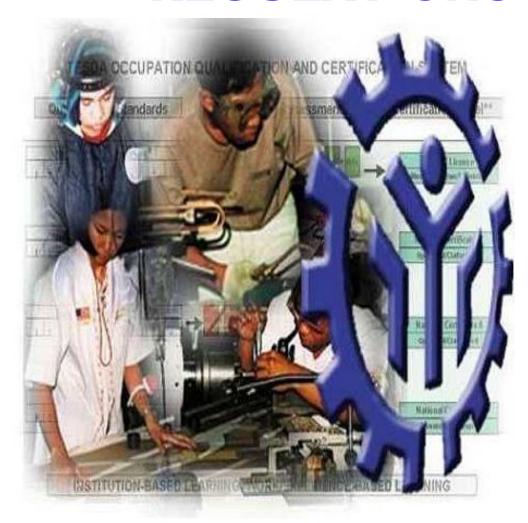# TRAINING REGULATIONS

HOUSEKEEPING NC IV

TOURISM SECTOR
(HOTELS AND RESTAURANTS)

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

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(HOTELS AND RESTAURANTS)

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TRAINING REGULATIONS FOR

HOUSEKEEPING NC IV

SECTION 1   HOUSEKEEPING NC IV QUALIFICATION

The **Housekeeping NC IV** Qualification consists of competencies that a person must achieve to manage a team of housekeeping staff for guests in hotels, motels, restaurants, clubs, canteens, resorts, luxury liners and cruise ships within the company's acceptable standards. Specifically, it includes competencies on managing physical assets, managing stock purchases and inventory, providing for the safety of VIPs, and providing a lost and found facility. S/he is also able to implement and/or execute plans and monitor expenses to generate the required gross profit margins.

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:

CODE NO.	BASIC COMPETENCIES
500311115	Utilize specialized communication skills
500311116	Develop teams and individuals
500311117	Apply problem solving techniques in the workplace
500311118	Collect, analyze and organize information
500311119	Plan and organize work
500311120	Promote environmental protection

CODE NO.	COMMON COMPETENCIES
TRS311210	Conduct assessment
TRS311211	Manage workplace diversity
TRS311212	Manage finances within a budget
TRS311213	Manage quality customer service

CODE NO.	CORE COMPETENCIES
TRS512376	Manage physical assets
TRS512377	Manage stock purchases and inventory
TRS512378	Provide for the safety of VIPs
TRS512379	Provide a lost and found facility

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

- ❑ Housekeeping Assistant Manager
- ❑ Housekeeping Manager
- ❑ Assistant Executive Housekeeper

SECTION 2   COMPETENCY STANDARDS

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

BASIC COMPETENCIES

UNIT OF COMPETENCY	:	UTILIZE SPECIALIZED COMMUNICATION SKILLS
UNIT CODE	:	**500311115**
UNIT DESCRIPTOR	:	This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate group of discussions, and contribute to the development of communication strategies.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 *Strategies* for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives

ELEMENT	PERFORMANCE CRITERIA ***Bold and italicized terms*** are elaborated in the Range of Variables
3. Represent the organization	3.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 3.2 Presentation is clear and sequential and delivered within a predetermined time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views are respected 3.5 Written communication is consistent with organizational standards 3.6 Inquiries are responded in a manner consistent with organizational standard
4. Facilitate group discussion	4.1 Mechanisms which enhance ***effective group interaction*** is defined and implemented 4.2 Strategies which encourage all group members to participate are used routinely 4.3 Objectives and agenda for meetings and discussions are routinely set and followed 4.4 Relevant information is provided to group to facilitate outcomes 4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 4.6 Specific communication needs of individuals are identified and addressed
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in ***interview situations*** 5.2 Records of interviews are made and maintained in accordance with organizational procedures 5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Strategies	1.1	Recognizing own limitations
	1.2	Referral to specialists
	1.3	Utilizing techniques and aids
	1.4	Providing written drafts
	1.5	Verbal and non verbal communication
2. Effective group interaction	2.1	Identifying and evaluating what is occurring within an interaction in a non judgmental way
	2.2	Using active listening
	2.3	Making decision about appropriate words, behavior
	2.4	Putting together response which is culturally appropriate
	2.5	Expressing an individual perspective
	2.6	Expressing own philosophy, ideology and background and exploring impact with relevance to communication
3. Types of Interview	3.1	Related to staff issues
	3.2	Routine
	3.3	Confidential
	3.4	Evidential
	3.5	Non disclosure
	3.6	Disclosure
4. Interview situations	4.1	Establish rapport
	4.2	Elicit facts and information
	4.3	Facilitate resolution of issues
	4.4	Develop action plans
	4.5	Diffuse potentially difficult situation

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated effective communication skills with clients accessing service and work colleagues
	1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties
2. Underpinning knowledge	2.1 Communication process
	2.2 Dynamics of groups and different styles of group leadership
	2.3 Communication skills relevant to client groups
3. Underpinning skills	3.1 Full range of communication techniques including:
	3.1.1 Full range of communication
	3.1.2 Active listening
	3.1.3 Feedback
	3.1.4 Interpretation
	3.1.5 Role boundaries setting
	3.1.6 Negotiation
	3.1.7 Establishing empathy
	3.2 Communication skills required to fulfill job roles as specified by the organization
4. Resource implications	4.1 Access to appropriate workplace where assessment can take place
5. Method of assessment	Competency **MUST** be assessed through:
	5.1 Direct observation
	5.2 Oral Interview
6. Context of assessment	6.1 This unit should be assessed on the job through simulation

UNIT OF COMPETENCY : DEVELOP TEAMS AND INDIVIDUALS

UNIT CODE   : 500311116

UNIT DESCRIPTOR   : This unit covers the skills, knowledge and attitudes required to determine individual and team development needs and facilitate the development of the workgroup.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Provide team leadership	1.1. ***Learning and development needs*** are systematically identified and implemented in line with ***organizational requirements*** 1.2. Learning plan to meet individual and group training and developmental needs is collaboratively developed and implemented 1.3. Individuals are encouraged to self evaluate performance and identify areas for improvement 1.4. ***Feedback on performance*** of team members is collected from relevant sources and compared with established team learning process
2. Foster individual and organizational growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. ***Learning delivery methods*** are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
3. Monitor and evaluate workplace learning	3.1. Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2. Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3. Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4. Records and reports of competency are maintained within organizational requirement
4. Develop team commitment and cooperation	4.1. Open communication processes to obtain and share information is used by team 4.2. Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3. Mutual concern and camaraderie are developed in the team
5. Facilitate accomplishment of organizational goals	5.1. Team members actively participated in team activities and communication processes 5.2. Teams members developed individual and joint responsibility for their actions 5.3. Collaborative efforts are sustained to attain organizational goals

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Learning and development needs	1.1	Coaching, mentoring and/or supervision
	1.2	Formal/informal learning program
	1.3	Internal/external training provision
	1.4	Work experience/exchange/opportunities
	1.5	Personal study
	1.6	Career planning/development
	1.7	Performance appraisals
	1.8	Workplace skills assessment
	1.9	Recognition of prior learning
2. Organizational requirements	2.1	Quality assurance and/or procedures manuals
	2.2	Goals, objectives, plans, systems and processes
	2.3	Legal and organizational policy/guidelines and requirements
	2.3	Safety policies, procedures and programs
	2.4	Confidentiality and security requirements
	2.5	Business and performance plans
	2.6	Ethical standards
	2.7	Quality and continuous improvement processes and standards
3. Feedback on performance	3.1	Formal/informal performance appraisals
	3.2	Obtaining feedback from supervisors and colleagues
	3.3	Obtaining feedback from clients
	3.4	Personal and reflective behavior strategies
	3.5	Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	4.1	On the job coaching or mentoring
	4.2	Problem solving
	4.3	Presentation/demonstration
	4.4	Formal course participation
	4.5	Work experience
	4.6	Involvement in professional networks
	4.7	Conference and seminar attendance
	4.8	Induction

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1. Identified and implemented learning opportunities for others
	1.2. Gave and received feedback constructively
	1.3. Facilitated participation of individuals in the work of the team
	1.4. Negotiated learning plans to improve the effectiveness of learning
	1.5. Prepared learning plans to match skill needs
	1.6. Accessed and designated learning opportunities
2. Underpinning knowledge	2.1. Coaching and mentoring principles
	2.2. Understanding how to work effectively with team members who have diverse work styles, aspirations, cultures and perspective
	2.3. Understanding how to facilitate team development and improvement
	2.4. Understanding methods and techniques for eliciting and interpreting feedback
	2.5. Understanding methods for identifying and prioritizing personal development opportunities and options
	2.6. Knowledge of career paths and competency standards in the industry
3. Underpinning skills	3.1. Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management
	3.2. Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
	3.3. Planning skills to organize required resources and equipment to meet learning needs
	3.4. Coaching and mentoring skills to provide support to colleagues
	3.5. Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes
	3.6. Facilitation skills to conduct small group training sessions
	3.7. Ability to relate to people from a range of social, cultural, physical and mental backgrounds

