality materials for performing work activities
	5.4	Fire extinguisher
	5.5	Uninterrupted power supply
	5.6	Variety of linen, clothing items and fabrics
	5.7	Industry laundry equipment
	5.8	Laundry Chemicals/ Solutions
6. Methods of Assessment	Methods of assessment may include but not limited to:	
	6.1	Written test
	6.2	Demonstration (Practical Demonstration)
	6.3	Oral questioning
7. Context of Assessment	7.1	Competency assessment must be done in NSDA accredited assessment centre
	7.2	Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Occupation Specific Competencies

Unit Code and Title	**OUTHHK07L3V1: Receive and Resolve Guest Complaints**
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to receiving and resolving guest complaints. It includes the identify and analyze the complaint, respond to complaints, determine and agree upon appropriate action to resolve complaints and refer complaints.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables.
1. Identify and analyses the complaint	1.1 Verbal **complaint**, using active listening and empathy techniques is received and accurately recorded 1.2 The exact nature of the guest complaint is identified through **appropriate communication techniques** 1.3 Severity of complaints are analyzed as per workplace standard 1.4 Register or complaint files in accordance with the requirements of the work place information system are maintained
2. Respond to complaints	2.1 Complaints in accordance with **organizational standards, policies and procedures** are processed 2.2 Documentation in relation to complaints is obtained and reviewed 2.3 Register of complaints/disputes are updated 2.4 Complaints are treated as challenges for the work place
3. Determine and agree upon appropriate action to resolve complaints	3.1 **Options** to resolve thecomplaint within work place policy, procedures and guidelines are identified and reviewed 3.2 Action to resolve the complaint with the guest is agreed and confirmed. 3.3 A commitment to the guest to resolve the complaint is demonstrated 3.4 **Guest is informed** on the outcome of investigation of complaint investigation
4. Refer complaints	4.1 Complaints that require referral to other personnel or external bodies are identified 4.2 Complaint to **appropriate personnel** for follow- up in accordance with individual level of responsibility are referred 4.3 All necessary documentation including investigation reports to appropriate personnel are forwarded

	4.4 Complaints which cannot be resolved to an appropriate personare referred
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Complaint	1.1 Any expression of dissatisfaction of a guest related to services 1.2 Attitudinal complaints 1.3 Written complaints, e.g. Letter, email, complaint and/or feedback form 1.4 Verbal, face-to-face, complaints

2. Appropriate communication techniques	2.1 The use of active listening
	2.2 The use of both open and closed questions
	2.3 Speaking clearly and concisely
	2.4 Using appropriate language and tone of voice
	2.5 Giving guest full attention
	2.6 Maintaining eye contact in face-to face interactions
	2.7 Appropriate non-verbal communication in face-to- face interactions, e.g. Body language, attention and personal presentation and should include:
	    • Conflict management techniques
	    • Anger management techniques

3. Organizational standards, policies and procedures	3.1 Complaint's procedures 3.2 Organizational standard report forms 3.3 Job descriptions 3.4 Code of ethics 3.5 Quality systems, standards and guidelines
4. Options	4.1 Options that satisfy the guest 4.2 Options that partially satisfy the guest 4.3 Options that do not satisfy the guest
5. Guest is informed	5.1 Providing documentation and/or evidence that supports guest complaint 5.2 Providing documentation and/or evidence that does not support guest complaint. 5.3 Information (verbal or written) that directly relates to the complaint being investigated 5.4 Information (verbal or written) that is presented in a calm and accurate manner
6. Appropriate personnel	6.1 Immediate superior within the organizational hierarchy 6.2 Specialist guest service staff 6.3 External bodies
Evidence Guide	

