

# TRAINING REGULATIONS



## HOUSEKEEPING NC III

**TOURISM SECTOR  
(HOTELS AND RESTAURANTS)**

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
East Service Road, South Superhighway, Taguig City, Metro Manila

**TABLE OF CONTENTS**

**TOURISM SECTOR**  
**(HOTELS AND RESTAURANTS)**

**HOUSEKEEPING NC III**

		<b>Page No.</b>
<b>SECTION 1</b>	<b>HOUSEKEEPING NC III QUALIFICATION</b>	<b>1- 2</b>
<b>SECTION 2</b>	<b>COMPETENCY STANDARDS</b>	
	• <b>Basic Competencies</b>	<b>3- 24</b>
	• <b>Common Competencies</b>	<b>25-41</b>
	• <b>Core Competencies</b>	<b>42-65</b>
<b>SECTION 3</b>	<b>TRAINING STANDARDS</b>	
	3.1 <b>Curriculum Design</b>	<b>66-69</b>
	3.2 <b>Training Delivery</b>	<b>70</b>
	3.3 <b>Trainee Entry Requirements</b>	<b>71</b>
	3.4 <b>List of Tools, Equipment and Materials</b>	<b>72</b>
	3.5 <b>Training Facilities</b>	<b>73</b>
	3.6 <b>Trainer's Qualifications</b>	<b>73</b>
	3.7 <b>Institutional Assessment</b>	<b>73</b>
<b>SECTION 4</b>	<b>NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS</b>	<b>74</b>
	<b>COMPETENCY MAP</b>	<b>75</b>
	<b>DEFINITION OF TERMS</b>	<b>76</b>
	<b>ACKNOWLEDGMENTS</b>	<b>77-78</b>

# TRAINING REGULATIONS FOR HOUSEKEEPING NC III

## SECTION 1 HOUSEKEEPING NC III QUALIFICATION

The **HOUSEKEEPING NC III Qualification** consists of competencies that a person must achieve to supervise maintenance and cleanliness of guest room floors and public areas in conference centers, hotels, motels, restaurants, clubs, resorts and luxury liners. It includes competencies on housekeeping such as planning and scheduling routine maintenance and repairs; contributing to the implementation of emergency procedures; storing valuable items; and monitoring people.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotels and Restaurants)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

<b>CODE NO.</b>	<b>BASIC COMPETENCIES</b>
500311109	Lead workplace communication
500311110	Lead small teams
500311111	Develop and practice negotiation skills
500311112	Solve problems related to work activities
500311113	Use mathematical concepts and techniques
500311114	Use relevant technologies

  

<b>CODE NO.</b>	<b>COMMON COMPETENCIES</b>
TRS311206	Roster staff
TRS311207	Control and order stock
TRS311208	Train small groups
TRS311209	Establish and conduct business relationships

<b>CODE NO.</b>	<b>CORE COMPETENCIES</b>
TRS512371	Plan and schedule routine maintenance, repairs and modifications
TRS512372	Contribute to the implementation of emergency procedures
TRS512373	Observe and monitor people
TRS512374	Escort, carry and store valuable items

**A person who has achieved this Qualification is competent to be a:**

- Housekeeping Supervisor
- Floor Supervisor

## SECTION 2 COMPETENCY STANDARDS

This section details the contents of the basic, common and core units of competency required in **HOUSEKEEPING NC III**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY :** LEAD WORKPLACE COMMUNICATION

**UNIT CODE :** 500311109

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Communicate information about workplace processes	1.1 Appropriate <b><i>communication method</i></b> is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations
2. Lead workplace discussions	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and action plan undertaken in the workplace are communicated
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Methods of communication	May include but not limited to: 1.1. Non-verbal gestures 1.2. Verbal 1.3. Face to face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet

## EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Dealt with a range of communication/information at one time</li> <li>1.2. Made constructive contributions in workplace issues</li> <li>1.3. Sought workplace issues effectively</li> <li>1.4. Responded to workplace issues promptly</li> <li>1.5. Presented information clearly and effectively written form</li> <li>1.6. Used appropriate sources of information</li> <li>1.7. Asked appropriate questions</li> <li>1.8. Provided accurate information</li> </ul>
2. Underpinning knowledge	<ul style="list-style-type: none"> <li>2.1. Organization requirements for written and electronic communication methods</li> <li>2.2. Effective verbal communication methods</li> </ul>
3. Underpinning skills	<ul style="list-style-type: none"> <li>3.1. Organize information</li> <li>3.2. Understand and convey intended meaning</li> <li>3.3. Participate in variety of workplace discussions</li> <li>3.4. Comply with organization requirements for the use of written and electronic communication methods</li> </ul>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1. Variety of Information</li> <li>4.2. Communication tools</li> <li>4.3. Simulated workplace</li> </ul>
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Competency in this unit must be assessed through</li> <li>5.2. Direct Observation</li> <li>5.3. Interview</li> </ul>
6. Context of assessment	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the workplace or in simulated workplace environment</li> </ul>

**UNIT OF COMPETENCY : LEAD SMALL TEAMS**

**UNIT CODE : 500311110**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required to lead small teams including setting and maintaining team and individual performance standards.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Provide team leadership	1.1. <b>Work requirements</b> are identified and presented to team members 1.2. Reasons for instructions and requirements are communicated to team members 1.3. <b>Team members' queries and concerns</b> are recognized, discussed and dealt with
2. Assign responsibilities	2.1. Duties, and responsibilities are allocated having regard to the skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 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 and according to assignment requirements 3.2. Performance expectations are based on individual team members duties and area of responsibility 3.3. Performance expectations are discussed and disseminated to individual team members

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
4. Supervise team performance	<p>4.1. <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required</p> <p>4.2. Team members are provided with <b>feedback</b>, positive support and advice on strategies to overcome any deficiencies</p> <p>4.3. <b>Performance issues</b> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy</p> <p>4.4. Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction</p> <p>4.5. Team operations are monitored to ensure that employer/client needs and requirements are met</p> <p>4.6. Follow-up communication is provided on all issues affecting the team</p> <p>4.7. All relevant documentation is completed in accordance with company procedures</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	May include but not limited to: 1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	May include but not limited to: 2.1. Roster/shift details
3. Monitor performance	May include but not limited to: 3.1. Formal process 3.2. Informal process
4. Feedback	May include but not limited to: 4.1. Formal process 4.2. Informal process
5. Performance issues	May include but not limited to: 5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario</li> <li>1.2. Assessed and monitored team and individual performance against set criteria</li> <li>1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</li> <li>1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</li> <li>1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</li> </ol>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Company policies and procedures</li> <li>2.2. Relevant legal requirements</li> <li>2.3. How performance expectations are set</li> <li>2.4. Methods of Monitoring Performance</li> <li>2.5. Client expectations</li> <li>2.6. Team member's duties and responsibilities</li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1. Communication skills required for leading teams</li> <li>3.2. Informal performance counseling skills</li> <li>3.3. Team building skills</li> <li>3.4. Negotiating skills</li> </ol>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ol style="list-style-type: none"> <li>4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>4.2. Materials relevant to the proposed activity or task</li> </ol>

<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Direct observations of work activities of the individual member in relation to the work activities of the group</li> <li>5.2. Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal</li> <li>5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ul>
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> <li>6.1. Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>6.2. Assessment may be performed while tasks are being undertaken whether individually or in-group</li> </ul>

**UNIT OF COMPETENCY: DEVELOP AND PRACTICE NEGOTIATION SKILLS**

**UNIT CODE : 500311111**

**UNIT DESCRIPTOR :** This unit covers the skills, knowledge and attitudes required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Plan negotiations	1.1 Information on <b><i>preparing for negotiation</i></b> is identified and included in the plan 1.2 Information on <b><i>active listening</i></b> is identified and included in the plan 1.3 Information on different <b><i>questioning techniques</i></b> is identified and included in the plan 1.4 Information is checked to ensure it is correct and up-to-date
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties 2.2 Desired outcome of all parties are considered 2.3 Appropriate language is used throughout the negotiation 2.4 Variety of questioning techniques are used 2.5 Issues and processes are documented and agreed upon by all parties 2.6 Possible solutions are discussed and their viability assessed 2.7 Areas for agreement are confirmed and recorded 2.8 Follow-up action is agreed upon by all parties