4. Resource implications	The following resources **MUST** be provided:
	4.1. Access to relevant workplace or appropriately simulated environment where assessment can take place
	4.2. Materials relevant to the proposed activity or tasks
5. Methods of assessment	Competency may be assessed through:
	5.1. Observation of work activities of the individual member in relation to the work activities of the group
	5.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal
	5.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
6. Context of assessment	6.1. Competency may be assessed in workplace or in a simulated workplace setting
	6.2. Assessment shall be observed while task are being undertaken whether individually or in-group

UNIT OF COMPETENCY : APPLY PROBLEM SOLVING TECHNIQUES IN THE WORKPLACE

UNIT CODE : 500311117

UNIT DESCRIPTOR : This competency covers the knowledge, skills and attitudes required to apply the process of problem solving and other problems beyond those associated directly with the process unit. It includes the application of structured processes and improvement tools. This competency is typically performed by an experienced technician, team leader or supervisor.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Analyze the problem	1.1. Issues/concerns are evaluated based on data gathered 1.2. Possible causes of problem are identified within the *area of responsibility* as based on experience and the use of problem solving tools/analytical techniques 1.3 Possible cause statements are developed based on findings
2. Identify possible solutions	2.1 All possible options are considered for resolution of the problem in accordance with *safety* and operating procedures 2.2 Strengths and weaknesses of possible options are considered 2.3 Corrective action is determined to resolve the problem and its possible future causes

ELEMENT	PERFORMANCE CRITERIA **Bold and italicized terms** are elaborated in the Range of Variables
3. Recommend solution to higher management	3.1 Report/**communication** or **documentation** are prepared 3.2 Recommendations are presented to appropriate personnel 3.3 Recommendations are followed-up, if required
4. Implement solution	4.1 Measurable objectives are identified 4.2 Resource needs are identified 4.3 Timelines are identified in accordance with plan
5. Evaluate/Monitor results and outcome	5.1. Processes and improvements are identified based on evaluative assessment of problem 5.2. Recommendations are prepared and submitted to superiors.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Area of responsibility	Variables may include but are limited to: 1.1. Work environment 1.2. Problem solution processes 1.3. Preventative maintenance and diagnostic policy 1.4. Roles and technical responsibilities
2. Occupational Health and Safety	2.1. As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency.
3. Communication	3.1. Variables may include but are not limited to: 3.2. Written communication can involve both hand written and printed material, internal memos, electronic mail, briefing notes and bulletin boards.
4. Documentation	4.1. Audit trails 4.2. Naming standards 4.3. Version control

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1. Analyzed the problem
	1.2. Identified possible solutions
	1.3. Implemented solutions
	1.4. Recommended solutions to higher management
	1.5. Outcome evaluated/monitored
	Evidence of satisfactory performance in this unit can be obtained by observation of performance and questioning to indicate knowledge and understanding of the elements of the competency and performance criteria.
2. Underpinning knowledge	2.1. Broad understanding of systems, organizational systems and functions
	2.2. Broad knowledge of help desk and maintenance practices
	2.3. Current industry accepted hardware and software products with broad and detailed knowledge of its general features and capabilities
	2.4. Broad knowledge of the operating system
	2.5. Broad knowledge of the client business domain
	2.6. Broad knowledge based incorporating current industry practices related to escalation procedures
	2.7. Broad knowledge based of diagnostic tools
	2.8. General principles of OHS
	2.8. Divisional/unit responsibilities

3. Underpinning skills	3.1. Decision making within a limited range of options.
	3.2. Communication is clear, precise and varies according to the type of audience
	3.3. Teamwork in reference to personal responsibility
	3.4. Time management as applied to self-management.
	3.5. Analytical skills in relation to routine malfunctions.
	3.6. General customer service skills displayed.
	3.7. Questioning and active listening is employed to clarify general information
4. Resource implications	The following resources **MUST** be provided:
	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 reasoning behind the observable actions.
5. Methods of assessment	Competency may be assessed through:
	5.1. Through direct observation of application to tasks and questions related to underpinning knowledge
	Under general guidance, checking various stages of operation and at the completion of the activity against performance criteria and specifications
6. Context of assessment	6.1. Competency may be assessed in the work place or in a simulated work place setting
	6.2. Assessment shall be carried out through TESDA's Accredited Assessment Centers/Venues while tasks are undertaken either individually or as part of a team under limited supervision

UNIT OF COMPETENCY : COLLECT, ANALYZE AND ORGANIZE
INFORMATION

UNIT CODE   **: 500311118**

UNIT DESCRIPTOR   **:** This unit covers the outcomes required to process, analyze, interpret and organize workplace information and other relevant data.

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ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Study information requirements	1.1 Needs are identified using established ***research procedures*** 1.2 Relevant ***forms*** and recording systems are used to gather the information. 1.3 Respondents are selected to implement survey / research based on established procedures.
2. Process data	2.1 ***Data*** are collected and collated based on the prescribed method. 2.2 Relevant data are used as references in accordance with the objectives of the program. 2.3 ***Information*** is compiled according to the required form.
3. Analyze, interpret and organize information gathered	3.1 Data are analyzed using relevant ***methodologies*** 3.2 Where applicable, ***statistical analysis/methods*** are employed according to the objectives of the program 3.3 Graphs and other visual presentations are prepared to facilitate analysis / interpretation of information
4. Present findings/ recommendations	4.1 Findings/recommendations summarized and presented/packaged in user-friendly manner 4.2 Relevant inputs gathered to finalize report 4.3 Draft report prepared based on standard format. 4.4 Technical reports are submitted and disseminated to concerned offices.

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Research procedures	May include but are not limited to: 1.1 TNA 1.2 Front-end analysis 1.3 Surveys 1.4 Interviews 1.5 Functional analysis 1.6 DACUM research
2. Forms	May include but are not limited to: 2.1 Survey forms/Questionnaires 2.2 Personal information/Profile 2.3 Accident report form 2.4 Requisition slip 2.5 Job orders 2.6 Purchase request form 2.7 Incident report form
3. Methodologies	3.1 Qualitative methods 3.2 Quantitative methods
4. Statistical analysis/methods	4.1. Averages (Mean, Median, Mode) 4.2. Percentage 4.3. Ranks 4.4. Frequency Distribution 4.5 Statistical test
5. Data	5.1. Raw Data
6. Information	6.1. Processed and packaged data

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate 1.1 Determined information requirements based on organizational goals and objectives. 1.2 Used relevant forms and recording systems to gather data 1.3 Processed data based on the objectives of the program 1.4 Utilized relevant research methods based on the objective of the program 1.5 Analyzed and organized information gathered 1.6 Submitted/Disseminated technical reports to concerned offices

2. Underpinning knowledge	2.1 Data processing, Information analysis and interpretation
	2.2 Research methods
	    2.2.1 Qualitative
	    2.2.2 Quantitative
	    2.2.3 Statistical
	2.3 Report writing
	2.4 Use of relevant software
	    2.4.1 Spreadsheets
	    2.4.2 Presentation graphics
	    2.4.3 Work processor
	    2.4.4 Statistical package

3. Underpinning skills	3.1 Communicating effectively 3.2 Performing research and analysis 3.3 Reading / interpreting data and information 3.4 Problem solving
4. Resource implications	The following resources **MUST** be provided: 4.1 Workplace or assessment location 4.2 Access to office equipment and facilities relevant to the unit 4.3 Case studies/scenarios
5. Methods of assessment	Competency may be assessed through: 5.1 Written/ Oral Examination 5.2 Interviews 5.3 Portfolio
6. Context of assessment	6.1 Competency may be assessed in actual workplace or TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **PLAN AND ORGANIZE WORK**

UNIT CODE : **500311119**

UNIT DESCRIPTOR : This unit covers the outcomes required in planning and organizing work. It may be applied to a small independent operation or to a section of a large organization.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Set objectives	1.1 *Objectives* are consistent with and linked to work activities in accordance with organizational aims 1.2 Objectives are stated as measurable targets with clear time frames 1.3 Support and commitment of team members are reflected in the objectives 1.4 Realistic and attainable objectives are identified
2. Plan and schedule work activities	2.1 Tasks/work activities to be completed are identified and prioritized as directed 2.2 Tasks/work activities are broken down into steps in accordance with set time frames achievable components in accordance with set time frames 2.3 *Resources* are allocated as per requirements of the activity 2.4 *Schedule of work activities* is coordinated with personnel concerned
3. Implement work plans	3.1 *Work methods and practices* are identified in consultation with personnel concerned 3.2 *Work plans* are implemented in accordance with set time frames, resources and *standards*
4. Monitor work activities	4.1 Work activities are monitored and compared with set objectives 4.2 Work performance is monitored 4.3 Deviations from work activities are reported and recommendations are coordinated with appropriate personnel and in accordance with set standards 4.4 Reporting requirements are complied with in accordance with recommended format 4.5 Observe timeliness of report 4.6 Files are established and maintained in accordance with standard operating procedures