	The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	

1. Critical aspects of competency	Assessment required evidence that the candidate:
	1.1 demonstrated ability to apply anger management techniques
	1.2 demonstrated ability to apply conflict management techniques
	1.3 demonstrated ability to use effective communication skills to accurately determine the nature of complaints
	1.4 demonstrated ability to obtain written and verbal information relevant to the complaint
	1.5 demonstrated ability to working with work placepolicies and procedures to resolve guest complaints
	1.6 demonstrated ability to maintain effective communication lines with guest, other personneland management in order to resolve guest complaints quickly
2. Underpinning knowledge	2.1 Communication techniques
	2.2 Anger management techniques and conflict management techniques
	2.3 Guest complaints
	2.4 Work place policies and procedures
	2.5 Records and documentation
3. Underpinning skills	3.1 Questioning andcommunication skills
	3.2 Research skills
	3.3 Analytical skills
	3.4 Identifying relevant information
	3.5 Compilation andclassification of information and data
	3.6 Networking skills
	3.7 Handling complaints
	3.8 Processing complaints
4. Underpinning attitudes	4.1 Commitment to occupational health and safety
	4.2 Promptness in carrying out activities
	4.3 Sincere and honest to duties
	4.4 Environmental concerns
	4.5 Eagerness to learn
	4.6 Tidiness and timeliness
	4.7 Respect for rights of peers and seniors in workplace
	4.8 Communication with peers and seniors in workplace
5. Resource implications	The following resources must be provided:
	5.1 Workplace (actual or simulated)

	5.2 Availability of quality tools and materials required
	5.3 Information on standard operating procedures (SOP)
	5.4 OSH, and other policies and guidelines
	5.5 Relevant specifications and work instructions
	5.6 Fire extinguisher
	5.7 Uninterrupted power supply
6. Methods of assessment	Competency should be assessed by
	6.1 Workplace observation
	6.2 Demonstration
	6.3 Oral questioning
	6.4 Written test
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre
	7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

Training Providers must be accredited by National Skills Development Authority (NSDA), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of qualification under NSQF. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by NSDA.

Unit Code and Title	OUTHHK08L3V1: Roster Associates
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to rostering associates. It includes the develop and implement associate's roster and maintain associates' records.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables.
1. Develop and implement associate's rosters	1.1 **Rosters** are developed in accordance with **company agreements** and wage budgets 1.2 Operational efficiency and guests service levels are maximized considering minimization of wage costs in roster development 1.3 Duties are combined where appropriate to ensure effective use of associates 1.4 The available skills base is utilized appropriately to roster the most effective mix of associates and to meet different operational requirements 1.5 Rosters are presented in required formats to ensure clarity for information in accordance with work place standards 1.6 Rosters are communicated to appropriate colleagues within designated timelines
2. Maintain associate's records	2.1 Time sheets and other documentation are completed accurately and within designated timelines 2.2 Associates records are updated accurately and maintained or stored in accordance with establishment procedures
Range of Variables	
Variables	**Range** (may include but not limited to):
1. Rosters	1.1 An individual department 1.2 A whole establishment 1.3 A specific assignment
2. Company agreements	2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different associates 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual associates
Evidence Guide	

	The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 demonstrated knowledge and understanding of the factors and issues which impact upon associates rostering 1.2 demonstrated familiarity with typical formats and the key information to be included 1.3 demonstrated the ability to prepare associates rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality guest service.
2. Underpinning knowledge	2.1 Effective communication 2.2 Role of rosters 2.3 Importance of roster in controlling associates costs 2.4 Factors to be considered when developing rosters 2.5 Formats for the presentation of associates rosters 2.6 Details information of rosters 2.7 Area of operation for which roster need to be developed 2.8 Work place standard 2.9 Guest service 2.10 Records management system
3. Underpinning skills	3.1 Communication skills 3.2 Developing rosters 3.3 Organizinginformation 3.4 Preparing staff rosters 3.5 Updating and maintaining records 3.6 Planning for won work
4. Underpinning attitudes	4.1 Commitment to occupational health and safety 4.2 Promptness in carrying out activities 4.3 Sincere and honest to duties 4.4 Environmental concerns 4.5 Eagerness to learn 4.6 Tidiness and timeliness 4.7 Respect for rights of peers and seniors in workplace 4.8 Communication with peers and seniors in workplace
5. Resource implications	5.1 Fully equipped guest rooms 5.2 Housekeeping storage areas and all housekeeping 5.3 Equipment required for room cleaning 5.4 Quality materials for performing work activities 5.5 Fire extinguisher 5.6 Uninterrupted power supply

