TVET

Technical and Vocational Education and Training

Republic of Maldives

TECHNICAL &
VOCATIONAL
EDUCATION &
TRAINING

National Competency Standard for Housekeeping
Standard Code: TOU05S18V3

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (**CON**) Fisheries and Agriculture Sector (**FNA**) Transport sector (**TRN**) Tourism Sector (**TOU**) Social Sector (**SOC**) Foundation (**FOU**)
Competency Standard	**S**
Occupation with in a industry Sector	**Two digits 01-99**
Unit	**U**
Common Competency	**1**
Core Competency	**2**
Optional/ Elective Competency	**3**
Assessment Resources Materials	**A**
Learning Resources Materials	**L**
Curricula	**C**
Qualification	**Q1, Q2 etc**
MNQF level of Qualification	**L1, L2 etc**
Version Number	**V1, V2 etc**
Year of endorsement of standard, qualification	**By two digits Example- 07**

1. Endorsement Application for Qualification 01
2. NATIONAL CERTIFICATE III IN HOUSEKEEPING

3. Qualification code: TOU05SQ1L318	Total Number of Credits: 48

4. Purpose of the qualification

The holders of this qualification are expected to work as a Room Attendant mainly in a resort and will be working under the supervision of a Room Attendant Supervisor

5. Regulations for the qualification	National Certificate III in Housekeeping will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21

6. Schedule of Units

Unit Title	Unit Title	Code
1.	Develop and update tourism industry knowledge	TOU05S1U01V1
2.	Observe personal and work place hygiene practices	TOU05S1U02V1
3.	Practice health, safety and security Practices	TOU05S1U03V1
4.	Provide effective customer care	TOU05S1U04V1
5.	Practice effective workplace communication	TOU05S1U05V1
6.	Perform computer operations	TOU05S1U06V1
7.	Follow policies and procedures	TOU05S1U07V1
8.	Provide first aid	TOU05S1U08V1
9.	Setting Up the Trolley & preparing to work	TOU05S1U09V1
10.	Prepare Guest rooms	TOU05S1U10V1
11.	Serving Bathrooms	TOU05S1U11V1
12.	Servicing an occupied room	TOU05S1U12V1
13.	Servicing a vacant room	TOU05S1U13V1
14.	Providing Turn Down Service	TOU05S1U14V1
15.	Handling room transfers/ moves	TOU05S1U15V1
16.	Handling guest laundry & dry cleaning	TOU05S1U16V1
17.	Handle Keys	TOU05S1U17V1
18.	Handling guest requests	TOU05S1U18V1
19.	Closing down	TOU05S1U19V1
20.	Work safely	TOU05S1U20V1
21.	Handling Non-Routine Cleaning	TOU05S1U21V1
7. Accreditation requirements	The training provider should have a bed room or similar training facility to provide the trainees the hands-on experience related to this qualification	
8. Recommended sequencing of units	As appearing under the section 06	

2. Endorsement Application for Qualification 02		
2. NATIONAL CERTIFICATE IV IN HOUSEKEEPING		

3. Qualification code: TOU05SQ2L418	Total Number of Credits: 168	

4. Purpose of the qualification

The holders of this qualification are expected to work as a Room Attendant Supervisors mainly in a resort and will be working under the supervision of a Manager

5. Regulations for the qualification	National Certificate IV in Housekeeping will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+ 20+21+22+23+24+25+26+27+28+29+30+31+32+33+34+35+36

6. Schedule of Units

Unit Title	Unit Title	Code
1.	Develop and update tourism industry knowledge	TOU05S1U01V1
2.	Observe personal and work place hygiene practices	TOU05S1U02V1
3.	Practice health, safety and security Practices	TOU05S1U03V1
4.	Provide effective customer care	TOU05S1U04V1
5.	Practice effective workplace communication	TOU05S1U05V1
6.	Perform computer operations	TOU05S1U06V1
7.	Follow policies and procedures	TOU05S1U07V1
8.	Provide first aid	TOU05S1U08V1
9.	Setting Up the Trolley & preparing to work	TOU05S1U09V1
10.	Prepare Guest rooms	TOU05S1U10V1
11.	Serving Bathrooms	TOU05S1U11V1
12.	Servicing an occupied room	TOU05S1U12V1
13.	Servicing a vacant room	TOU05S1U13V1
14.	Providing Turn Down Service	TOU05S1U14V1
15.	Handling room transfers/ moves	TOU05S1U15V1
16.	Handling guest laundry & dry cleaning	TOU05S1U16V1
17.	Handle Keys	TOU05S1U17V1
18.	Handling guest requests	TOU05S1U18V1
19.	Closing down	TOU05S1U19V1
20.	Work safely	TOU05S1U20V1
21.	Handling Non-Routine Cleaning	TOU05S1U21V1
22.	Address protocol requirement	TOU05S2U01V1
23.	Respond to a customer in crisis	TOU05S2U02V1