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparing for negotiation	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>1.1 Background information on other parties to the negotiation</li> <li>1.2 Good understanding of topic to be negotiated</li> <li>1.3 Clear understanding of desired outcome/s</li> <li>1.4 Personal attributes               <ul style="list-style-type: none"> <li>1.4.1 self awareness</li> <li>1.4.2 self esteem</li> <li>1.4.3 objectivity</li> <li>1.4.4 empathy</li> <li>1.4.5 respect for others</li> </ul> </li> <li>1.5 Interpersonal skills               <ul style="list-style-type: none"> <li>1.5.1 listening/reflecting</li> <li>1.5.2 non verbal communication</li> <li>1.5.3 assertiveness</li> <li>1.5.4 behavior labeling</li> <li>1.5.5 testing understanding</li> <li>1.5.6 seeking information</li> <li>1.5.7 self disclosing</li> </ul> </li> <li>1.6 Analytic skills               <ul style="list-style-type: none"> <li>1.6.1 observing differences between content and process</li> <li>1.6.2 identifying bargaining information</li> <li>1.6.3 applying strategies to manage process</li> <li>1.6.4 applying steps in negotiating process</li> <li>1.6.5 strategies to manage conflict</li> <li>1.6.6 steps in negotiating process</li> <li>1.6.7 options within organization and externally for resolving conflict</li> </ul> </li> </ul>
2. Non verbal environments	<p>May include but not limited to:</p> <ul style="list-style-type: none"> <li>2.1 Friendly reception</li> <li>2.2 Warm and welcoming room</li> <li>2.3 Refreshments offered</li> <li>2.4 Lead in conversation before negotiation begins</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
3. Active listening	May include but not limited to: 3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	May include but not limited to: 4.1 Direct 4.2 Indirect 4.3 Open-ended

## EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome 1.2 Participated in negotiation with at least one person to achieve an agreed outcome
2. Underpinning knowledge and attitude	2.1 Codes of practice and guidelines for the organization 2.2 Organizations policy and procedures for negotiations 2.3 Decision making and conflict resolution strategies procedures 2.4 Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation 2.5 Flexibility 2.6 Empathy
3. Underpinning skills	3.1 Interpersonal skills to develop rapport with other parties 3.2 Communication skills (verbal and listening) 3.3 Observation skills 3.1 Negotiation skills
4. Resource implications	The following resources <b>MUST</b> be provided: 4.1 Room with facilities necessary for the negotiation process 4.2 Human resources (negotiators)
5. Methods of assessment	Competency may be assessed through: 5.1 Observation/demonstration and questioning 5.2 Portfolio assessment 5.3 Oral and written questioning 5.4 Third party report
6. Context of assessment	6.1 Competency to be assessed in real work environment or in a simulated workplace setting.

**UNIT OF COMPETENCY : SOLVE PROBLEMS RELATED TO WORK ACTIVITIES**

**UNIT CODE : 500311112**

**UNIT DESCRIPTOR :** This unit of competencies covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause of problems.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Identify the problem	1.1. Variances are identified from normal operating parameters; and product quality 1.2. Extent, cause and nature are of the problem are defined through observation, investigation and <b>analytical techniques</b> 1.3. <b>Problems</b> are clearly stated and specified
2. Determine fundamental causes of the problem	2.1. Possible causes 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. Determine corrective action	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 3.4. <b>Action plans</b> are developed identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures
4. Provide recommendation/s to manager	4.1. Report on recommendations are prepared 4.2. Recommendations are presented to appropriate personnel. 4.3. Recommendations are followed-up, if required

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Analytical techniques	May include but not limited to: <ol style="list-style-type: none"> <li>1.1. Brainstorming</li> <li>1.2. Intuitions/Logic</li> <li>1.3. Cause and effect diagrams</li> <li>1.4. Pareto analysis</li> <li>1.5. SWOT analysis</li> <li>1.6. Gantt chart, Pert CPM and graphs</li> <li>1.7. Scatter grams</li> </ol>
2. Problem	May include but not limited to: <ol style="list-style-type: none"> <li>2.1. Non – routine process and quality problems</li> <li>2.2. Equipment selection, availability and failure</li> <li>2.3. Teamwork and work allocation problem</li> <li>2.4. Safety and emergency situations and incidents</li> </ol>
3. Action plans	May include but not limited to: <ol style="list-style-type: none"> <li>3.1. Priority requirements</li> <li>3.2. Measurable objectives</li> <li>3.3. Resource requirements</li> <li>3.4. Timelines</li> <li>3.5. Co-ordination and feedback requirements</li> <li>3.6. Safety requirements</li> <li>3.7. Risk assessment</li> <li>3.8. Environmental requirements</li> </ol>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1.1. Identified the problem</li> <li>1.2. Determined the fundamental causes of the problem</li> <li>1.3. Determined the correct / preventive action</li> <li>1.4. Provided recommendation to manager</li> </ol> <p>These aspects may be best assessed using a range of scenarios / case studies / what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2. Underpinning knowledge</p>	<ol style="list-style-type: none"> <li>2.1. Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>2.2. Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations             <ol style="list-style-type: none"> <li>2.2.1. Relevant equipment and operational processes</li> <li>2.2.2. Enterprise goals, targets and measures</li> <li>2.2.3. Enterprise quality, OHS and environmental requirement</li> <li>2.2.4. Principles of decision making strategies and techniques</li> <li>2.2.5. Enterprise information systems and data collation</li> <li>2.2.6. Industry codes and standards</li> </ol> </li> </ol>
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> <li>3.1. Using range of formal problem solving techniques</li> <li>3.2. Identifying and clarifying the nature of the problem</li> <li>3.3. Devising the best solution</li> <li>3.4. Evaluating the solution</li> <li>3.5. Implementation of a developed plan to rectify the problem</li> </ol>

4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1. Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
5. Methods of assessment	<p>Competency may be assessed through:</p> <p>5.1. Case studies on solving problems in the workplace</p> <p>5.2. Observation</p> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
6. Context of assessment	<p>6.1. In all workplaces, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY: USE MATHEMATICAL CONCEPTS AND TECHNIQUES**

**UNIT CODE : 500311113**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes required in the application of mathematical concepts and techniques.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Identify mathematical tools and techniques to solve problem	1.1 Problem areas are identified based on given condition 1.2 <b>Mathematical techniques</b> are selected based on the given problem
2. Apply mathematical procedure/solution	2.1 Mathematical techniques are applied based on the problem identified 2.2 Mathematical computations are performed to the level of accuracy required for the problem 2.3 Results of mathematical computation is determined and verified based on job requirements
3. Analyze results	3.1 Result of application is reviewed based on expected and required specifications and outcome 3.2 <b>Appropriate action</b> is applied in case of error

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Mathematical techniques	May include but are not limited to: 1.1 Four fundamental operations 1.2 Measurements 1.3 Use/Conversion of units of measurements 1.4 Use of standard formulas
2. Appropriate action	May include but not limited to: 2.1 Review in the use of mathematical techniques (e.g. recalculation, re-modeling) 2.2 Report error to immediate superior for proper action

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Identified, applied and reviewed the use of mathematical concepts and techniques to workplace problems
2. Underpinning knowledge	2.1 Fundamental operation (addition, subtraction, division, multiplication) 2.2 Measurement system 2.3 Precision and accuracy 2.4 Basic measuring tools/devices
3. Underpinning skills	3.1 Applying mathematical computations 3.2 Using calculator 3.3 Using different measuring tools
4. Resource implications	The following resources <b>MUST</b> be provided: 4.1 Calculator 4.2 Basic measuring tools 4.3 Case Problems
5. Methods of assessment	Competency may be assessed through: 5.1 Authenticated portfolio 5.2 Written Test 5.3 Interview/Oral Questioning 5.4 Demonstration
6. Context of assessment	6.1 Competency may be assessed in the work place or in a simulated work place setting