6. Methods of assessment	Competency should be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**OUTHHK09L3V1: Supervise Room Cleaning and Maintenance Requirement**
Unit Descriptor	This unit covers the skills, knowledge and attitude to supervising room cleaning and maintenance requirement It includes the monitor housekeeping requirement procedures and resources, monitor cleanliness and safety in the workplace, assess and evaluat assigned tasks.
Nominal Hours	**15 Hours**
Elements of Competency	**Performance Criteria** **Bold & Underlined** terms are elaborated in the Range of Variables
1. Monitor housekeeping requirement procedures and resources	1.1 Use of Personal Protective Equipment (PPE) is monitored in compliance with Occupational Safetyand Health Standards 1.2 **External regulations** are complied with according to Work place standards 1.3 **Tools, equipment and supplies** are controlled according to housekeeping procedures 1.4 Accidents, injuries, and unsafe work conditions are responded in accordance with establishment procedures 1.5 Incidents reports are stored and maintained
2. Monitor cleanliness and safety in the workplace	2.1 Continuous monitoring of the cleanliness and safety of the workplace is done 2.2 Housekeeping issues are raised with designated personnelin accordance with workplace procedures 2.3 Maintenance and storage of tools, equipment and supplies are monitored in accordance with workplace standards 2.4 Records are stored and maintained 2.5 Emergency management plan is reviewed periodically
3. Assess and evaluate assigned tasks	3.1 **Risk assessment activities** are scheduled and applied based on industry standards 3.2 Safe workplace is ensured to protect theworkers' safety 3.3 Effectiveness of the systems are reviewed and assessed according to workplace standards 3.4 Necessary improvements are implemented 3.5 Compliance with legislations and internal requirements are maintained
Range of Variables	
Variables	**Range** (may include but not limited to):

1. External regulations	1.1 Fire fighting rules and regulation
	1.2 Environmental guidelines
	1.3 Local government regulations
	1.4 Hazard analysis critical control point (HACCP)
	1.5 Occupational safety and health (OSH)
2. Tools, equipment and supplies	2.1 Squeegee
	2.2 Spatula
	2.3 Broom and Dustpan
	2.4 Carpet Sweeper
	2.5 Mop
	2.6 Vacuum Cleaner
	2.7 Floor Polisher
	2.8 Extractor Machine
	2.9 Shampooing machine
	2.10 Rugs
	2.11 Cleaning Chemicals
	2.12 Polish
3. Risk assessment activities	3.1 Liaising with others
	3.2 Undertaking tests
	3.3 Visiting other sites
	3.4 Consulting with staff and management
	3.5 Using external consultants
	3.6 Considering controls available within the hierarchy of controls
	3.7 Costing different viable control options

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent, recent and meet all requirements of current version of the Unit of Competency

1. Critical aspects of competency	Assessment required evidence that the candidate:
	1.1 monitored housekeeping requirement procedures and resources
	1.2 monitored cleanliness and safety in the workplace
	1.3 assessed and evaluated assigned tasks
2. Underpinning knowledge	2.1 Workplace procedures for housekeeping
	2.2 Documentation necessary for compliance with current regulatoryguidelines
	2.3 Documentation and identification of risks management
	2.4 Tools and equipment usageand maintenance
	2.5 Basic Occupational Safety and Health (BOSH)
	2.6 Interpreted green Practices
	2.7 Workplace procedures and policies for carrying out housekeeping tasks in the workplace
	2.8 Servicing procedures for housekeeping equipment