24.	Roster staff	TOU05S2U03V1
25.	Participate in environmentally sustainable work practices	TOU05S2U04V1
26.	Lead and manage people	TOU05S2U05V1
27.	Manage diversity in the workplace	TOU05S2U06V1
28.	Practice career professionalism	TOU05S2U07V1
29.	Monitor work operations	TOU05S2U08V1
30.	Identify hazards, assess and control safety risks	TOU05S2U09V1
31.	Implement and monitor workplace health, safety and security practices	TOU05S2U10V1
32.	Manage conflict	TOU05S2U11V1
33.	Interpret financial information	TOU05S2U12V1
34.	Coach others in job skills	TOU05S2U13V1
35.	Control stock	TOU05S2U14V1
36.	Implement and monitor environmentally sustainable work practices	TOU05S2U15V1
7. Accreditation requirements	The training provider should have a bed room or similar training facility to provide the trainees the hands-on experience related to this qualification	
8. Recommended sequencing of units	As appearing under the section 06	

Units Details

Unit Title	Unit Title	Code	Level	No of credits
1.	Develop and update tourism industry knowledge	TOU05S1U01V1	03	02
2.	Observe personal and work place hygiene practices	TOU05S1U02V1	03	02
3.	Practice health, safety and security Practices	TOU05S1U03V1	03	02
4.	Provide effective customer care	TOU05S1U04V1	03	02
5.	Practice effective workplace communication	TOU05S1U05V1	03	02
6.	Perform computer operations	TOU05S1U06V1	03	03
7.	Follow policies and procedures	TOU05S1U07V1	03	02
8.	Provide first aid	TOU05S1U08V1	03	03
9.	Setting Up the Trolley & preparing to work	TOU05S1U09V1	03	02
10.	Prepare Guest rooms	TOU05S1U10V1	03	04
11.	Serving Bathrooms	TOU05S1U11V1	03	04
12.	Servicing an occupied room	TOU05S1U12V1	03	02
13.	Servicing a vacant room	TOU05S1U13V1	03	02
14.	Providing Turn Down Service	TOU05S1U14V1	03	02
15.	Handling room transfers/ moves	TOU05S1U15V1	03	02
16.	Handling guest laundry & dry cleaning	TOU05S1U16V1	03	02
17.	Handle Keys	TOU05S1U17V1	03	02
18.	Handling guest requests	TOU05S1U18V1	03	02
19.	Closing down	TOU05S1U19V1	03	02
20.	Work safely	TOU05S1U20V1	03	02
21.	Handling Non-Routine Cleaning	TOU05S1U21V1	03	02

22.	Address protocol requirement	TOU05S2U01V1	04	08
23.	Respond to a customer in crisis	TOU05S2U02V1	04	08
24.	Roster staff	TOU05S2U03V1	04	08
25.	Participate in environmentally sustainable work practices	TOU05S2U04V1	04	08
26.	Lead and manage people	TOU05S2U05V1	04	08
27.	Manage diversity in the workplace	TOU05S2U06V1	04	08
28.	Practice career professionalism	TOU05S2U07V1	04	08
29.	Monitor work operations	TOU05S2U08V1	04	08
30.	Identify hazards, assess and control safety risks	TOU05S2U09V1	04	08
31.	Implement and monitor workplace health, safety and security practices	TOU05S2U10V1	04	08
32.	Manage conflict	TOU05S2U11V1	04	08
33.	Interpret financial information	TOU05S2U12V1	04	08
34.	Coach others in job skills	TOU05S2U13V1	04	08
35.	Control stock	TOU05S2U14V1	04	08
36.	Implement and monitor environmentally sustainable work practices	TOU05S2U15V1	04	08

Packaging of National Qualifications:

National Certificate III in Housekeeping will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21

Qualification Code: TOU05SQ1L318

National Certificate IV in Housekeeping will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19+20+21+22+23+24+25+26+27+28 +29+30+31+32+33+34+35+36