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
5. Review and evaluate work plans and activities	5.1 Work plans, strategies and implementation are reviewed based on accurate, relevant and current information 5.2 Review is based on comprehensive consultation with appropriate personnel on outcomes of work plans and reliable feedback 5.3 Results of review are provided to concerned parties and formed as the basis for adjustments/simplifications to be made to policies, processes and activities 5.4 Performance appraisal is conducted in accordance with organization rules and regulations 5.5 Performance appraisal report is prepared and documented regularly as per organization requirements. 5.6 Recommendations are prepared and presented to *appropriate personnel/authorities* 5.7 *Feedback mechanisms* are implemented in line with organization policies

RANGE OF VARIABLES

VARIABLE	RANGE
1. Objectives	1.1. Specific 1.2. General
2. Resources	2.1. Personnel 2.2. Equipment and technology 2.3. Services 2.4. Supplies and materials 2.5. Sources for accessing specialist advice 2.6. Budget
3. Schedule of work activities	3.1. Daily 3.2. Work-based 3.3. Contractual 3.4. Regular 3.5. Confidential 3.6. Disclosure 3.7. Non-disclosure
4. Work methods and practices	4.1. Work methods and practices may include but not limited to: 4.2. Legislated regulations and codes of practice 4.3. Industry regulations and codes of practice 4.4. Occupational health and safety practices
5. Work plans	5.1. Daily work plans 5.2. Project plans 5.3. Program plans 5.4. Organization strategic and restructuring plans 5.5. Resource plans 5.6. Skills development plans 5.7. Management strategies and objectives

VARIABLE	RANGE
6. Standards	6.1. Performance targets 6.2. Performance management and appraisal systems 6.3. National competency standards 6.4. Employment contracts 6.5. Client contracts 6.6. Discipline procedures 6.7. Workplace assessment guidelines 6.8. Internal quality assurance 6.9. Internal and external accountability and auditing requirements 6.10. Training Regulation Standards 6.11. Safety Standards
7. Appropriate personnel/authorities	7.1. Appropriate personnel include: 7.2. Management 7.3. Line Staff
8. Feedback mechanisms	8.1. Feedback mechanisms include: 8.2. Verbal feedback 8.3. Informal feedback 8.4. Formal feedback 8.5. Questionnaire 8.6. Survey 8.7. Group discussion

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1. Set objectives 1.2. Planned and scheduled work activities 1.3. Implemented work plans 1.4. Monitored work activities 1.5. Reviewed and evaluated work plans and activities
2. Underpinning knowledge	2.1. Organization's strategic plan, policies rules and regulations, laws and objectives for work unit activities and priorities 2.2. Organizations policies, strategic plans, guidelines related to the role of the work unit 2.3. Team work and consultation strategies
3. Underpinning skills	3.1. Planning 3.2. Leading 3.3. Organizing 3.4. Coordinating 3.5. Communication Skills 3.6. Inter-and intra-person/motivation skills 3.7. Presentation skills
4. Resource implications	The following resources **MUST** be provided: 4.1. Tools, equipment and facilities appropriate to the proposed activities 4.2. Materials relevant to the proposed activities 4.3. Work plan schedules 4.4. Drawings, sketches or blueprint
5. Methods of assessment	Competency may be assessed through: 5.1. Direct observation/questioning 5.2. Practical exercises on Planning and Scheduling Work Activities 5.3. Third Party Report (collection of competency evidence)
6. Context of assessment	6.1. Competency may be assessed in the workplace or in simulated work

UNIT OF COMPETENCY : PROMOTE ENVIRONMENTAL PROTECTION

UNIT CODE   **:   500311120**

UNIT DESCRIPTOR   : This unit covers the knowledge, skills and attitudes
required in adhering to environmental protection
principles, strategies and guidelines

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Study guidelines for environmental concerns.	1.1 Environmental **legislations/conventions** and local ordinances are identified according to the different *environmental aspects/impact*. 1.2 *Industrial standard/environmental practices* are described according to the different environmental concerns.
2. Implement specific environmental programs.	2.1 *Programs/Activities* are identified according to organizations policies and guidelines. 2.2 Individual roles/responsibilities are determined and performed based on the activities identified. 2.4 Problems/ constraints encountered are resolved in accordance with organizations' policies and guidelines 2.5 Stakeholders are consulted based on company guidelines.
3. Monitor activities on environmental protection /programs	3.1 Activities are *periodically* monitored and evaluated according to the objectives of the environmental program 3.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3.3 Data gathered are analyzed based on evaluation requirements 3.4 Recommendations are submitted based on the findings. 3.5 Management support systems are set/established to sustain and enhance the program 3.6 Environmental incidents are monitored and reported to concerned/proper authorities

RANGE OF VARIABLES

VARIABLE	R A N G E
1. Legislations/Conventions	May include but are not limited to: 1.1 Clean Air act 1.2 Clean Water Act 1.3 Solid Waste Management 1.4 Montreal Protocol 1.5 Kyoto Protocol
2. Environmental aspects/impacts	2.1 Air pollution 2.2 Water pollution 2.3 Noise pollution 2.4 Solid waste 2.5 Flood control 2.6 Deforestation/Denudation 2.7 Radiation/Nuclear /Radio Frequency/ Microwaves 2.8 Situation 2.9 Soil erosion (e.g. Quarrying, Mining, etc.) 2.10 Coral reef/marine life protection
3. Industrial standards/ Environmental practices	3.1 ECC standards 3.2 ISO standards 3.3 company environmental management systems (EMS)
4. Periodic	4.1 hourly 4.2 daily 4.3 weekly 4.4 monthly 4.5 quarterly 4.6 yearly
5. Programs/Activities	5.1 Waste disposal (on-site and off-site) 5.2 Repair and maintenance of equipment 5.3 Treatment and disposal operations 5.4 Clean-up activities 5.5 Laboratory and analytical test 5.6 Monitoring and evaluation 5.7 Environmental advocacy programs

EVIDENCE GUIDE

Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues/concerns.
	1.2 Described industrial standard environmental practices according to the different environmental issues/concerns.
	1.3 Resolved problems/ constraints encountered based on management standard procedures
	1.4 Implemented and monitored environmental practices on a periodic basis as per company guidelines
	1.5 Recommended solutions for the improvement of the program
	1.6 Monitored and reported to proper authorities any environmental incidents
2. Underpinning knowledge	2.1 Features of an environmental management strategy
	2.2 Environmental issues/concerns
	2.3 International Environmental Protocols (Montreal, Kyoto)
	2.4 Waste minimization hierarchy
	2.5 Environmental planning/management
	2.6 Community needs and expectations
	2.7 Resource availability
	2.8 Environment-friendly/environmental advocates
	2.9 5S of Good Housekeeping
	2.10 3Rs – Reduce, Reuse & Recycle
	2.11 Sanitary Code
	2.12 Environmental Code of practice
3. Underpinning skills	3.1 Communicating effectively
	3.2 Performing research and analysis
	3.3 Reading / interpreting data and information
	3.4 Problem solving
4. Resource implications	The following resources **MUST** be provided:
	4.1 Workplace/Assessment location
	4.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection
	4.3 Case studies/scenarios relating to environmental protection

5. Methods of assessment	Competency may be assessed through: 5.1 Written/ Oral Examination 5.2 Interview/Third Party Reports 5.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 5.4 Simulations and role-plays
6. Context of assessment	6.1 Competency may be assessed in actual workplace or at the designated TESDA center.

COMMON COMPETENCIES

UNIT OF COMPETENCY **:** **CONDUCT ASSESSMENT**

UNIT CODE **:** **TRS311210**

UNIT DESCRIPTOR **:** This unit covers the knowledge, skills, behavior and motivations required to conduct an assessment in accordance with an assessment procedure in a specific context.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables
1. Identify and explain the context of assessment	1.1. The context and *purpose of assessment* is discussed and confirmed with the person/s being assessed.
	1.2. The relevant performance standards to be used in the assessment are clearly explained to the person being assessed.
	1.3. *Assessment procedure* is clarified and expectations of both the assessor and candidate are agreed upon.
	1.4. Ethical responsibilities associated with the assessment are explained to the person/s being assessed.
	1.5. Needs of the person being assessed are determined to establish any *allowable adjustments* in the assessment procedure.
	1.6. Information using language and interactive strategies and techniques are conveyed to communicate effectively with the person/s being assessed.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables
2. Plan evidence-gathering opportunities	2.1. Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified. 2.2. The need to gather additional evidence which may not occur as part of the workplace or training activities is identified. 2.3. Evidence-gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.
3. Organize assessment	3.1. The resources specified in the assessment procedure are arranged and obtained within a safe and accessible *assessment environment*. 3.2. *Appropriate personnel* are informed of the assessment. 3.3. Language, strategies and techniques are employed to ensure that spoken interactions and written documents are understood by all persons being assessed and by appropriate personnel.
4. Gather evidence	4.1. Verbal and non-verbal language are adjusted and strategies to promote a supportive assessment environment are employed to gather evidence 4.2. The evidence specified in the assessment procedure is gathered using the *assessment methods and tools*. 4.3. Evidence is gathered in accordance with specified allowable adjustments where applicable. 4.4. Evidence gathered is documented in accordance with the assessment procedure.