	2.9 Basic Occupational Safety and Health (BOSH)
	2.10 Hazard Analysis Critical Control Point (HACCP)
	2.11 Green Practices
3. Underpinning skills	3.1 Communicating workplace
	3.2 Accessing external regulations
	3.3 Following occupational safety and health
	3.4 Filling of the different forms
	3.5 Maintaining storage tools and equipment
	3.6 Using evaluation tools
	3.7 Planning for own activities
	3.8 Practicing code of conduct
4. Required attitude	4.1 Commitment to occupational health and safety
	4.2 Promptness in carrying out activities
	4.3 Sincere and honest to duties
	4.4 Environmental concerns
	4.5 Eagerness to learn
	4.6 Tidiness and timeliness
	4.7 Respect for rights of peers and seniors in workplace
	4.8 Communication with peers and seniors in workplace
5. Resource implications	5.1 Workplace
	5.2 Equipment and outfits appropriate in applying safety measures
	5.3 Tools, equipment, materials and documentation required
	5.4 OSH Policies and Procedures
6. Methods of assessment	Competency should be assessed by:
	6.1 Written test
	6.2 Demonstration
	6.3 Oral Questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre
	7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**OUTHHK10L3V1: Supervise Housekeeping Services to Guests**
Nominal Hours	**20 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to supervising housekeeping services to guests. It includes the monitor housekeeping team, update current practices in housekeeping, evaluate housekeeping teams' performance and monitor usage of tools, equipment and supplies.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables.
1. Monitor housekeeping team	1.1 Team's understanding of regulatory requirements, including health and safety are assured 1.2 Housekeeping standard operational procedures (SOPs) are followed 1.3 Waste management and disposal are implemented according to workplace standards 1.4 Use of Personal Protective Equipment (PPE) is monitored accordingly
2. Update current practices in housekeeping	2.1 Trends and practices in the housekeeping areas are observed 2.2 Occupational safety and health practices are implemented in the workplace 2.3 **Sources of information** on issues affecting the hospitality sector are obtained 2.4 Updated industry knowledge and information to daily operation are applied
3. Evaluate housekeeping teams' performance	3.1 Team's daily performance is measured against the work place standards 3.2 Room allocation per day is evaluated according to housekeepers' performance 3.3 Roster staffing is monitored vs the performance efficiency, **type of room** and the front office information for expected time of arrival and expected time of departure 3.4 Guests feedback are reviewed
4. Monitor usage of tools, equipment and supplies	4.1 Inventory of **tools, equipment and supplies** are verified based on Standards Operating procedures 4.2 Preventive maintenance of tools and equipment are scheduled as required 4.3 Inventory and preventive maintenance results are submitted

	4.4 **Turn down service** is evaluated as to cleanliness and good scent of room

Range of Variables

Variables	**Range** (may include but not limited to):
1. Sources of information	1.1 Basic Occupational Safety and Health(BOSH) 1.2 Hazard Analysis Critical Control Point(HACCP) 1.3 ASEAN MRA-TP 1.4 Green Practices 1.5 GAD 1.6 Sustainable Development Goals
2. Type of room	2.1 Twin bed room 2.2 Suite Room 2.3 Room with kitchenette 2.4 Other types of room
3. Tools, equipment and supplies	3.1 **Tools:** • Squeegee • Spatula • Broom and Dustpan • Carpet Sweeper • Mop 3.2 **Equipment** • Vacuum Cleaner • Floor Polisher • Extractor Machine • Shampooing machine • Carpet • CCTV • Fittings • Folding machine/automatic folder • Furnishings • Housekeeping trolley 3.3 **Supplies:** • Rugs • Cleaning Chemicals • Linens • Duvet • Deodorizer • Disinfectant