Qualification Code: TOU05SQ2L418

Competency Standard for

ROOM ATTENDANT

Unit No	Unit Title
1.	Develop and update tourism industry knowledge
2.	Observe personal and work place hygiene practices
3.	Practice health, safety and security Practices
4.	Provide effective customer care
5.	Practice effective workplace communication
6.	Perform computer operations
7.	Follow policies and procedures
8.	Provide first aid
9.	Setting Up the Trolley & preparing to work
10.	Prepare Guest rooms
11.	Serving Bathrooms
12.	Servicing an occupied room
13.	Servicing a vacant room
14.	Providing Turn Down Service
15.	Handling room transfers/ moves
16.	Handling guest laundry & dry cleaning
17.	Handle Keys
18.	Handling guest requests
19.	Closing down
20.	Work safely
21.	Handling Non-Routine Cleaning
22.	Address protocol requirement
23.	Respond to a customer in crisis
24.	Roster staff
25.	Participate in environmentally sustainable work practices
26.	Lead and manage people
27.	Manage diversity in the workplace
28.	Practice career professionalism
29.	Monitor work operations
30.	Identify hazards , assess and control safety risks
31.	Implement and monitor workplace health, safety and security practices

32.	Manage conflict
33.	Interpret financial information
34.	Coach others in job skills
35.	Control stock
36.	Implement and monitor environmentally sustainable work practices

DESCRIPTION OF A HOUSEKEEPING SUPERVISOR

As a hotel room attendant is to keep hotel rooms spotless, tidy and stocked with items such as soap, toilet paper and towels. Room attendant also change bed linen and prepare rooms for new arrivals. Main tasks would be changing the bed linen and towels; making beds; emptying bins; dusting; vacuuming floors; polishing; washing glasses and cups; replenishing stocks of guest supplies such as shampoos and soap, drinks in the mini-bar, tea, coffee and biscuits and cleaning and preparing public rooms such as public toilets, the lounge or bar. To do this work room attendant need to be fit, with plenty of stamina, be prepared to work hard - often on his or her own, and may have to work quickly when a room is needed for a guest who is waiting.

A Room Attendant in the Maldivian context is a service provider in the field of. The Room Attendant is expected to work under the supervision of Housekeeping Supervisor or any other professional from the Housekeeping field that could provide guidance and supervision. The Room Attendant shall provide customer service centered housekeeping service in all level of housekeeping facilities in Maldives.

A Housekeeping Supervisor position is an entry level supervisory position that is responsible for leading the house keeping operation ensuring and maintaining a consistently high standard of customer service. This position will be responsible for maintaining the smooth flow of housekeeping services according to the standards of the Hotel or Resort

COMPETENCY STANDARD DEVELOPMENT PROCESS

The competencies were determined based on the analysis of the tasks expected to be performed by the Room Attendant in the Maldives. The task analysis was based on the existing documents prepared among the experts in the industry and on the advice of the experts in the field of Housekeeping training in Maldives. Competency standards used for similar type of training in other countries were also examined

UNIT TITLE	**Develop tourism industry knowledge**				
DESCRIPTOR	This unit of competency deals with the knowledge, skills required to access, increases and update industry knowledge.				
CODE	TOU05S1U01V1	**LEVEL**	3	**CREDIT**	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the industry	1.1. Sources of information on the industry are correctly identified and accessed 1.2. Information to assist effective work performance is obtained in line with job requirements 1.3. Specific information on sector of work is accessed and updated 1.4. Industry information is correctly applied to day-to-day work activities.
2. Update industry knowledge	2.1. Informal and/or formal research is used to update general knowledge of the industry 2.2. Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained
4. Promote products and services to customers	4.1 Promotional initiatives are described that may be used to promote products and services 4.2 Selling skills are applied according to customer needs

Range Statement

Information sources;

- media
- reference books
- libraries
- industry associations
- industry journals
- internet
- personal observation and experience
- online news media (local and global)

Information to assist effective work performance;

- different sectors of the industry and the services available in each sector
- relationship between tourism and hospitality
- relationship between the industry and other industries
- industry working conditions
- health and safety
- hygiene
- duty of care
- career opportunities within the industry
- work ethic required to work in the industry and industry expectations of staff
- quality assurance

Informal and formal research;

- Discussions with colleagues, management and customers
- Reading internal enterprise material about products and services
- Familiarity with customer comments including complaints
- Reading and researching product data and information
- Conducting internal testing to determine quality and differentials
- General media research
- Developing and analyzing responses to questionnaires
- Reading surveys and ratings

Promotional initiatives;

- Media campaigns

- Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

Tools, equipment and materials required may include:
Nil

ASSESSMENT GUIDE
Form of assessment

- Interview/questions
- Practical demonstration
- Portfolio of industry information related to trainee's work

Assessment context
Assessment may be done in a classroom or interview scenario.

Critical aspects
Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information
- Developed and updated local knowledge
- Promoted products and services.

Assessment conditions
- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of neat work practices must be constantly evaluated.