ELEMENT	PERFORMANCE CRITERIA ***Bold and italicized*** terms are elaborated in the Range of Variables
5. Make the assessment decision	5.1. Evidence is evaluated in terms of: • Validity • Authenticity • Sufficiency • Currency • Consistent achievement of the specified standard 5.2. Evidence is evaluated according to the dimensions of competency: • Task skills • Task management skills • Contingency management skills • Job/role environment skill • Transfer and application of knowledge and skills to new contexts 5.3. When in doubt, guidance is sought from a more experienced assessor/s. 5.4. The assessment decision is made in accordance with the criteria specified in the assessment procedure.
6. Record assessment results	6.1. The assessment results are recorded accurately in accordance with the specified record keeping requirements. 6.2. Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorized personnel.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables
7. Provide feedback to persons being assessed	7.1. Clear and constructive feedback in relation to performance of the person/s being assessed is provided using language and strategies to suit the person/s including provision of guidance on further goals/training opportunities. 7.2. Opportunities for overcoming any gaps in competency are explored as revealed by the assessment with the person/s being assessed. 7.3. The person/s being assessed is advised of available reassessment opportunities and/or appeal mechanisms are reviewed where the assessment decision is challenged.
8. Report on the conduct of the assessment	8.1. Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure. 8.2. Any assessment decision disputed by the person/s being assessed is recorded and reported promptly to those responsible for the assessment procedure. 8.3. Suggestions for improving any aspect of assessment process are made to appropriate personnel.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Purpose of assessment	May include but is not limited to: 1.1. To gain a particular certification or a license 1.2. To determine employee classification 1.3. To identify training needs or progress 1.4. To recognize prior learning/current competencies
2. Assessment procedure	Should specify the following: 2.1. Recording procedure 2.2. Appeals/review mechanism 2.3. Assessment methods to be used 2.4. Instructions/materials to be provided to the person/s being assessed 2.5. Criteria for making decisions of competent or not yet competent 2.6. Assessment tools 2.7. Evidence required 2.8. Location of assessment 2.9. Timing of assessment 2.10. Assessment group size 2.11. Allowable adjustments to the assessment procedure depending on the characteristics of the person/s being assessed

VARIABLE	RANGE
3. Assessment environment	May include but is not limited to: 3.1. Time 3.2. Location 3.3. Personnel 3.4. Finances/costs 3.5. Equipment 3.6. Materials 3.7. Health, safety and security requirements 3.8. Company/industry standard operating procedures
4. Appropriate personnel	May include but are not limited to: 4.1 Assessors 4.2 Person/s being assessed 4.3 Employee/union representatives 4.4 Consultative committees 4.5 Users of assessment information, such as: • Training providers • Employers • Human resource departments 4.6 Training/recognition authorities 4.7 Training and assessment coordinators 4.8 Relevant managers/supervisors/team leaders 4.9 Technical specialists

VARIABLE	RANGE
5. Assessment methods and tools	May include but are not limited to: 5.1 Specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises 5.2 Specific instructions to be given in relation to projects and exercises 5.3 Sets of oral/written/computer based questions to be asked 5.4 Performance checklists 5.5 Log books 5.6 Marking guides 5.7 Descriptions of competent performance
6. Allowable adjustments	May include but are not limited to: 6.1 Use of adaptive technology or special equipment to accommodate special needs of persons with disabilities 6.2 Design of shorter assessment sessions to allow for fatigue or medication 6.3 Use of large print version of any papers

VARIABLE	RANGE
7. Assessment system	May be developed by:
	7.11 The industry
	7.12 The company
	7.13 A registered training organization
	7.14 Combination of the above
	Should specify the following:
	7.21 Purpose of assessment
	7.22 Competencies required of assessors
	7.23 Record-keeping procedures and policies
	7.24 Any allowable adjustments to the assessment method which may be made
	7.25 The appeal/review mechanisms and procedures
	7.26 The review and evaluation of the assessment process
	7.27 The linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
	7.28 Relevant policies
	7.29 Quality assurance mechanisms
	7.30 Appointment of costs/fees, if applicable
	7.31 Marketing/promotion of assessment
	7.32 Verification arrangements
	7.33 Partnership arrangements, if applicable

VARIABLE	RANGE
8. Characteristics of persons being assessed	May include but are not limited to: 8.1 Language literacy and numeracy needs 8.2 Cultural, language and educational background 8.3 Gender 8.4 Physical ability 8.5 Level of confidence, nervousness or anxiety 8.6 Age 8.7 Experience in training and assessment 8.8 Previous experience with the topic
9. Recording procedures	May include but are not limited to: 9.1 Forms designed for the specific assessment result (paper or electronic) 9.2 Checklists for recording observations/process used (paper or electronic) 9.3 Combination of the above
10. Assessment reporting	Should include: 10.1 The unit/s of competencies in terms of code, title and endorsement date 10.2 Summative assessment reports, where issued, will indicate units of competency where additional learning is required

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence of the following products to be collected:
	1.11 Description of the assessment context, including the purpose of assessment
	1.12 The relevant competency or other performance standard and assessment procedure used
	1.13 Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
	1.14 Conduct of assessment in accordance with competency requirements
	1.15 Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
	1.16 Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.
	Assessment requires evidence of the following processes to be provided:
	1.21 How agreement was sought with the person/s being assessed on the conduct of the assessment
	1.22 How opportunities to gather evidence were identified as part of workplace or training activities
	1.23 How evidence was gathered in accordance with the assessment procedure
	1.24 How evidence gathering activity covered the dimensions of competency
	1.25 How resources were arranged according to the assessment procedure
	1.26 How appropriate personnel were consulted
	1.27 How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable

1. Critical aspects of competency *(cont.)*	1.28 How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of specified standard
	
	1.29 How the assessment was conducted to ensure that:
	
	    • The person was put at ease and the supportive assessment environment was created
	
	    • The language, literacy and numeracy issues were taken into consideration
	
	1.30 How constructive feedback was provided to the person/s being assessed, including instances of not yet competent
	
	1.31 How guidance was provided to person/s being assessed on how to overcome gaps in competency revealed

2. Underpinning knowledge	2.1 Workplace application of relevant standards of performance including industry or company competency standards and assessment guideline 2.2 Ethical responsibilities including health, safety and security regulations and procedures relevant to the specific context 2.3 Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements 2.4 Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
3. Underpinning skills	3.1 Planning of own work including predicting consequences and identifying improvements 3.2 Skills in the application of various assessment methods/tools relevant to workplace context 3.3 Language, literacy and numeracy skills required to: 3.4 Give clear and precise instructions and information in spoken or written form 3.5 Seek confirmation of understanding from the person/s being assessed 3.6 Adjust language to suit target audience 3.7 Prepare required documentation using clear and comprehensible language and layout 3.8 Ask probing questions and listen actively to understand

		responses of the persons being assessed 3.9 Seek additional information for clarification purposes 3.10 Use verbal and nonverbal language to promote a supportive assessment environment 3.11 Use language of negotiation and conflict resolution to minimize conflict 3.12 Communication skills appropriate to the culture of the workplace and the individual
4.	Resource implications	The following resources **MUST** be provided: 4.1 Assessment on the job or in a simulated workplace 4.2 Use by assessors of competencies relevant to their areas of technical expertise 4.3 Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures 4.4 Access to person/s wishing to be assessed, relevant workplace equipment, information and appropriate personnel
5.	Methods of assessment	Competency may be assessed through: 5.1 Work samples and/or simulations 5.2 Direct observation of performance, products, practical tasks, projects and simulation exercises 5.3 Review of logbooks and/or portfolios 5.4 Questioning 5.5 Consideration of third party reports and authenticated prior achievements 5.6 Written, oral or computer-managed questioning
6.	Context for Assessment	1.1 In all workplaces, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units. 1.2 Assessment shall be observed while tasks are being undertaken whether individually or in a group.