**UNIT OF COMPETENCY: USE RELEVANT TECHNOLOGIES**

**UNIT CODE : 500311114**

**UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills, and attitude required in selecting, sourcing and applying appropriate and affordable technologies in the workplace.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Study/select appropriate technology	1.4 Usage of different <b>technologies</b> is determined based on job requirements 1.4 Appropriate technology is selected as per work specification
2. Apply relevant technology	2.1 Relevant technology is effectively used in carrying out function 2.2 Applicable software and hardware are used as per task requirement 2.3 <b>Management concepts</b> are observed and practiced as per established industry practices
3. Maintain/enhance relevant technology	3.1 Maintenance of technology is applied in accordance with the <b>industry standard operating procedure, manufacturer's operating guidelines</b> and <b>occupational health and safety procedure</b> to ensure its operative ability 3.2 Updating of technology is maintained through continuing education or training in accordance with job requirement 3.3 Technology failure/ defect is immediately reported to the concern/responsible person or section for <b>appropriate action</b>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Technology	May include but are not limited to: 1.1 Office technology 1.2 Industrial technology 1.3 System technology 1.4 Information technology 1.5 Training technology
2. Management concepts	May include but not limited to: 2.1 Real Time Management 2.2 KAIZEN or continuous improvement 2.3 5s 2.4 Total Quality Management 2.5 Other management/productivity tools
3. Industry standard operating procedure	May include but are not limited to: 3.1 Written guidelines relative to the usage of office technology/equipment 3.2 Verbal advise/instruction from the co-worker
4. Manufacturer's operating guidelines/ instructions	May include but are not limited to: 4.1 Written instruction/manuals of specific technology/ equipment 4.2 General instruction manual 4.3 Verbal advise from manufacturer relative to the operation of equipment
5. Occupational health and safety procedure	May include but are not limited to: 5.1 Relevant statutes on OHS 5.2 Company guidelines in using technology/equipment
6. Appropriate action	May include but are not limited to: 6.1 Implementing preventive maintenance schedule 6.2 Coordinating with manufacturer's technician

## EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Studied and selected appropriate technology consistent with work requirements 1.2 Applied relevant technology 1.3 Maintained and enhanced operative ability of relevant technology
2. Underpinning knowledge	2.1 Awareness on technology and its function 2.2 Repair and maintenance procedure 2.3 Operating instructions 2.4 Applicable software 2.5 Communication techniques 2.6 Health and safety procedure 2.7 Company policy in relation to relevant technology 2.8 Different management concepts 2.9 Technology adaptability
3. Underpinning skills	3.1 Relevant technology application/implementation 3.2 Basic communication skills 3.3 Software applications skills 3.4 Basic troubleshooting skills
4. Resource implications	The following resources <b>MUST</b> be provided: 4.1 Relevant technology 4.2 Interview and demonstration questionnaires 4.3 Assessment packages
5. Methods of assessment	Competency must be assessed through: 5.1 Interview 5.2 Actual demonstration 5.3 Authenticated portfolio (related certificates of training/seminar)
6. Context of assessment	6.1 Competency may be assessed in actual workplace or simulated environment

## COMMON COMPETENCIES

**UNIT OF COMPETENCY :** ROSTER STAFF

**UNIT CODE :** TRS5311206

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to develop staff rosters. This role may be carried out by operational supervisors and managers.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Develop and implement staff rosters	1.1 <b>Staff rosters</b> are developed in accordance with <b>company agreements</b> and wage budgets. 1.2 Operational efficiency and customer service levels are maximized while wage costs are minimized in roster development. 1.3 Duties are combined where appropriate to ensure effective use of staff. 1.4 The available skills base is utilized appropriately to roster the most effective mix of staff and to meet different operational requirements. 1.5 Rosters are presented in required formats to ensure clarity of information in accordance with company standards. 1.6 Rosters are communicated to appropriate colleagues within designated timelines.
2. Maintain staff records	2.1 Time sheets and other documentation are completed accurately and within designated timelines. 2.2 Staff records are updated accurately and maintained or stored in accordance with establishment procedures.

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Staff rosters	May be for but are not limited to: 1.1 An individual department 1.2 A whole establishment 1.3 A specific project
2. Company agreements	May include but are not limited to: 2.1 Number of hours worked in a given shift 2.2 Overall number of hours allocated to different staff members 2.3 Breaks between shifts 2.4 Nature of duties allocated 2.5 Use of permanent or casual staff

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge and understanding of the factors and issues which impact upon staff rostering</li> <li>1.2 Demonstrated familiarity with typical staff roster formats and the key information to be included</li> <li>1.3 Demonstrated the ability to prepare staff rosters which meet wage budgets and which provide a level of staffing sufficient to ensure the delivery of high quality customer service.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 The role of staff rosters and their importance in controlling staff costs</li> <li>2.2 Factors to be considered when developing rosters</li> <li>2.3 Formats for the presentation of staff rosters and details to be included</li> <li>2.4 Knowledge on area of operation for which roster is being developed.</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Organizing information</li> <li>3.2 Preparing staff rosters</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities which allow the candidate to prepare rosters for a workplace and to evaluate their cost efficiency and operational effectiveness against nominated standards</li> <li>4.2 Preparation of more than one roster to meet the staffing requirements of more than one operational situation</li> </ul>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1. Evaluation of the staffing costs and service levels at an event for which the candidate has prepared rosters</li> <li>5.2. Oral or written questions to assess knowledge of specific factors which affect the design of rosters</li> <li>5.3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul>
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> <li>6.1. Competency may be assessed in the workplace or in simulated workplace environment</li> <li>6.2. Assessment may be performed while tasks are being undertaken whether individually or in a group</li> </ul>

**UNIT OF COMPETENCY : CONTROL AND ORDER STOCK**

**UNIT CODE : TRS311207**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to control and order stock in a range of hospitality establishments. This role is generally carried out by supervisors and team leaders.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Maintain stock levels and records	1.1 <b>Stock</b> levels are monitored and maintained according to company 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 company 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 company 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 agreements and all necessary details are recorded.
3. Minimize stock losses	3.1 <b>Stock losses</b> are identified and recorded according to company procedures. 3.2 Losses are reported in accordance with company 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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
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 company policy and procedures. 5.2 Stocktaking responsibilities are allocated to staff. 5.3 Accurate stock reports are produced within designated timelines.

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Stock	May include but is not limited to:  1.1 Food  1.2 Beverages  1.3 Equipment such as maintenance and cleaning equipment, office equipment  1.4 Linen  1.5 Stationery  1.6 Brochures and promotional materials  1.7 Cleaning supplies and chemicals  1.8 Vouchers and tickets  1.9 Souvenir products
2. Stock losses	May be due to the following:  2.1 Lack of rotation leading to product deterioration  2.2 Inappropriate storage conditions  2.3 Access by pests or vermin  2.4 Theft  2.5 Overstocking

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated the ability to maintain continuous stock supply within a specific hospitality industry environment</li> <li>1.2 Demonstrated the ability to meet accuracy and speed requirements for completion and maintenance of stock records</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Stock level maintenance techniques as appropriate to the industry sector</li> <li>2.2 Typical stocktaking procedures as appropriate to the industry sector</li> <li>2.3 Stock recording systems</li> <li>2.4 Stock security systems</li> <li>2.5 Types of stock control documentation and systems that may be applied in the hospitality industry</li> <li>2.6 Reasons for stock loss and damage</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Collect, organize and analyze information</li> <li>3.2 Plan and organize activities</li> <li>3.3 Application of underpinning knowledge</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1 Project or work activities that allow the candidate to demonstrate stock control and monitoring over a period of time</li> <li>4.2 Use of real stock items</li> <li>4.3 Use of industry-current stock control technology or documentation</li> <li>4.4 Involvement of internal/external suppliers</li> </ul>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Review of activities undertaken by the candidate to monitor stock for a given period of time for a specific outlet</li> <li>5.2 Written or oral questions to test knowledge of reasons for procedures</li> <li>5.3 Review of workplace reports and records related to stock control, prepared by the candidate</li> <li>5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> </ul>

6. Context for assessment	6.1 Competency assessment may occur in workplace or any appropriately simulated environment 6.2 Assessment may be performed while tasks are being undertaken whether individually or in a group
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**UNIT OF COMPETENCY : TRAIN SMALL GROUPS**

**UNIT CODE : TRS311208**

**UNIT DESCRIPTOR :** This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Prepare for trainings	1.1 Specific <b>training needs</b> are identified and confirmed through consultation with <b>appropriate personnel</b> . 1.2 Training objectives are matched to identify to identify competency development needs. 1.3 Training approaches are planned and documented.
2. Deliver training	2.1 Training is conducted in a safe and accessible environment. 2.2 <b>Training delivery methods</b> appropriate to the participant(s) needs, trainer availability, location and resources are selected. 2.3 <b>Strategies and techniques</b> which facilitate the learning process are employed. 2.4 Training objectives, sequence of activities and assessment processes are discussed with training participant(s). 2.5 Systematic approach to training is undertaken to meet specific needs of training participant(s).
3. Provide opportunities for practices	3.1 Practice opportunities are provided to ensure that the participants achieve the <b>components of competency</b> . 3.2 Variety of methods for encouraging learning is implemented to meet the individual <b>needs of participants</b> .