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical aspects of competency	Assessment required evidence that the candidate:	
	1.1	applied regulatory requirements, including Health & Safety, BOSH, HACCP and green practices
	1.2	analyzed KRAs and KPIs
	1.3	conducted inventory control
2. Underpinning knowledge	2.1	Standards operational policies and procedures
	2.2	Updates on internal systems and processes
	2.3	Basic Occupational Safety and Health (BOSH)
	2.4	Hazard Analysis Critical Control Point (HACCP)
	2.5	Green practices
	2.6	Current practices in housekeeping
	2.7	Key result Areas (KRA)
	2.8	Key Performance Indicators (KPI)
	2.9	Basic arithmetic
	2.10	Room status reports
	2.11	Inventory Control and Maintenance
	2.12	Turn down service
	2.13	Tools and Equipment manuals
3. Underpinning skills	3.1	Effective communication skills
	3.2	Information technology skills
	3.3	Analytical and evaluative skills
	3.4	Applying HACCP
	3.5	Applying BOSH
	3.6	Applying green practices
	3.7	Forecasting skills
4. Underpinning attitudes	4.1	Commitment to occupational health and safety
	4.2	Promptness in carrying out activities
	4.3	Sincere and honest to duties
	4.4	Environmental concerns
	4.5	Eagerness to learn
	4.6	Tidiness and timeliness
	4.7	Respect for rights of peers and seniors in workplace
	4.8	Communication with peers and seniors in workplace
5. Resource implications	5.1	Workplace (simulated or actual)
	5.2	Tools, equipment and supplies/materials relevant to the activity to be performed
	5.3	Availability of materials
	5.4	Fire extinguisher
	5.5	Uninterrupted power supply
6. Methods of assessment	Competency should be assessed by:	
	6.1	Written test
	6.2	Demonstration

	6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre
	7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**OUTHHK11L3V1: Implement Lost and Found Procedures**
Nominal Hours	**15 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to implementing lost and found procedures. It includes the monitor lost and found facility, deal with lost and found items, deal with claims for lost and found items and deal with unclaimed items.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables.
1. Monitor lost and found facility	1.1 Lost and found facility are checked 1.2 In-house lost and found policies and procedures are implemented 1.3 Storage area of **lost and found items** are regularly inspected 1.4 **Legal requirements** that apply to lost and found facilities are checked
2. Deal with lost and found items	2.1 **Valuable, non-valuable and perishable** items are checked and monitored for appropriate action 2.2 Recorded lost and found items are monitored as to safety and necessary action 2.3 Inventory of lost and found items are periodically checked
3. Deal with claims for lost and found items	3.1 Queries as to legal ownership of the lost and found items are facilitated 3.2 Proper verification of ownership of property being claimed is supervised 3.3 Identification cards presented are validated 3.4 Authorization of the representative to claim the lost and found items is checked
4. Deal with unclaimed items	4.1 Established **policies and procedures** on unclaimed lost and found items are monitored as to compliance 4.2 Inventory of unclaimed lost and found items in storage are periodically checked 4.3 Claims and release of lost and found items are monitored in accordance with policies and standards
Range of Variables	
Variables	**Range** (may include but not limited to):

1. Lost and found items	1.1	Valuable
	1.2	Non-valuable
	1.3	Perishable
2. Legal requirements	2.1	Duty of care
	2.2	Bailment (security given to a property)
3. Valuable, Non-valuable and Perishable	3.1	Jewelries
	3.2	Currency
	3.3	Personal gadgets
	3.4	Guest clothes and belongings
	3.5	Important documents
	3.6	Food stuff
4. Policies and procedures	4.1	Storage holding period
	4.2	Follow up procedures
	4.3	Policy on finder's right to claim