UNIT OF COMPETENCY : MANAGE WORKPLACE DIVERSITY

UNIT CODE : TRS311211

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behavior and motivations required to provide leadership in a diverse workplace where customers and staff are from a wide range of backgrounds. It builds on the unit "Work in a socially diverse environment," and reflects the importance of managing diversity in the hospitality industry.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized* terms are elaborated in the Range of Variables
1. Encourage respect for diversity in the workplace	1.1. A role model is provided for others through individual behavior that demonstrates respect for *diversity*. 1.2. *Work practices* are developed and planning is undertaken in a manner which shows respect for workplace diversity. 1.3. Colleagues are assisted and coached in ways of accepting diversity in relation to both colleagues and guests.
2. Use diversity as an asset	2.1. The skills of a diverse workforce are recognized and used to enhance company performance. 2.2. The *benefits of productive diversity* are promoted to colleagues.
3. Deal with problems arising from diversity issues	3.1. Workplace problems that arise from diversity issues are recognized promptly and action is taken to resolve the situation. 3.2. Training needs are identified and appropriate action is taken. 3.3. Coaching and mentoring are used to assist colleagues to successfully work in a diverse environment.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Diversity	May include but is not limited to: 1.10 Race 1.11 Language 1.12 Religion 1.13 Special needs 1.14 Disabilities 1.15 Family structure 1.16 Gender 1.17 Age 1.18 Sexual preference
2. Work practices that reflect respect for diversity	May include but are not limited to: 2.1 Acknowledgement of religious and cultural celebrations 2.2 Appropriate allocation of duties to particular staff members 2.3 Culturally appropriate mixing of staff 2.4 Training in culturally-appropriate communication 2.5 Consideration of customers with special needs
3. Benefits of productive diversity	May include but are not limited to: 3.3 A multilingual workforce 3.4 Workforce that reflects the diversity of the customer base 3.5 Improved cross-cultural communication 3.6 Education of the workforce 3.7 Removal of prejudice 3.8 Different perspectives on problem solving 3.9 Increase trade with other countries/cultures 3.10 More interesting work environments

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1. Demonstrated understanding of the role of leaders and managers in encouraging diversity in the hospitality industry 1.2. Demonstrated knowledge of cross-cultural communication techniques as they apply to leaders and managers 1.3. Demonstrated knowledge of specific cultural issues that may apply in a particular industry context
2. Underpinning knowledge	2.1. Specific diversity issues which apply to the hospitality industry and which contribute to the industry's progress including benefits of productive diversity
3. Underpinning skills	3.1. Cross-cultural communication skills with specific reference to the roles of leaders and managers including cross-cultural communication for: • Conflict resolution • Problem-solving • Negotiation • Motivation
4. Resource implications	The following resources **MUST** be provided: 4.1. Project or work activities that allow the candidate to address typical diversity issues found in hospitality workplaces
5. Methods of assessment	Competency may be assessed through: 5.1. Case studies to develop strategies for effectively managing diversity in different industry contexts 5.2. Oral or written questions to assess knowledge of cross-cultural issues and communication techniques 5.3. Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
6. Context for assessment	6.1. Competency may be assessed in workplace or in a simulated workplace setting 6.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY :   MANAGE FINANCES WITHIN A BUDGET

UNIT CODE   :   TRS311212

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills and attitudes required to take responsibility for budget management where others may have developed the budget.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with appropriate colleagues prior to implementation. 1.3 All relevant personnel are consulted and informed in relation to resource decisions. 1.4 Awareness of the importance of budget control is promoted. 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems.
2. Monitor financial activities against budget	2.1 Actual income and expenditure are checked against ***budgets*** accurately and at regular intervals. 2.2 Financial commitments are included in all documentation to ensure accurate monitoring. 2.3 Deviations are identified and reported according to company policy and significance of deviation. 2.4 Appropriate options for more effective management of deviations are investigated. 2.5 Appropriate colleagues are advised of budget status in relation to targets within agreed timeframes.

ELEMENT	PERFORMANCE CRITERIA ***Bold and italicized terms*** are elaborated in the Range of Variables
3. Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified. 3.2 Desired outcomes are discussed with relevant colleagues. 3.3 Appropriate ***research*** is conducted to investigate new approaches. 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated. 3.5 Impacts on customer service levels and colleagues are considered when developing new approaches. 3.6 Recommendations are presented clearly and logically to the appropriate person/department.
4. Complete financial reports	4.1 All required ***financial reports*** are completed accurately and within designated timelines. 4.2 Clear and concise information are produced to enable informed decision-making. 4.3 Reports are promptly forwarded to the appropriate person/department.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Budgets	May include but are not limited to: 1.1 Cash budgets 1.2 Departmental budgets 1.3 Wages budgets 1.4 Project budgets 1.5 Purchasing budgets 1.6 Sales budgets 1.7 Cashflow budgets 1.8 Budgets for a small business
2. Research	May include but is not limited to: 2.1 Discussions with existing suppliers 2.2 Sourcing of new suppliers 2.3 Evaluation of staffing/rostering requirements 2.4 Review of operating procedures 2.5 Potential rostering changes
3. Financial reports	May include but are not limited to: 3.1 Daily, weekly, monthly transactions and reports 3.2 Break-up by department 3.3 Occupancy 3.4 Sales performance 3.5 Commission earnings 3.6 Sales returns 3.7 Yield management 3.8 Commercial account activity

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated knowledge of basic budget principles and structures
	1.2 Knows budgeting terminology relevant to a specific industry context
	1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance
	1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context
2. Underpinning knowledge	2.1 Budget structure
	2.2 Company and legal requirements in relation to disbursement of funds and record-keeping
	2.3 Budgeting terminology relevant to a specific industry context
	2.4 Financial reporting procedures and cycles relevant to the enterprise or industry sector
3. Underpinning skills	3.1 Techniques related to maximizing budget performance relevant to the enterprise or industry sector
4. Resource implications	The following resources **MUST** be provided:
	4.1 Project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed
	4.2 Use of figures and data that reflect the financial operating conditions of industry
	4.3 The requirement to evaluate options for improved budget performance

5. Methods of assessment	Competency may be assessed through: 5.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate 5.2 Evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget 5.3 Case studies and problem solving to assess application of the principles of budget management to different situations 5.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
6. Context of assessment	6.1 Competency may be assessed in workplace or in a simulated workplace setting 6.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY : MANAGE QUALITY CUSTOMER SERVICE

UNIT CODE   **: TRS311213**

UNIT DESCRIPTOR   **:** This unit covers the knowledge, skills and attitudes required to manage customer service quality in the workplace within a tourism or hospitality context.   It focuses on the need to develop active approaches to service quality issues with some strategic focus.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both *informal and formal research*. 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 *Changes in internal and external environments* are reviewed and findings are integrated into planning for quality service. 1.4 Opportunities are provided for colleagues to participate in the customer service planning process. 1.5 Standards and plans are developed to address key quality service issues.
2. Manage the delivery of quality service	2.1 *Customer service standards* and expectations are clearly communicated to colleagues. 2.2 Access to information on service standards and delivery is provided to colleagues. 2.3 Coaching is used to assist colleagues to deal with *customer service issues* and to take responsibility for service outcomes. 2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.

ELEMENT	PERFORMANCE CRITERIA **Bold and italicized terms** are elaborated in the Range of Variables
3. Monitor and adjust customer service	3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable. 3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality. 3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Informal and formal research	May include but are not limited to: 1.1 Talking to customers 1.2 Qualitative or quantitative research 1.3 Seeking feedback from service delivery colleagues 1.4 Analysis of competitive environment 1.5 Analysis of industry and market trends
2. Changes in internal and external environments	May include but are not limited to: 2.1 Management changes 2.2 Organizational restructuring 2.3 Introduction of new equipment 2.4 Recruitment practices 2.5 Technological changes affecting service delivery 2.6 Changes in the competitive environment 2.7 Economic climate 2.8 Trends in customer preferences 2.9 Advent of E-business
3. Customer service standards/ Customer service issues	May include but are not limited to: 3.1 Response times 3.2 Service guarantees 3.3 Pricing guarantees 3.4 Product quality 3.5 Document presentation standards 3.6 Personal presentation standards 3.7 Complaint management

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context
	1.2 Demonstrated knowledge of quality service principles and processes
2. Underpinning knowledge	2.1 Roles and responsibilities of management in ensuring quality service within an enterprise
	2.2 The concept of total quality service and total quality management
	2.3 The role of continuous improvement and benchmarking in quality assurance
	2.4 Overview of the range of market research techniques used to gain information on customer preferences
	2.5 Legislation that impacts on customer service standards and delivery
	2.6 Industry schemes that impact on customer service standards and delivery (e.g. accreditation schemes, codes of conduct)
3. Underpinning skills	3.1 Application of total quality service and total quality management in a tourism or hospitality context
	3.2 Methods of implementing quality assurance in the workplace including:
	3.2.1 Establishing standards
	3.2.2 Monitoring
	3.2.3 Staff involvement and reward
	3.2.4 Evaluation
	3.3 Application of continuous improvement and/or benchmarking in a tourism or hospitality context

4.	Resource implications	The following resources **MUST** be provided:
		4.1 Project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context
		4.2 Involvement of a team for which the candidate is leader
5.	Methods of assessment	Competency may be assessed through:
		5.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation
		5.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service
		5.3 Case studies to assess specific service delivery issues in different workplace contexts
		5.4 Oral or written questions to assess knowledge of quality assurance concepts and principles
		5.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
6.	Context of assessment	6.1 Competency may be assessed in workplace or in a simulated workplace setting
		6.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group

CORE COMPETENCIES

UNIT OF COMPETENCY	:	**MANAGE PHYSICAL ASSETS**
UNIT CODE	:	**TRS512375**
UNIT DESCRIPTOR	:	This unit covers knowledge, skills, behaviors and motivations required to manage the physical assets within a tourism or hospitality enterprise. It focuses on the skills needed by managers to proactively plan for and manage the acquisition and maintenance of physical assets.