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
4. Review training	<p>4.1 Participants are encouraged to self evaluate performance and areas for improvement are identified.</p> <p>4.2 Participants' readiness for assessment is monitored and assistance is provided with the collection of evidence for satisfactory performance.</p> <p>4.3 Training is evaluated against objectives in the context of self-assessment, participant feedback, supervisor comments and measurements.</p> <p>4.4 Training details are recorded according to enterprise and legislative requirements.</p> <p>4.5 Results of evaluation are utilized to guide further training.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Training needs	May include but are not limited to: <ul style="list-style-type: none"> <li>1.1 Industry/enterprise or other performance competency standards</li> <li>1.2 Industry/workplace training practices</li> <li>1.3 Job descriptions</li> <li>1.4 Results of training needs analysis</li> <li>1.5 Business plans of the organization which identify skill development requirements</li> <li>1.6 Standard operating and/or other workplace procedures</li> </ul>
2. Appropriate personnel	May include but are not limited to: <ul style="list-style-type: none"> <li>2.1 Team leaders/supervisors/technical experts</li> <li>2.2 Managers/employers</li> <li>2.3 Training and assessment coordinators</li> <li>2.4 Training participants</li> <li>2.5 Representative from government regulatory bodies</li> <li>2.6 Union/employee representatives</li> </ul>
3. Training delivery methods	May include but are not limited to: <ul style="list-style-type: none"> <li>3.1 Presentations</li> <li>3.2 Demonstrations</li> <li>3.3 Explanations</li> <li>3.4 Problem solving</li> <li>3.5 Mentoring</li> <li>3.6 Experiential learning</li> <li>3.7 Group work</li> <li>3.8 Job rotation</li> </ul>
4. Strategies and techniques	May include but are not limited to: <ul style="list-style-type: none"> <li>4.1 Active listening</li> <li>4.2 Targeted questioning</li> <li>4.3 Points of clarification</li> <li>4.4 Group discussions</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
5.Components of competency	May include but are not limited to: 5.1 Task skill 5.2 Task management skills 5.3 Contingency management skills 5.4 Job/role environment skills 5.5 Transfer and application of skills and knowledge of new contents
6. Needs of participants	Characteristics of training participants may include but are not limited to: 6.1. Cultural, language, and educational background 6.2. Gender 6.3. Physical ability 6.4. Level of confidence, nervousness or anxiety 6.5. Age 6.6. Previous experience with the topic 6.7. Experience in training and assessment

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1. Demonstrated the ability to identify specific training needs and required competency outcomes.</li> <li>1.2. Demonstrated the ability to outline the training approach and steps to be followed.</li> <li>1.3. Demonstrated the ability to identify training participant(s) and delivery method(s) to be used</li> <li>1.4. Demonstrated the ability to organize and conduct the training.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1. Identification of evidence of competency</li> <li>2.2. Competency in the units being taught</li> <li>2.3. Training delivery methods</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1. Planning and documenting training approaches</li> <li>3.2. Training delivery methods</li> <li>3.3. Training strategies and techniques which facilitate learning process</li> <li>3.4. Correct use of equipment and presentation skills appropriate for the training</li> <li>3.5. Communication skills (written and oral)</li> </ul>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <ul style="list-style-type: none"> <li>4.1. Project or work activities that allow the candidate to demonstrate planning, conducting and review of training on a one-to-one or small group basis.</li> <li>4.2. Access to records, logbooks, reports and other sources of information about the operation and/or the personnel.</li> </ul>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>5.1 Direct observation of performance in the conduct of the training</li> <li>5.2 Evaluation of the training plans and documents prepared by the candidate</li> <li>5.3 Oral or written questions to assess knowledge in training needs analysis</li> </ul>
<p>6. Context for assessment</p>	<ul style="list-style-type: none"> <li>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>6.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</li> </ul>

**UNIT OF COMPETENCY : ESTABLISH AND CONDUCT BUSINESS RELATIONSHIPS**

**UNIT CODE : TRS311209**

**UNIT DESCRIPTOR :** This unit covers the skills and knowledge required to manage business relationships with customers or suppliers within a tourism or hospitality context. It focuses on the relationship building and negotiation skills.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Establish and conduct business relationships	1.1 <b><i>Relationships</i></b> are established in a manner that promotes goodwill and trust between the enterprise, its customers and suppliers. 1.2 Trust and respect are built in business relationships through use of effective communication skills and techniques 1.3 <b><i>Opportunities</i></b> to maintain regular contact with customers and suppliers are identified and taken up.
2. Conduct negotiations	2.1 <b><i>Negotiations</i></b> are conducted in a business-like and professional manner within the relevant cultural context. 2.2 Negotiations are conducted in the context of the current enterprise marketing focus. 2.3 Benefits for all parties in the negotiation are maximized through use of established <b><i>techniques</i></b> and in the context of establishing long term relationships. 2.4 Feedback and input from colleagues are incorporated into the negotiation. 2.5 The results of negotiations are communicated to appropriate colleagues and stakeholders within the appropriate timeframes.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
3. Make formal business agreements	<p>3.1 Agreements are confirmed in writing using formal contracts and in accordance to enterprise requirements.</p> <p>3.2 Appropriate approvals for all aspects of formal agreements are checked and obtained in accordance with enterprise procedures.</p> <p>3.3 The need for specialist advice in the development of contracts is identified and sought where appropriate.</p>
4. Foster and maintain business relationships	<p>4.1 Information needed to maintain sound business relationships are pro-actively sought, reviewed and acted upon.</p> <p>4.2 Agreements are honored within the scope of individual responsibility.</p> <p>4.3 Adjustments to agreements are made in consultation with the customer/supplier and information is shared with appropriate colleagues.</p> <p>4.4 Relationships are nurtured through regular contact.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Business relationships	May include but are not limited to: 1.1 Customers 1.2 Suppliers 1.3 Government agencies 1.4 Concessionaires
2. Opportunities	May include but are not limited to: 2.1 Informal social occasions 2.2 Industry functions 2.3 Association membership 2.4 Co-operative promotions 2.5 Program of regular telephone contact
3. Negotiations	May include but are not limited to: 3.1 Corporate accounts 3.2 Service contacts 3.3 Agency agreements 3.4 Venue contracts 3.5 Rate negotiations 3.6 Marketing agreements 3.7 Preferred product agreements
4. Techniques	May include but are not limited to: 4.1. Identification of goals, limits 4.2. Clarification of needs of all parties 4.3. Identifying points of agreement and points of difference 4.4. Preparatory research of facts 4.5. Active listening and questioning 4.6. Non-verbal communication techniques 4.7. Appropriate language 4.8. Bargaining 4.9. Developing options 4.10. Confirming agreements 4.11. Appropriate cultural behavior