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical aspects of competency	Assessment required evidence that the candidate:
	1.1 implemented in-house lost and found policies and procedures
	1.2 updated lost and found registry
	1.3 complied with legal obligations for storage of valuable, unsafe and illegal items
2. Underpinning knowledge	2.1 Standards operational policies and procedures
	2.2 HACCP
	2.3 Disposition of lost and found items
	2.4 Inventory of Lost and Found Items
	2.5 Updates on systems and processes
	2.6 Green Practices
	2.7 Valuable items
	2.8 Non-valuable items
	2.9 Unsafe items
	2.10 Illegal items
	2.11 Perishable
3. Underpinning skills	3.1 Using fundamental techniques (effleurage/ stroking / kneading / percussion / vibration)
	3.2 Removing keratin while not applying excessive irritation to the guest's skin as much as possible upon keratin care
	3.3 Acquiring the allowing enforcement of the service according to the use instructions by proper recognition of the characteristics per product
	3.4 Acquiring for four fundamental motions

	3.5	Acquiring the skills for flowing direction of lymph & the extent of pressure upon lymph massage
	3.6	Acquiring the knowledge on the processing process before/after waxing as well as the skills for hard wax, soft wax, & sugar wax
	3.7	Acquiring the skills to allow finish care according to the situation such as the guest's skin types, season, time band, etc
4. Underpinning attitudes	4.1	Commitment to occupational health and safety
	4.2	Promptness in carrying out activities
	4.3	Sincere and honest to duties
	4.4	Environmental concerns
	4.5	Eagerness to learn
	4.6	Tidiness and timeliness
	4.7	Respect for rights of peers and seniors in workplace
	4.8	Communication with peers and seniors in workplace
5. Resource implications	5.1	Workplace (simulated or actual)
	5.2	Tools, equipment and supplies/materials relevant to the activity to be performed
	5.3	Availability of materials
	5.4	Fire extinguisher
	5.5	Uninterrupted power supply
	5.6	Operations Manuals
	5.7	SOP for lost and found
	5.8	Lost and found Forms
6. Methods of assessment	Competency should be assessed by:	
	6.1	Written test
	6.2	Demonstration
	6.3	Oral questioning
7. Context of assessment	7.1	Competency assessment must be done in NSDA accredited assessment centre
	7.2	Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Unit Code and Title	**OUTHHK12L3V1: Supervise Guest Laundry, House Laundry and Uniform**
Nominal Hours	**40 Hours**
Unit Descriptor	This unit covers the skills, knowledge and attitude to supervising laundry guest laundry, house laundry and uniform. It includes the manage the role and responsibilities of a laundry services, monitor laundry procedures, supervise the costing packaging and delivery of laundered items, and supervise laundry facility maintenance.
Elements of Competency	**Performance Criteria** **Bold and Underlined** terms are elaborated in the Range of Variables.
1. Manage the role and responsibilities of a laundry services	1.1 Documentation of laundered items are monitored and controlled 1.2 Laundry staff assignment are performed 1.3 Costing of laundry services is checked and monitored 1.4 **Laundry tools, equipment and supplies** are checked and monitored as to the required per stock 1.5 The use of Personal Protective Equipment(PPE) is ensured in compliance with Occupational Safety and Health Standards
2. Monitor laundry procedures	2.1 Receiving and checking of picked-up guest clothes are supervised in accordance with work place requirements 2.2 Received used in- house items are evaluated 2.3 Segregation of guest clothes and linens are insured 2.4 Application of appropriate procedure for specific guest clothes and linens are monitored 2.5 Application for washing clothes and linen is supervised 2.6 Laundered items with unremoved stains are monitored for appropriate treatment 2.7 Worn out or damaged linen condemnation are supervised 2.8 Staff use of laundry tools, equipment and supplies are monitored particularly for safety and maintenance 2.9 Removal of lint on guest clothes are checked 2.10 Delivered linen from outsource laundry are evaluated
3. Supervise the costing, packaging and delivery of laundered items	3.1 Costing of laundered guest clothes are verified 3.2 Packaging of laundered items are monitored 3.3 On time delivery of laundered items are ensured
4. Supervise laundry facility maintenance	4.1 Post-cleaning laundry activities are monitored 4.2 Laundry tools and equipment are checked as to cleanliness,

	working condition of equipment and storage
	4.3 Dry cleaning procedureis checked as to use of chemical
	4.4 **Daily internal laundry reports** are evaluated