ELEMENT	PERFORMANCE CRITERIA
	Bold and *Italicized* terms are elaborated in the Range Statement
1. Develop strategies for systematic maintenance, repair and purchase of physical assets	1.1 Strategies for managing ***physical assets*** that reflect the company's overall business and marketing objectives are developed.
	1.2 Current and potential financial objectives and constraints in developing asset -management strategies are evaluated.
	1.3 Occupational health and safety requirements are integrated into physical asset-management.
	1.4 Accurate and current physical assets register is developed and maintained as part of the asset management strategy.
	1.5 Maintenance and repair systems, which minimize disruption and loss of revenue and which involve appropriate specialists, are incorporated.
	1.6 Need for environmental sustainability is integrated into physical asset management practices.

ELEMENT	PERFORMANCE CRITERIA
2. Monitor the condition and performance of physical assets in the workplace	2.1 **Systems** are established and implemented to ensure that the condition and performance of physical assets are regularly reported and discussed within the organization.
	2.2 Systems are established and implemented to identify timely replacement of physical assets.
	2.3 Assessment of physical asset performance based on safety, operational efficiency and customer service quality are made.
	2.4 Problems are promptly identified and appropriate action is taken.
	2.5 Need for, and access to, specialist assistance is identified when required.
3. Coordinate financing of physical assets	3.1 Accurate work or equipment specifications are prepared to guide the acquisition process.
	3.2 Acquisition costs are estimated based on evaluation of current, accurate and relevant *data*, including supplier quotations and estimates.
	3.3 Appropriate decisions on the acquisition of physical assets in accordance with company policies and procedures are made.
	3.4 Methods of financing are selected to meet the company's current financial objectives based on an analysis of internal and external sources.
	3.5 Financing process is implemented in consultation with key stakeholders and appropriate financial specialists.
	3.6 Accurate records of all financial agreements and related documents are made and kept.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Physical assets	May include but are not limited to: 1.1 Buildings 1.2 Equipment 1.3 Fixtures, fittings and furnishings 1.4 Vehicles 1.5 Gardens
2. Systems (to monitor condition and performance of physical assets)	May include but are not limited to: 2.1 Integration of reporting into day-to-day operating procedures 2.2 Regular management reports 2.3 Inspections and audits (internal or external) 2.4 Regular staff feedback 2.5 Analysis of maintenance costs over a period of time
3. Data	May include but iare not limited to: 3.1 Quotations from suppliers 3.2 Current maintenance contracts 3.3 Published or advertised prices 3.4 Previous contracts and costs

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidences that the candidate:
	1.1 Demonstrated ability to plan for and manage the acquisition, maintenance and replacement of physical assets within a specific tourism and hospitality workplace.
	1.2 Understood financial and other relevant issues that impact on the management of physical assets.
2. Underpinning knowledge	2.1 Types of physical assets required within various tourism and hospitality enterprises
	2.2 Maintenance requirements for different types of physical assets
	2.3 Features and benefits of different financing options for asset acquisition including purchase, lease and hire purchase
	2.4 Features of an asset register
	2.5 Environmental standards and requirements in relation to different types of physical asset
3. Underpinning skills	3.1 Assessing information to determine whether it is more economically viable to lease or purchase
	3.2 Developing specifications that provide clear and concise information about enterprise needs
	3.3 Developing and monitoring systems and work procedures to ensure effective management of physical assets
	3.4 Liaising with the accountant to develop optimum approaches to the acquisition of physical assets
	3.5 Estimating costs and financial implications of asset acquisition
	3.6 Developing approaches to ongoing maintenance when all equipment, personnel and/or resources are required to meet peak season demands
	3.7 Using spreadsheet technology to develop and assess

	different financial scenarios
4. Resource implications	The following resources **MUST** be provided: 4.1 Computer 4.2 Current financial data and regulations
5. Methods of assessment	Competency may be assessed through: 5.1 Oral questions to assess knowledge of financing options. 5.2 Review of portfolios of evidence of on-the-job performance by the candidate. 5.3 Review of third-party workplace reports of on-the-job performance by the candidate.
6. Context for assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers) 6.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT OF COMPETENCY : **MANAGE STOCK PURCHASES AND INVENTORY**

UNIT CODE : **TRS512376**

UNIT DESCRIPTOR : This unit covers the knowledge, skills, behaviors and motivations required to establish stock control and stock purchasing systems within a tourism or hospitality context. It focuses on the skills required by managers to establish and monitor high quality and cost-effective order-and-supply arrangements.

ELEMENT	PERFORMANCE CRITERIA
	Bold and *Italicized* terms are elaborated in the Range Statement
1. Establish and implement an order- and-supply process	1.1 Order-and -upply process is established and implemented.
	1.2 Economic order quantities are established based on internal information and supplier advice.
	1.3 Required **stock** levels are determined according to peak seasons, special events and supplier's lead time.
	1.4 Process is developed to include monitoring of quality during supply and delivery processes.
2. Establish and implement stock control systems	2.1 **Stock control systems** are developed and communicated to all appropriate staff in a timely manner.
	2.2 **Special control systems** are applied to items showing high wastage or loss.
	2.3 **Standard methods and measures** are calculated using correct **data** and these are communicated to appropriate staff.
	2.4 Systems are monitored in the workplace and adjustments are made according to feedback and operational experience.
	2.5 Training of staff is initiated to minimize stock wastage.

ELEMENT	PERFORMANCE CRITERIA
3. Develop optimum supply arrangements	3.1 Quality of supply is evaluated based on feedback from colleagues and guests.
	3.2 Potential suppliers are sourced and reviewed against company requirements.
	3.3 Appropriate and accurate purchase *specifications* are developed.
	3.4 Suppliers are assessed against specifications considering all *relevant factors*.
	3.5 *Terms of purchase* are assessed and negotiated with suppliers to achieve optimum supply arrangements.
	3.6 Sources of supply are adjusted in accordance with assessments and accurate records of agreements are made.

RANGE OF VARIABLES

VARIABLE	SCOPE
1. Stock	May include but are not limited to: 1.1 Food and beverage 1.2 Linen 1.3 Housekeeping supplies 1.4 Stationery 1.5 Cleaning agents and chemicals 1.6 General stores 1.7 Merchandise
2. Stock control systems	May include but are not limited to: 2.1 Integrated point of sale systems 2.2 Imprest 2.3 Ledgers 2.4 Bin cards 2.5 Stocktaking systems 2.6 Stock valuation systems 2.7 Stock reporting systems
3. Special control systems	May include but are not limited to: 3.1 Systems for receiving, storing and issuing 3.2 Requisitioning 3.3 Controlling issue quantities 3.4 Issuing to authorized persons 3.5 Procedures for stock transfer to other departments
4. Standard methods and measures	May include but are not limited to: 4.1 Portion size (e.g. weight, size, volume, count, scoop, measure, cup, slices) 4.2 Procedures

VARIABLE	SCOPE
5. Data	May include but are not limited to: 5.1 Yield tests 5.2 Historical sales figures 5.3 Stocktake figures
6. Specifications	May include but are not limited to: 6.1 Product name 6.2 General description 6.3 Detailed description 6.4 What product is to be used for 6.5 Storage procedures 6.6 Required labeling 6.7 Special instructions or requirements
7. Relevant factors	May include but are not limited to: 7.1 Ability to meet all aspects of the specification 7.2 Product availability 7.3 Product quality 7.4 Delivery service, including emergency delivery 7.5 Minimum/maximum order quantities 7.6 Competitive pricing 7.7 Financial terms available 7.8 References from other customers 7.9 Trading hours 7.10 After sales service

VARIABLE	SCOPE
8. Terms of purchase	May include but are not limited to: 8.1 Competitive or open market buying 8.2 Contract buying 8.3 Sealed bid buying 8.4 Cost plus buying 8.5 One stop buying 8.6 Cooperative buying 8.7 Negotiated buying 8.8 Volume buying and warehousing 8.9 Centralized or decentralized purchasing

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidences that the candidate:
	1.1 Demonstrated ability to develop purchasing and control systems to ensure continuity, quality and cost-effectiveness of supply within a specific tourism or hospitality context.
	1.2 Demonstrated knowledge of typical purchasing and control systems used within the relevant tourism or hospitality context.
2. Underpinning knowledge	2.1 Economic order quantities
	2.2 Supply sources for different types of product
	2.3 Information required to develop an accurate and complete purchase specification including appropriate terminology
	2.4 Supplier and market knowledge relevant to the given industry context
3. Underpinning skills	3.1 Workplace application of economic order quantities, including :
	▪ Applicability to different items
	▪ Appropriate formulae
	▪ Data required to compute the economic order quantity
	▪ Information from suppliers needed to establish economic order quantities
	3.2 Analyzing competitive supplier tenders
	3.3 Developing clear and concise staff procedures for stock control
	3.4 Organizing and monitoring procedures and systems
	3.5 Identifying training needs and initiating training in relation to effective stock control
	3.6 Calculating economic order quantities