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated the ability to conduct successfully business negotiations</p> <p>1.2 Demonstrated the ability to build and maintain relationships o achieve successful business outcomes</p> <p>1.3 Demonstrated the knowledge and understanding of the current environment and major industry issues in which tourism and/or hospitality businesses operate.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Business environment including major industry issues in which the tourism and hospitality industry operates.</p> <p>2.2 Legal issues that affect negotiations and contracts</p> <p>2.3 General knowledge about contracts.</p>
<p>3. Underpinning skills</p>	<p>3.1 Negotiation and communication techniques appropriate to negotiations.</p> <p>3.2 Interpersonal skills</p> <p>3.3 Mathematical skills i.e. calculating profit margins for the contract</p>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1. Project or work activities conducted over a period of time so that all aspects of the unit can be assessed.</p> <p>4.2. Relationship-building and negotiation activities with a range of individuals with whom the candidate has an actual or potential business relationship.</p>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1. Evaluation of negotiation and business relationships or agreements conducted or made by the candidate</p> <p>5.2. Evaluation of reports prepared by the candidate detailing how the negotiation aspects of a project were managed.</p> <p>5.3. Case studies to assess application of knowledge to business situations.</p>
<p>6. Context for assessment</p>	<p>6.1. Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>6.2. Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

## CORE COMPETENCIES

**UNIT OF COMPETENCY: PLAN AND SCHEDULE ROUTINE MAINTENANCE, REPAIRS AND MODIFICATIONS**

**UNIT CODE : TRS512371**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to plan and schedule maintenance, repairs and modifications to fixtures, furniture and equipment that may be found in guest rooms and public areas of accommodation establishments. It does not cover the supervision of personnel carrying out specific job requirements.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
1. Determine job requirements	<p>1.1 Need for replacement or repair is assessed or confirmed in accordance with nature of fault, type of <b>equipment/fixture</b>, and economic feasibility.</p> <p>1.2 Existing warranties and service agreements are checked to establish if any identified maintenance requirement is covered by such documents.</p> <p>1.3 Where required, an estimate and quote are provided, detailing work to be carried out and costs.</p> <p>1.4 Approval for work is received in writing from appropriate personnel.</p> <p>1.5 <b>Details relating to access to site and specific site requirements</b> are organized and confirmed with <b>relevant personnel</b>.</p> <p>1.6 Labor, <b>tools and equipment</b> required for the job are clearly identified.</p>
2. Allocate and order resource requirements	<p>2.1 Relevant skills, qualifications and licenses of labor are checked to ensure job requirements are fulfilled.</p> <p>2.2 Labor is scheduled to be available when required for work.</p> <p>2.3 Equipment/fixture required for job is checked to ensure availability, and ordered</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized</i> terms are elaborated in the Range of Variables
	<p>in advance of needs where required.</p> <p>2.4 Tools and equipment required for job are checked to ensure availability, and organized and ordered in advance of needs where required.</p> <p>2.5 Where required, details of job are clearly communicated and organized with concerned departments.</p>
3. Schedule work	<p>3.1 <b>Work schedules</b> are made to maximize productivity and meet company requirements.</p> <p>3.2 Times for installation are planned to minimize disruption of guests.</p> <p>3.3 Weather and <b>other contingencies</b> are identified, assessed and incorporated in work schedule.</p> <p>3.4 Emergency and urgent work requirements are scheduled for priority attention.</p>
4. Document work order where required	<p>4.1 Details of schedule and job and resource requirements are clearly stated in <b>work order</b>.</p> <p>4.2 Work order is completed promptly and provided to relevant personnel in accordance with company requirements.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Equipment/fixture	May include but are not limited to: <ul style="list-style-type: none"> <li>1.1 Telephones</li> <li>1.2 Intercom</li> <li>1.3 Control panels</li> <li>1.4 Locks and locking systems</li> <li>1.5 Lighting</li> <li>1.6 Furniture</li> <li>1.7 Bedside clocks</li> </ul>
2. Details relating to access to site and specific site requirements	May include but are not limited to: <ul style="list-style-type: none"> <li>2.1 Access and egress points</li> <li>2.2 Time of access</li> <li>2.3 Access codes</li> <li>2.4 Keys</li> <li>2.5 Passes</li> <li>2.6 Security clearance</li> <li>2.7 Union requirements</li> <li>2.8 OHS requirements</li> <li>2.9 Building codes and regulations</li> <li>2.10 Physical</li> <li>2.11 Noise control</li> </ul>
3. Relevant personnel	May include but are not limited to: <ul style="list-style-type: none"> <li>3.1 Installer</li> <li>3.2 Sub-contractor</li> <li>3.3 Technician</li> <li>3.4 Supervisor</li> <li>3.5 Manager</li> <li>3.6 Engineering personnel</li> </ul>

VARIABLE	RANGE
4. Tools and equipment	May include but are not limited to: <ul style="list-style-type: none"> <li>4.1 Computer</li> <li>4.2 Software</li> <li>4.3 Test equipment</li> <li>4.4 Hand tools</li> <li>4.5 Power tools</li> <li>4.6 Fixing tools</li> <li>4.7 Strippers</li> <li>4.8 Router</li> <li>4.9 File</li> <li>4.10 Drill</li> <li>4.11 Lockpick</li> <li>4.12 Pick gun</li> <li>4.13 Soldering iron</li> <li>4.14 Welder</li> <li>4.15 Crimp tools</li> <li>4.16 Ladder</li> <li>4.17 Hoist</li> <li>4.18 Batteries</li> <li>4.19 Personal protective equipment</li> <li>4.20 Communication equipment</li> </ul>
5. Work schedules	May include but are not limited to: <ul style="list-style-type: none"> <li>5.1 Daily timeframe</li> <li>5.2 Weekly timeframe</li> <li>5.3 Monthly timeframe</li> <li>5.4 Annual timeframe</li> </ul>
6. Other contingencies	May include but are not limited to: <ul style="list-style-type: none"> <li>6.1 Industrial disputes</li> <li>6.2 Building delays</li> <li>6.3 Public holidays</li> <li>6.4 Shut-down periods</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
7. Work order	May include but is not limited to: <ul style="list-style-type: none"> <li>7.1 Work schedule</li> <li>7.2 Completion dates</li> <li>7.3 Job requirements and tasks</li> <li>7.4 Specific client requirements</li> <li>7.5 Access to site and specific site requirements</li> <li>7.6 Resource requirements</li> <li>7.7 OHS requirements and compliance with relevant legislation</li> <li>7.8 Company requirements</li> <li>7.9 Budget allocations</li> </ul>

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Clearly identified job requirements.</li> <li>1.2 Efficiently organized and allocated labor, tools and equipment and equipment/fixture required for work.</li> <li>1.3 Prepared realistic work schedules, which include consideration of contingencies.</li> <li>1.4 Prepared work order.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 Job types</li> <li>2.2 Standard industry time allocations for routine repairs, maintenance and modifications</li> <li>2.3 Contingency factors</li> <li>2.4 Scheduling methods</li> <li>2.5 Company requirements</li> <li>2.6 Duty of care</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communication, including liaison, report writing, consultation, interpersonal, listening, questioning, gaining feedback, giving information</li> <li>3.2 Reading and interpreting plans and specifications</li> <li>3.3 Project planning</li> <li>3.4 Allocating work</li> <li>3.5 Methodical organization of work</li> <li>3.6 Problem-solving</li> <li>3.7 Time management</li> <li>3.8 Prioritization of work</li> <li>3.9 Estimating</li> <li>3.10 Basic numeracy skills</li> </ul>

<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Maintenance/repairs/modifications requirements information for review</p> <p>4.2 List of available resources</p> <p>4.3 Company pro forma maintenance schedules</p>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Direct observation with oral questioning</p> <p>5.2 • Review of portfolio of evidence of on-the-job performance by the candidate.</p> <p>5.3 Review of third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for assessment</p>	<p>6.1 Competency assessment may occur in workplace or any appropriately simulated environment.</p> <p>6.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

**UNIT OF COMPETENCY: CONTRIBUTE TO THE IMPLEMENTATION OF EMERGENCY PROCEDURES**

**UNIT CODE : TRS512372**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required to contribute to the implementation of planning and response procedures for emergencies. The unit assumes that expert advice will be available in identifying potential emergencies and in formulating the response plans.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Identify potential emergencies	1.1 Causes of <b><i>potential emergencies</i></b> are identified based on knowledge of OHS <b><i>hazards</i></b> and <b><i>standards</i></b> . 1.2 Potential emergencies are identified based on information from <b><i>stakeholders</i></b> . 1.3 Appropriate <b><i>specialist advisers</i></b> and <b><i>emergency agencies</i></b> are identified and liaised with to identify causes of potential emergencies. 1.4 A <b><i>risk register</i></b> is developed to identify potential emergencies and their causes.
2. Identify options for initial response	2.1 Major types of emergencies are categorized based on standard classifications to identify appropriate response. 2.2 Actions required to contain or limit potential emergencies are identified. 2.3 Actions required to limit effect on guests, personnel, property and the environment are identified. 2.4 Requirements for liaison with emergency agencies and/or personnel are identified. 2.5 Actions to be taken during emergencies are prioritized to minimize damage to guests, personnel and property.