Range of Variables	
Variables	**Range** (may include but not limited to):
1. Laundry tools, equipment and supplies	1.1 **Tools:** • Basin • Pail • Buckets • Laundry brush (soft and hard) • Laundry gloves • Sorting Baskets/laundry Baskets 1.2 **Equipment:** • Washing machine • Dry cleaning machine • Steam presser • Flat iron • Ironing board • Sorting shelves • Extraction equipment 1.3 **Chemicals:** • Fabric softener • Liquid laundry detergent • Stain remover • Bleaching detergent
2. Daily internal laundry reports	2.1 Soiled linens from rooms 2.2 Soiled linen from F & B 2.3 Soiled uniform 2.4 Guest clothes 2.5 Curtains & draperies 2.6 Other laundry items 2.7 Damages & stained items

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment required evidence that the candidate: 1.1 demonstrated ability to correctly identify the process required for different types of laundry 1.2 demonstrated ability to operate laundry equipmentsafely 1.3 demonstrated ability to complete the full laundering

2. Underpinning knowledge	2.1	Handling procedures of guest clothes
	2.2	Equipment used in laundry
	2.3	Calibration of laundry tools and equipment
	2.4	HACCP
	2.5	Cleaning agents and chemicals
	2.6	Documentation procedures
	2.7	Inhouse laundry items
	2.8	Standard costing and packaging
	2.9	Guest cloths delivery procedure
	2.10	Green practices
	2.11	Calibration of laundry facilities
	2.12	Roles of staffs
	2.13	Laundry forms
	2.14	Types of stains and appropriate treatments
3. Underpinning skills	3.1	Applying OSH / HACCP
	3.2	Check accompanying documentation
	3.3	Determining staff potential for laundry assignment
	3.4	Evaluating laundry costing
	3.5	Evaluation of equipment working condition
	3.6	Demonstrated ability to supervise laundry procedures
	3.7	Use of specific laundry tools, equipment and chemicals
	3.8	Spot check of stains
	3.9	Applying skill for "attention to details"
	3.10	Filing internal laundry report
4. Underpinning attitudes	4.1	Commitment to occupational health and safety
	4.2	Promptness in carrying out activities
	4.3	Sincere and honest to duties
	4.4	Environmental concerns
	4.5	Eagerness to learn
	4.6	Tidiness and timeliness
	4.7	Respect for rights of peers and seniors in workplace
	4.8	Communication with peers and seniors in workplace
5. Resource implications	5.1	Workplace (simulated or actual)
	5.2	Tools, equipment and supplies/materials relevant to the activity to be performed
	5.3	Availability of materials
	5.4	Fire extinguisher
	5.5	Uninterrupted power supply
	5.6	Variety of linen, clothing items and fabrics
	5.7	Industry laundry equipment
	5.8	Laundry Chemicals/ Solutions

6. Methods of assessment	Competency should be assessed by: 6.1 Written test 6.2 Demonstration 6.3 Oral questioning
7. Context of assessment	7.1 Competency assessment must be done in NSDA accredited assessment centre 7.2 Assessment should be done by a NSDA certified/nominated assessor

Accreditation Requirements

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Development of Competency Standard

The Competency Standards for National Skills Certificate in Housekeeping, Level-2 is developed by NSDA on 25-27 and 30 January 2022.

List of Members:

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Validation of Competency Standard by Standard and Curriculum Validation Committee (SCVC)

The Competency Standards for National Skills Certificate in **Housekeeping, Level-2** is validated by SCVC on 13-15 March 2022.

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