	3.7 Developing solutions to a problem in quality of supply when there are limited suppliers in the marketplace
	3.8 Using/manipulating computerized order systems
4. Resource implications	The following resources **MUST** be provided:
	4.1 Project or work activities that allow the candidate to develop purchasing and control systems to address a specific business operation.
5. Methods of assessment	Competency may be assessed through:
	5.1 Oral questions to assess knowledge of typical systems for purchasing and stock control.
	5.2 Review of portfolios of evidence of on-the-job performance by the candidate.
	5.3 Review of third party workplace reports of on-the-job performance by the candidate.
6. Context for assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
	6.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT OF COMPETENCY: PROVIDE FOR THE SAFETY OF VIPS

UNIT CODE   :   TRS512377

UNIT DESCRIPTOR   : This unit covers the knowledge, skills, behaviors and motivations required to ensure the safety of VIP guests in accommodation establishments.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
1. Identify potential threats to guest safety	1.1 ***Resource requirements*** are identified and assessed in coordination with security personnel. 1.2 ***Potential threats*** which may affect the safety of the escorted person are identified and acted upon according to the situation presented. 1.3 Persons to be escorted are appropriately advised of all factors which may affect their safety.
2. Develop plans and procedures for VIP visit	2.1 Appropriate ***action plans and procedures*** are drawn up to meet the requirements of the visit and particular ***VIP***. 2.2 Appropriate staff are selected to attend to the VIP and participate in security arrangements according to ***selection criteria*** of establishment. 2.3 Arrangements are made for required resources for visit. 2.4 Security checks are arranged to be conducted on relevant persons. 2.5 ***Special security clearance requisites*** relevant for the specific visit are obtained once a clearance is established from security check.

ELEMENT	PERFORMANCE CRITERIA *Bold and italicized terms* are elaborated in the Range of Variables
3. Provide all relevant information to staff	3.1 Relevant information on VIPs visit are communicated to staff, informing them of any out-of-bounds areas. 3.2 Staff are informed of details of visit on a "need to know" basis, emphasizing strict confidentiality, even to friends and family. 3.3 Special ID cards are issued to bodyguards, police or other VIP staff for access to back of house, and staff are briefed accordingly. 3.4 Changes to VIP schedule are communicated immediately to appropriate persons. 3.5 Participation of security and staff involved in all briefings and training is ensured as appropriate. 3.6 Staff are given a full briefing immediately prior to the visit.
4. Greet and escort VIPs	4.1 VIP is identified and introduced to appropriate persons. 4.2 VIP and party are escorted to designated area according to assignment instructions. 4.3 Safety is monitored at all times using observation skills or through constant communication with security personnel to identify *persons posing a potential threat to client safety* or *indications of disruptive or potentially disruptive behavior*. 4.4 Appropriate responses to changing circumstances are formulated and reassessed throughout the VIP's stay.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Resource requirements	May include but are not limited to: 1.1 Personnel 1.2 Transport 1.3 Firearms 1.4 Communication equipment 1.5 Barriers, screens and other equipment for sealing access to specific areas 1.6 Maps, location sheets and guidelines for specific premises/areas 1.7 Police assistance, to provide road closures, dog searches, etc. 1.8 Schedules and running sheets
2. Potential threats	May include but are not limited to: 2.1 Hazards such as stairways, ledge drop offs, stage barriers 2.2 Conflict among members of the crowd 2.3 Conflict between security staff and members of the crowd 2.4 Demonstrations 2.5 Use of alcohol/drugs 2.6 Failure to comply with direction/request from authorized person 2.7 Hysteria of fans 2.8 Mobbing and surging forward of people/fans en masse 2.9 People blocking access to premises 2.10 Thrown objects 2.11 People fainting/falling ill in a crowd

VARIABLE	RANGE
3. Action plans and procedures	May include but are not limited to: 3.1 Roles and responsibilities of personnel 3.2 Required resources 3.3 Carrying of ID 3.4 Appropriate clothing/uniforms
4. VIP	May include but is not limited to: 4.1 Royalty 4.2 Heads of state 4.3 Foreign political guests/visitors 4.4 Key executive personnel 4.5 Pop stars and bands 4.6 Other celebrities
5. Selection criteria	May include but are not limited to: 5.1 Length of service 5.2 Recommendations from previous guests 5.3 Language skills
6. Special security clearance requisites	May include but are not limited to: 6.1 Top security ID cards 6.2 Color coded tags 6.3 Bar coded tags 6.4 Electronic tags

VARIABLE	RANGE
7. Persons posing a potential threat to client safety	May include but are not limited to: 8.1 Intoxicated persons 8.2 Persons under the influence of prohibited substances 8.3 Persons causing a public nuisance 8.4 Politically motivated persons 8.5 Mentally disturbed persons
8. Indications of disruptive or potentially disruptive behavior	May include but are not limited to: 9.1 Noise build-up 9.2 Crowd unrest, agitation and violence 9.3 Greater concentration of crowds/crowd rush 9.4 Crowds or individuals under the influence of alcohol/drugs 9.5 Individuals in an unsuitable or prohibited location

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated ability to coordinate with security personnel to identify and assess accurately all factors which might impact on the safety of the escorted person, and the capacity to convey that information to the person and relevant staff when and if appropriate.
	1.2 Demonstrated ability to accurately assess a variety of enterprise needs and instructions, and determine approaches and resources to be applied.
2. Underpinning knowledge	2.1 Procedures regarding the escort of people and security of premises
	2.2 Distress alarms and signs and actions to be taken
3. Underpinning skills	3.1 Selection, organization and set up of appropriate equipment and resources required for specific situations
	3.2 Observation skills in identifying and assessing likely/potential source of risks
	3.3 Planning, organization and management skills for assigned personnel
	3.4 Interpersonal and communication skills required to coordinate will all relevant personnel
	3.5 Developing a action plans and procedures for specific assignments and VIPs
	3.6 Conveying plans and instructions to security personnel, VIPs and relevant others
	3.7 Developing, distributing and explaining time schedules and running sheets
	3.8 Assessing compatibility and strengths/interests of personnel for particular tasks and locations
4. Resource implications	The following resources **MUST** be provided:
	4.1 Project or work activities that allow the candidate to demonstrate the ability to plan for and manage the safety of VIPs in a hospitality or tourism environment.
	4.2 Involvement and interaction with staff and a security team.

5. Methods of assessment	Competency may be assessed through:
	5.1 Review of documents prepared by the candidate relating to the planning and organizing of safety and security arrangements for VIPs.
	5.2 Oral questions to assess knowledge of potential hazards and threats and their minimization or management.
	5.3 Review of third party workplace reports of on-the-job performance by the candidate.
6. Context for assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers)
	6.2 Assessment activities are carried out through TESDA's accredited assessment center

UNIT OF COMPETENCY   :   **PROVIDE A LOST-AND-FOUND FACILITY**

UNIT CODE   :   **TRS5123378**

UNIT DESCRIPTOR   :   This unit covers the knowledge, skills, behaviors and motivations required to manage a lost-and-found facility.

ELEMENT	PERFORMANCE CRITERIA
	Bold and *Italicized* terms are elaborated in the Range Statement
1. Follow lost- and-found procedures	1.1 Appropriate location for the ***lost-and-found facility*** is established where required.
	1.2 Personnel are informed, or suitable signage is posted, where appropriate, to indicate location of lost-and-found facility.
	1.3 Location where item was found, and date and time when it was found are determined.
	1.4 ***Found items*** are carefully received and checked to ensure they are not dangerous or illegal.
	1.5 ***Dangerous, illegal or suspicious-looking items*** are reported to relevant authorities and/or police.
2. Complete documentation and store items	2.1 Description of items and other relevant details are recorded in the appropriate document or register according to company procedures.
	2.2 Located item is accurately tagged and filed in date order in an appropriate location.
	2.3 Valuable items are securely locked and stored appropriately.

ELEMENT	PERFORMANCE CRITERIA
3. Follow procedures for items claimed	3.1 ID of the claimant is checked and ownership of the item is ensured.
	3.2 Acknowledgment of receipt of claimed item is secured from claimant and claimant is asked to sign and indicate date of receipt and/or follow company procedures for receipt of claimed items.
	3.3 Address is obtained and items are forwarded when owner is not able to collect the item personally.