<p>3. Plan initial response procedures</p>	<p>3.1 <b>Resources</b> available and required for immediate response are identified.</p> <p>3.2 <b>Emergency equipment</b> is checked to ensure serviceability, accessibility, cleanliness and correct location.</p> <p>3.3 Actions required for a number of major types of emergency are documented, taking account of standards, current industry practice, specialist advice and input by emergency agencies.</p> <p>3.4 Training needs and appropriate providers are identified to ensure quick and correct response by personnel.</p>
<p>4. Implement initial response procedures</p>	<p>4.1 Actions for initial response are documented and displayed for easy access.</p> <p>4.2 Own role and role of staff in emergency response is known and implemented according to company procedures.</p>
<p>5. Contribute to post-event activities</p>	<p>5.1 Other personnel in <b>second response phase</b> are identified and supported to ensure they are provided with necessary and relevant information as well as resources.</p> <p>5.2 Contributions are made to debriefing processes.</p>
<p>6. Monitor emergency response</p>	<p>6.1 Responses to emergencies are monitored for efficiency and timeliness in consultation with stakeholders and, as appropriate, specialist advisers and agencies.</p> <p>6.2 Results of monitoring re documented and promptly and appropriately reported to managers an key personnel.</p> <p>6.3 Areas for improvement in response are identified and recommendations made for improvement.</p>

## RANGE OF VARIABLES

VARIABLE	RANGE
1. Potential emergencies	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>1.1 Serious injury events</li> <li>1.2 Emergencies requiring evacuation</li> <li>1.3 Fires and explosions</li> <li>1.4 Hazardous substance and chemical spills</li> <li>1.5 Explosion and bomb alerts</li> <li>1.6 Security emergencies, such as armed robberies, intruders and disturbed persons</li> <li>1.7 Internal emergencies, such as loss of power or water supply and structural collapse</li> <li>1.8 External emergencies and natural disasters, such as flood, storm and traffic accident impacting on the organization</li> </ul>
2. Hazards	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>2.1 A source or a situation with a potential for harm in terms of human lives or ill-health, damage to property, damage to the environment, or a combination of these</li> </ul>
3. Standards	<p>May include but are not limited to:</p> <ul style="list-style-type: none"> <li>3.1 International</li> <li>3.2 Philippine</li> <li>3.3 Industry-specific</li> </ul>

VARIABLE	RANGE
4. Stakeholders	May include but are not limited to: 4.1 Managers 4.2 Supervisors 4.3 Health and safety and other employee representatives 4.4 OHS committee 4.5 Employees 4.6 Community
5. Specialist advisers	May include but are not limited to: 5.1 Internal or external advisers on safety, chemicals, engineering, security and emergency response

VARIABLE	RANGE
6. Emergency agencies	May include but are not limited to: 6.1 Fire department 6.2 Police 6.3 Ambulance/hospital 6.4 Government departments
7. Risk register	May include but is not limited to: 7.1 List of hazards 7.2 Their location 7.3 A range of possible scenarios or circumstances under which an emergency could occur, including natural disasters 7.4 The outcomes of any risk assessment or risk ranking
8. Resources	May include but are not limited to: 8.1 Emergency response personnel and equipment 8.2 First aid personnel and equipment 8.3 Emergency services personnel
9. Emergency equipment	May include but are not limited to: 9.1 Fire extinguishers and equipment 9.2 Communication equipment 9.3 Evacuation alarms 9.4 Evacuation equipment, especially for disabled persons 9.5 Torches 9.6 Clothing items such as colored hats and vests

VARIABLE	RANGE
10. Second response phase (after the emergency service/s attend)	May include but is not limited to: 10.1 First aid 10.2 Containment of personnel in evacuation area 10.3 Support/counseling of personnel involved or affected 10.4 Actions required if building cannot be re- occupied

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Developed risk registers, equipment checklists and documents to inform and report to others in the organization.</li> <li>1.2 Made reports and reviews following actual emergencies or exercises occurring in the workplace.</li> <li>1.3 Prepared emails, letters and other records of processes to liaise with emergency services and other agencies.</li> <li>1.4 Conducted training relating to the implementation of emergency procedures.</li> <li>1.5 Consulted other parties in preparing for and during emergencies.</li> <li>1.6 Observed response in simulated situations.</li> </ul>
<p>2. Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>2.1 OHS hazards and standards</li> <li>2.2 Types of emergencies</li> <li>2.3 Relevant stakeholders</li> <li>2.4 Resources needed during emergencies</li> <li>2.5 Emergency equipment</li> </ul>
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> <li>3.1 Communicating with personnel, manager and specialists in a range of situations and under pressure</li> <li>3.2 Conducting basic training in organizational emergency procedures</li> <li>3.3 Preparing and presenting effective reports</li> <li>3.4 Gathering and analyzing information and data from different sources to identify possible emergencies and any deficiencies in response</li> <li>3.5 Analyzing information and data from a number of sources to prioritize actions during response</li> <li>3.6 Organizing records and other information and data relevant to emergencies</li> <li>3.7 Planning own and staff actions to ensure preparedness</li> </ul>

	<p>including conducting equipment inspections, training and liaison with appropriate personnel, and prioritizing actions in a range of emergency circumstances</p> <p>3.8 Working with internal and external personnel in establishing preparedness and in the management of an emergency</p> <p>3.9 Checking equipment and understanding relevant units of measure</p> <p>3.10 Implementing preparedness activities and dealing with a range of circumstances during an emergency</p> <p>3.11 Using technical emergency equipment such as communication equipment</p>
4. Resource implications	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Access to workplace documentation and actual workplace</p> <p>4.2 Access to a suitable venue for simulated situations</p> <p>4.3 Cooperation of other parties</p>
5. Methods of assessment	<p>Competency may be assessed through:</p> <p>5.1 • Oral questions to assess knowledge of the different types of emergencies and resources/equipment required for response</p> <p>5.2 Work-related activity</p> <p>5.3 • Review of third party workplace reports of on-the-job performance by the candidate.</p>
6. Context for assessment	<p>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>6.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.</p>

**UNIT OF COMPETENCY: OBSERVE AND MONITOR PEOPLE**

**UNIT CODE** : TRS512373

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills, behavior and motivations required to observe and monitor people to maintain security, taking appropriate action to prevent loss or damage to property and/or personnel.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Prepare to monitor/observe	1.1 Assignment instructions are confirmed with superior.  1.2 Appropriate <b>equipment</b> to undertake assignment is selected and tested.  1.3 Location is established to maximize observation of site target.
2. Monitor authorized access areas	2.1 <b>Identification cards</b> are checked, and display is ensured on entering the premises.  2.2 Spot checks are conducted regularly to ensure established company procedures are followed.  2.3 Authorized access areas are monitored by cameras both to act as deterrent and as additional surveillance.  2.4 Authorized access areas are monitored by personnel according to company procedures.