RANGE OF VARIABLES

VARIABLE	SCOPE
1. Lost and found facility	May include but are not limited to: 1.1 Lost and found cupboard 1.2 Venue safe 1.3 Temporary storage area
2. Found items	May include but are not limited to: 2.1 Inexpensive items 2.2 Expensive items including cameras, jewelry, cash, clothing 2.3 Documentation, credit cards, passports 2.4 Dangerous or illegal items
3. Dangerous, illegal or suspicious-looking items	May include but are not limited to: 3.1 Drugs 3.2 Weapons 3.3 Contraband 3.4 Explosives 3.5 Unusual or unidentified packages or parcels

EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated ability to complete workplace documents accurately including log/lost and found book, files.
	1.2 Demonstrated ability to assess whether or not an article is dangerous or illegal.
2. Underpinning knowledge	2.1 Typical systems and procedures for lost and found facilities
	2.2 Legal requirements for dealing with found items and children
	2.3 Company policies and procedures for safe dealing with dangerous or suspicious goods
	2.4 Approximate value of typical goods/items found
	2.5 Identification of illegal or dangerous goods
	2.6 Knowledge of locations/areas within a particular establishment or venue
3. Underpinning skills	3.1 Finding out details from people claiming to own found articles
	3.2 Advising other personnel of the location of lost and found facility
	3.3 Developing and maintaining an inventory of lost and found articles
	3.4 Arranging with front office or appropriate staff to forward articles left by departed guests
	3.5 Working out the value of articles found
	3.6 Responding to a suspicious or unaccompanied article

4. Resource implications	The following resources **MUST** be provided: 4.1 Project or work activities that allow the candidate to set up and operate a lost and found facility in a hospitality or tourism environment.
5. Methods of assessment	Competency may be assessed through: 5.1 Oral questions to assess knowledge of company policies and procedures for safe dealing with dangerous or suspicious goods. 5.2 Review of portfolios of evidence of on-the-job performance by the candidate. 5.3 Review of third party workplace reports of on-the-job performance by the candidate.
6. Context for assessment	6.1 Assessment may be done in the workplace or in a simulated workplace setting (assessment centers). 6.2 Assessment activities are carried out through TESDA's accredited assessment center.

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 IV**.

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

3.1   CURRICULUM DESIGN

Course Title: **HOUSEKEEPING**   **NC Level: NC IV**

Nominal Training Duration: **56 Hrs. (Basic)**
                                 24 Hrs. (Common)
                                 32 Hrs. (Core)

Course Description:

This course is designed to enhance the knowledge, skills and attitudes in overseeing housekeeping operations in accordance with industry standards. It covers core competencies on managing physical assets, stock purchases and inventory, providing for the safety of VIPs, and providing a lost and found facility. It also includes competencies in developing teams and individuals, applying problem-solving techniques, collecting, analyzing and organizing information, planning and organizing work, conducting assessment, and managing workplace diversity, finances, and quality customer service.

BASIC COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Utilize specialized communication skills	1.1 Apply communication strategies to meet specific needs of internal and external client. 1.2 Represent the organization in internal and external forums. 1.3 Facilitate group discussion. 1.4 Conduct interview	• Discussion method • Role Play • Brainstorming • Lecture	• Written test • Performance test • Interview
2. Develop team and individual needs	2.1 Determine development needs. 2.2 Foster individual and organization growth 2.3 Monitor and evaluate workplace learning 2.4 Develop team commitment and cooperation 2.5 Facilitate accomplishment of organizational goals	• Discussion • Role playing • Observation	• Written test • Direct observation • Role playing

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Apply problem solving techniques in the workplace	3.1 Analyze the problem 3.2 Identify fundamental cause of the problem 3.3 Determine possible solution 3.4 Prepare communication or documentation report 3.5 Present recommendation to appropriate personnel 3.6 Implement solution	• Brainstorming • Discussion • Case studies • Role playing • Small group work	• Written test • Direct observation • Interview
4. Collect, analyze and organize information	4.1 Study information requirements. 4.2 Process data. 4.3 Analyze, interpret and organize information gathered. 4.4 Present findings/recommendations	• Group discussion • Case study • Interaction	• Written test • Practical/ performance test
5. Plan and organize work	5.1 Set work objectives 5.2 Plan and schedule work activities 5.3 Implement and monitor plans/activities 5.4 Review and evaluate work plans and activities	• Brainstorming • Discussion • Case studies • Role playing • Small group work	• Written test • Direct observation • Interview

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
6. Promote environmental protection	6.1 Study guidelines for environmental concerns. 6.2 Implement specific environmental programs 6.3 Monitor activities on environmental protection/programs	• Group discussion • Case study • Interaction	• Written test • Practical/ performance test

COMMON COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Conduct assessment	1.1 Identify and explain the context of assessment 1.2 Plan evidence-gathering opportunities 1.3 Organize assessment 1.4 Gather evidence 1.5 Make the assessment decision 1.6 Record assessment results 1.7 Provide feedback to persons being assessed 1.8 Report on the conduct of the assessment	• Lecture • Role-Play • Simulation • Group Discussion	• Observation • Interviews/ Questioning

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
2. Manage workplace diversity	2.1 Encourage respect for diversity in the workplace 2.2 Use diversity as an asset 2.3 Deal with problems arising from diversity issues	• Lecture • Discussion • Case Studies • Problem-solving activities	• Interviews/ Questioning • Observation
3. Manage finances within a budget	3.1 Allocate budget resources 3.2 Monitor financial activities against budget 3.3 Identify and evaluate options for improved budget performance 3.4 Complete financial reports	• Lecture • Discussion • Case Studies • Problem-solving activities	• Questioning • Observation
4. Manage quality customer service	4.1 Develop approaches to enhance customer service quality 4.2 Manage the delivery of quality service 4.3 Monitor and adjust customer service	• Lecture • Discussion • Case Studies • Problem-solving activities	• Questioning • Observation

CORE COMPETENCIES

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Manage physical assets	1.1 Develop strategies for systematic maintenance, repair and purchase of physical assets 1.2 Monitor the condition and performance of physical assets in the workplace 1.3 Coordinate financing of physical assets	• Lecture/ Discussion • Demonstration • Group discussion • Problem-solving activities	• Written Test • Practical Test • Observation • Oral Questioning
2. Manage stock purchases and inventory	2.1 Establish and implement an order and supply process 2.2 Establish and implement stock control systems 2.3 Develop optimum supply arrangements	• Lecture/ Discussion • Demonstration • Group discussion • Problem-solving activities	• Written Test • Practical Test • Observation • Oral Questioning

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Provide for the safety of VIPs	3.1 Identify potential threats to guest safety 3.2 Develop plans and procedures for VIP visit 3.3 Provide all relevant information to staff 3.4 Greet and escort VIPs	• Lecture/ Discussion • Demonstration • Hands-on	• Written Test • Practical Test • Observation • Oral Questioning
4. Provide a lost and found facility	4.1 Follow lost and found procedures 4.2 Complete documentation and store items 4.3 Follow procedures for items claimed	• Lecture/ Discussion • Demonstration • Group discussion • Problem-solving activities	• Written Test • Practical Test • Observation • Oral Questioning

3.2 TRAINING DELIVERY

The delivery of training should follow to 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 wishing to gain entry into this course should possess the following requirements:

- can communicate both orally and in written form;
- physically and mentally fit;
- with good moral character;
- can perform basic mathematical computation;
- must be competent in the entire Housekeeping NC III qualification either through training, experience or certification

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 AND EQUIPMENT
    HOUSEKEEPING – NC IV

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for HOUSEKEEPING NC IV 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		
		5 sets	First aid kit		

*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.
		Total workshop area:	**104 sq. m.**

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

HOUSEKEEPING NCIV

TRAINER'S QUALIFICATIONS (TQ IV)

- Must have completed a Trainers Training Methodology Course (TM IV) or its equivalent
- Must have at least 3-5 years job/industry experience
- Must be physically and mentally fit
- Must be a holder of Housekeeping NC level IV 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 IV** may be attained through:

4.1.1   Demonstration of competence in all the core units of competency listed below:

4.1.1.1   Manage physical assets
4.1.1.2   Manage stock purchases and inventory
4.1.1.3   Provide for the safety of VIPs
4.1.1.4   Provide a lost-and-found facility

Successful candidates shall be awarded a National Certificate (NC) on **Housekeeping NCIV** 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 IV

CORE COMPETENCIES

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
Launder 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	Operate basic security equipment	Manage physical assets	Manage stock purchases and inventory	Provide for the safety of VIPs · Provide a lost and found facility

COMMON COMPETENCIES

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					

BASIC COMPETENCIES

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

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DEFINITION OF TERMS

1. **ASSET REGISTER -** a record of items considered worthy of identification as discrete assets. A physical asset register includes information about each asset, such as type of construction and technical details. (Details include location, value and construction type).

2. **CONTRABAND** - smuggled goods

3. **IMPREST -** a system using loans as control against fraud and theft, most common of which is the petty cash system

4. **STOCKTAKE -** the act of inventorying merchandise or the supplies on hand

5. **YIELD** – the rate of return

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