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables
3. Monitor movement of people and materials	<p>3.1 Unattended items are monitored and checked to establish whether they pose a security threat.</p> <p>3.2 Area is cordoned off and police notified where unattended items are under suspicion.</p> <p>3.3 Individuals or groups behaving in a suspicious and/or unusual manner are identified and monitored according to agreed assignment instructions.</p> <p>3.4 Suspicious incidents are recorded using video surveillance tapes and/or photographic evidence of persons, or other means as determined in assignment instructions.</p>
4. Respond to unlawful or suspicious behavior	<p>4.1 Commitment of an offense or behavior which constitutes an offense is identified based on witness accounts or other information.</p> <p>4.2 Proof of commitment of the offense is obtained to ensure proper response.</p> <p>4.3 Level of appropriate response is identified in accordance with applicable laws pertaining to the surveillance operation.</p> <p>4.4 Help of colleagues is enlisted in the operation as required.</p> <p>4.5 <b><i>Relevant authorities</i></b> are notified if required.</p>

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Equipment	May include but are not limited to: 1.1 Visual/CCTV 1.2 Camera 1.3 Electronic 1.4 Other communications equipment
2. Identification cards	May include but are not limited to: 2.1 Official name tags 2.2 Company-issued identification cards and passes
3. Relevant authorities	May include but are not limited to: 3.1 Hotel security personnel 3.2 Police 3.3 Bomb squad 3.4 Emergency services

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated ability to detect and report suspicious behavior under a variety of security observation conditions and circumstances.</p> <p>1.2 Accurately identified offenses justifying action or apprehension.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Relevant national or local laws</p> <p>2.2 Assignment instructions</p> <p>2.3 Hotel/Company house rules</p> <p>2.4 Hotel/Company access-control policies</p>
<p>3. Underpinning skills</p>	<p>3.1 Observation and monitoring skills</p> <p>3.2 Following instructions</p> <p>3.3 Interpersonal communication</p> <p>3.4 Problem-solving</p> <p>3.5 Identification of suspicious behavior</p>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Access to a hotel or similar venue with security equipment described in the range of variables</p> <p>4.2 Assignment instructions and security access codes and emergency procedures</p>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Oral questioning to assess whether candidate can understand assignment instructions and telltale signs of suspicious behavior.</p> <p>5.2 Practical demonstration of observation and monitoring techniques.</p> <p>5.3 Review of third party workplace reports of on-the-job performance by the candidate.</p>

6. Context for assessment	6.1 Competency assessment may occur in workplace or any appropriately simulated environment. 6.2 Assessment may be performed on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.
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**UNIT OF COMPETENCY : ESCORT, CARRY AND STORE VALUABLE ITEMS**

**UNIT CODE : TRS512374**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills, behavior and motivations required for transport and carrying of valuables. It does not include the competencies required for transport of valuables within an armored vehicle.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Bold and italicized terms</i> are elaborated in the Range of Variables
1. Prepare for escort assignment	1.1 Assignment requirements are identified and clarified where necessary.  1.2 <b>Resource requirements</b> are assessed and obtained according to assignment instructions.  1.3 Adequacy of resources appropriate to the assignment is confirmed.
2. Undertake escort	2.1 <b>Potential threats/problems</b> during assignment are identified and acted upon according to the situation presented and assignment instructions.  2.2 Escort is undertaken in a calm and professional manner according to assignment instructions.
3. Store valuables	3.1 Appropriate location and storage for <b>valuables</b> is identified upon reaching destination.  3.2 Valuables are turned over to designated personnel or deposited in storage area as appropriate or according to assignment instructions.  3.3 Turnover and/or delivery of valuables is acknowledged by appropriate personnel and recorded.

## RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Resource requirements	May include but are not limited to: 1.1 Transport 1.2 Receptacles 1.3 Equipment 1.4 Specific knowledge and skills
2. Potential threats/problems	May include but are not limited to: 2.1 Hold-up 2.2 Vehicle accidents 2.3 Suspicious circumstances
3. Valuables	May include but are not limited to: 3.1 Documents 3.2 Precious stones 3.3 Jewelry 3.4 Bullion 3.5 Cash 3.6 Artworks

## EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated ability to carry out escort assignments in a manner appropriate to assignment needs.</p> <p>1.2 Demonstrated ability to monitor and assess all factors which might impact on the escort security and react in an appropriate manner where necessary.</p> <p>1.3 Demonstrated ability to store and preserve guests' valuable items.</p>
<p>2. Underpinning knowledge</p>	<p>2.1 Equipment required to complete the assignment</p> <p>2.2 Assignment procedures</p> <p>2.3 Hotel/Company systems and procedures</p>
<p>3. Underpinning skills</p>	<p>3.1 Assessment and monitoring of factors which may affect the safety and security of the escort both prior to and during its conduct</p> <p>3.2 Observation skills in identifying the likely source of risks</p> <p>3.3 Storage and safekeeping of guests' valuables</p>
<p>4. Resource implications</p>	<p>The following resources <b>MUST</b> be provided:</p> <p>4.1 Access to a hotel or similar venue with baggage screening equipment and communications equipment</p> <p>4.2 Assignment instructions</p> <p>4.3 Security procedures and manuals</p> <p>4.4 Equipment manufacturer's operating specifications and guidelines</p>
<p>5. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Oral questioning to assess understanding of specific assignment instructions</p> <p>5.2 Review of portfolios of evidence of on-the-job performance by the candidate.</p> <p>5.3 Review of third party workplace reports of on-the-job performance by the candidate.</p>
<p>6. Context for assessment</p>	<p>6.1 Competency assessment may occur in workplace or any appropriately simulated environment</p> <p>6.2 Assessment may be performed on multiple occasions</p>

	involving a combination of direct, indirect and supplementary forms of evidence.
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### SECTION 3 TRAINING STANDARDS

These guidelines are set to provide the Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for HOUSEKEEPING NC III.

The guidelines include information on curriculum design, training delivery, trainee entry requirements, tools and equipment, training facilities, and trainer's qualification among others.

**Course Title: HOUSEKEEPING**

**NC Level: III**

**Nominal Training Duration:**     **20 Hrs. (Basic)**  
  **24 Hrs. (Common)**  
  **32 Hrs. (Core)**

**Course Description:**

This course is designed to enhance the knowledge, skills, behavior and motivations in accordance with industry standards. It covers the basic, common and core competencies required for the NCIII level in housekeeping. The competencies for housekeeping include planning and scheduling routine maintenance, repairs and modifications, contributing to the implementation of emergency procedures, observing and monitoring people, and escorting, carrying and storing valuable items. It also includes competencies on leading workplace communication and small teams, controlling and ordering stock, and establishing business relationships.

#### 3.1 CURRICULUM DESIGN

##### BASIC COMPETENCIES

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
1. Lead workplace communication	1.1 Communicate information about workplace processes. 1.2 Lead workplace discussions. 1.3 Identify and communicate issues arising in the workplace	<ul style="list-style-type: none"><li>• Group discussion</li><li>• Role Play</li><li>• Brainstorming</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Interviews</li></ul>

<b>Unit of Competency</b>	<b>Learning Outcomes</b>	<b>Methodology</b>	<b>Assessment Approach</b>
2. Lead small teams	2.1 Provide team leadership. 2.2 Assign responsibilities among members. 2.3 Set performance expectation for team members. 2.4 Supervise team performance	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> <li>• Self-paced (modular)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Case studies</li> </ul>
3. Develop and practice negotiation skills	3.1 Identify relevant information in planning negotiations 3.2 Participate in negotiations 3.3 Document areas for agreement	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/ performance test</li> </ul>
4. Solve workplace problems related to work activities	4.1 Explain the analytical techniques. 4.2 Identify the problem. 4.3 Determine the possible cause/s of the problem.	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/ performance test</li> </ul>
5. Use mathematical concepts and techniques	5.1 Identify mathematical tools and techniques to solve problem 5.2 Apply mathematical procedures/solution 5.3 Analyze results	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/ performance test</li> </ul>
6. Use relevant technologies	6.1 Study/select appropriate technology 6.2 Apply relevant technology 6.3 Maintain/enhance relevant technology	<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Simulation/role playing</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Practical/ performance test</li> </ul>

## COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Roster staff	1.1 Develop and implement staff rosters 1.2 Maintain staff records	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case study</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Written test</li> </ul>
2. Control and order stock	2.1 Maintain stock levels and records 2.2 Process stock orders 2.3 Minimize stock losses 2.4 Follow-up orders 2.5 Organize and administer stocks	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Simulation</li> </ul>	<ul style="list-style-type: none"> <li>• Written test</li> <li>• Review of documents</li> </ul>
3. Train small groups	3.1 Prepare for training 3.2 Deliver training 3.3 Provide opportunities for practices 3.4 Review training	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral Questioning</li> <li>• Review of documents</li> <li>• Direct observation</li> </ul>
4. Establish and conduct business relationships	4.1 Establish and conduct business relationships 4.2 Conduct negotiations 4.3 Make formal business agreements 4.4 Foster and maintain business relationships	<ul style="list-style-type: none"> <li>• Lecture/</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Hands-on</li> <li>• Video Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral Questioning</li> <li>• Review of documents</li> <li>• Direct observation</li> <li>• Case studies</li> </ul>

## CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Plan and schedule routine maintenance, repairs and modifications	1.1 Determine job requirements 1.2 Allocate and order resource requirements 1.3 Schedule work 1.4 Document work order where required	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral or written test</li> <li>• Direct observation</li> <li>• Evaluation of work done by learner</li> </ul>
2. Contribute to the implementation of emergency procedures	2.1 Identify potential emergencies 2.2 Identify options for initial response 2.3 Plan initial response procedures 2.4 Implement initial response procedures 2.5 Contribute to post event activities 2.6 Monitor emergency response	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral or written test</li> <li>• Direct observation</li> <li>• Practical test</li> <li>• Evaluation of work done by learner</li> </ul>
3. Observe and monitor people	3.1 Prepare to monitor/observe 3.2 Monitor authorized access areas 3.3 Monitor movement of people and materials 3.4 Respond to unlawful or suspicious behavior	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral or written test</li> <li>• Direct observation</li> <li>• Practical test</li> <li>• Evaluation of work done by learner</li> </ul>
4. Escort, carry and store valuable items	4.1 Prepare for escort assignment 4.2 Undertake escort 4.3 Store valuables	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practical Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Oral or written test</li> <li>• Direct observation</li> <li>• Practical test</li> <li>• Evaluation of work done by learner</li> </ul>

### 3.2 TRAINING DELIVERY

The delivery of training should follow the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based on the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended, thus, programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations
- Modular/self-paced learning is a competency-based training modality where the trainee is allowed to progress at his own pace. The trainer only facilitates the training delivery
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners
- Supervised industry training or on-the-job training is a training approach designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies

### **3.3 TRAINEE ENTRY REQUIREMENTS**

Trainees or students who wish to enter this training should possess the following requirements:

- can communicate in basic English in both oral and written form
- physically and mentally fit
- with good moral character
- can perform basic mathematical computation
- must have completed training in Housekeeping NCII or equivalent; or have had at least six months' experience as room attendant

This list does not include specific institutional requirements such as educational attainment, appropriate work experience, and others that may be required of the trainees by the school or training center delivering the TVET program.

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for HOUSEKEEPING NC III are as follows:

TOOLS		EQUIPMENT		MATERIALS	
QTY		QTY		QTY	
2 sets	Repair kit (toolbox)	5 units	Computer with internet connection	1 set	Telephone Directory
		1 unit	LCD projector		
		2 units	Two-way radio		
		2 units	Mobile phone		
		1 unit	Telephone		
		1 unit	Fax machine		
		1 unit	Digital camera		
		1 unit	Video camera		
		1 unit	Microphone		
		1 unit	Sound system		
		1 unit	Megaphone		
		1 unit	Photocopier		
		2 sets	Personal protective equipment and clothing		
		5 sets	First aid kit		
		1 unit	Fire extinguisher		

**\*NOTE:** Implementation of the training program can be facilitated through a Memorandum of Agreement between the training provider and industry partner/s regarding the use of facilities. This is in response to the high cost of facilities and equipment. Airconditioned vehicles can be hired on a per trip basis subject to requirement.

### 3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Student/Trainee Working Space	1 x 1 m.	1 sq. m.	25 sq. m
Lecture/Demo Room	8 x 5 m.	40 sq. m.	40 sq. m.
Learning Resource Center	3 x 5 m.	15 sq. m.	15 sq. m.
Facilities/Equipment/ Circulation Area			24 sq. m.
<b>Total workshop area:</b>			<b>104 sq. m.</b>

### 3.6 TRAINER'S QUALIFICATIONS FOR TOURISM (HOTELS AND RESTAURANTS) SECTOR

#### HOUSEKEEPING NCIII

#### TRAINER'S QUALIFICATIONS (TQ III)

- Must have completed a Trainer's Training Methodology Course (TM III) or its equivalent
- Must be physically and mentally fit
- Must have had at least 3-5 years relevant job/industry experience
- Must be a holder of Housekeeping NC Level III Certificate or equivalent qualification
- Must be of good moral character
- With pleasing personality
- Must have attended relevant training and seminars

### 3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

## **SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS**

- 4.1 The qualification of **HOUSEKEEPING NC III** may be attained through:
- 4.1.1 Demonstration of competence in all the core units of competency listed below:
    - 4.1.1.1 Plan and schedule routine maintenance, repairs and modifications
    - 4.1.1.2 Contribute to the implementation of emergency procedures
    - 4.1.1.3 Observe and monitor people
    - 4.1.1.4 Escort, carry and store valuable items
- Successful candidates shall be awarded a National Certificate (NC) on **Housekeeping NCIII** bearing the signature of the Director General.
- 4.2 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.3 The following are qualified to apply for assessment and certification:
- 4.3.1 Graduates of formal, non-formal and informal institutions including enterprise-based training programs
  - 4.3.2 Experienced workers (wage employed or self employed)
- 4.4 The guidelines on assessment and certification are discussed in detail in the "Procedures Manual on Assessment and Certification" and "Guidelines on the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)".

**COMPETENCY MAP - TOURISM Sector  
Hotels and Restaurants  
HOUSEKEEPING NC III**

<b>CORE COMPETENCIES</b>	Provide link between kitchen and service areas	Provide food and beverage service	Provide room service	Develop and update food and beverage knowledge	Provide specialist advice on food	Prepare and serve espresso coffee	Provide specialist advice on wine	Plan and monitor espresso coffee service	Receive and process reservations
	Operate computerized reservations system	Provide accommodation reception services	Conduct night audit	Provide club reception services	Provide porter services	Provide housekeeping services to guest	Prepare rooms for guest	Clean premises	Provide valet service
	Laundry linen and guest clothes	Plan and schedule routine maintenance, repairs and modifications	Contribute to the implementation of emergency procedures	Observe and monitor people	Escort, carry and store valuable items	Manage physical assets	Manage stock purchases and inventory	Provide for the safety of VIPs	Provide a lost and found facility
<b>COMMON COMPETENCIES</b>	Develop and update industry knowledge	Observe workplace hygiene procedures	Perform computer operations	Perform workplace and safety practices	Provide effective customer service	Roster staff	Control and order stock	Train small groups	Establish and conduct business relationships
	Conduct assessment	Manage workplace diversity	Manage finances within a budget	Manage quality customer service					
<b>BASIC COMPETENCIES</b>	Participate in workplace communication	Work in team environment	Practice career professionalism	Practice occupational health and safety practices	Lead workplace communication	Lead small teams	Develop and practice negotiation skills	Solve problems related to work activities	
	Use mathematical concepts and techniques	Use relevant technologies	Utilize specialized communication skills	Develop teams and individuals	Apply problem-solving techniques in the workplace	Collect, analyze and organize information	Plan and organize work	Promote environmental protection	

## **DEFINITION OF TERMS**

1. **BULLION** – gold or silver in bulk or bars, before manufacture
2. **DUTY OF CARE** – may be considered a formalization of the implicit responsibilities held by an individual towards another individual within society
3. **EGRESS** – human evacuation of a building during an emergency
4. **ESCORT** - to accompany in order to guard valuables
5. **OHS** – Occupational Health and Safety

## **ACKNOWLEDGMENTS**

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