Underpinning knowledge	Underpinning skills
• Overview of quality assurance in the industry • Role of individual staff members	• Time management • Ready skills needed to access industry information • Basic competency skills needed to access the internet

• Industry information sources	

UNIT TITLE	Observe personal and work place hygiene practices				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
CODE	TOU05S1U02V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoided while on the job 2.3 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed

RANGE STATEMENT

Procedures included

- Grooming and personal presentation

- Personal and work place hygiene

Tools, equipment and materials required may include:
Nil

ASSESSMENT GUIDE
Form of assessment
- Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.

- Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

Assessment context
Assessment may be done in workplace or a simulated work environment.

Critical aspects
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Maintaining adequate level of all aspects of personal hygiene and cleanliness

- Following cleaning procedures for effective cleaning of work areas

- Immediately reporting any symptoms of illness

- Undertaking routine medical checkups

- This unit may be assessed in conjunction with all and units which form part of the normal job role

Assessment conditions
- Theoretical assessment of this unit must be carried our in an examination room where proper examination rules are followed.

- Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Knowledge of national hygiene regulation regarding personal grooming standard and presentation • General knowledge of common terminologies used in hygiene including personal hygiene • Knowledge on general symptoms of different types of diseases • Detailed knowledge and importance of illness and injury reporting procedures	• Ability to follow procedures and instructions • Competent to work according to relevant hygiene regulations and procedures • Competent to work to meet requirements for personnel hygiene and hygienic practices • Communication skills • Interpersonal skills

UNIT TITLE	Practice health, safety and security Practices				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues and customers.				
CODE	TOU05S1U03V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
2. Deal with emergency situations	2.1 Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2 Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3 Emergency incidences reported in line with enterprise procedures
3. Identify and prevent	3.1 Hygiene risks identified, prevented and avoided in

hygiene risks	line with enterprise procedures 3.2 Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
4. Clean the work area	1.4. Cleaning tasks accomplished to enterprise standards 4.1 Proper method for cleaning selected and employed for appropriate task
5. Secure work premised	5.1 Work premises closed and locked at the end of work, in line with enterprise procedures

RANGE STATEMENT

Procedures included:

- Guidelines for safe handling of equipment of utensils

- Emergency procedures

- Fire safety procedures

- Security and safety guidelines

- Cleaning and decontamination procedures

- Waste handling procedures

- Cleaning chemicals handling guidelines

- Accident and incidence reporting procedures

- Basic first aid procedures

Tools, equipment and materials required may include:
- Relevant procedure manuals

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Communicating effectively with others involved in or affected by the work.
- Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- Safely handling and storage of dangerous and/or hazardous goods and substances.
- Applying safe manual handling practices.
- Safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite.
- This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions
Assessment must reflects and events processes that occur over a period of time

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge on safe practices - Communication procedures - Relevant workplace procedures and guidelines	- Undertake safe manual handling jobs - Competent to follow safety regulations - Competent to work safely with workplace equipments, materials and colleagues

UNIT TITLE	Provide effective customer care				
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry. It shows how customer care relates to quality service and the best methods of anticipating and meeting customer's need.				
CODE	TOU05S1U04V1	**Level**	3	**Credit**	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Greet customers and colleagues	1.1. Customers and colleagues greeted according to standard procedures and social norms 1.2. Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1 Appropriate interpersonal skills are used to ensure that customer needs are accurately identified 2.2 Customer needs are assessed for urgency so that priority for service delivery can be identified 2.3 Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor 2.4 Customers informed correctly 2.5 Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1 Customer needs are promptly attended to in line with organizational

	procedure
	3.2 Appropriate rapport is maintained with customer to enable high quality service delivery
	3.3 Opportunity to enhance the quality of service and products are taken wherever possible
4. Handle inquiries	4.1 Customer queries handled promptly and properly
	4.2 Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1 Responsibility for handling complaints taken within limit of responsibility
	5.2 Personal limitations identified and assistance from proper sources sought when required
	5.3 Operational procedures to handling irate or difficult customers followed correctly
	5.4 Details of complaints and comments from customers properly recorded
6. Speak English and Dhivehi at an operational level	6.1 Conversations are carried on with customers
	6.2 Verbal instructions or requests are responded to at an operational level
	6.3 Simple requests are made
	6.4 Routine procedures are described
	6.5 Different forms of expression in English and Dhivehi is identified and used

RANGE STATEMENT

Procedures included:

- Greeting procedure
- Complaint and comment handling procedure
- Incidence reporting procedures

- General knowledge of property

- Standard operating procedures for service deliveries

- Non-verbal and verbal communication

- Dress and accessories

- Gestures and mannerisms

- Voice tonality and volume

- Culturally specific communication customs and practices

- Cultural and social differences

Includes but are not limited to:

- Modes of greeting, fare welling and conversation

- Body language/ use of body gestures

- Formality of language

Interpersonal skills:

- Interactive communication

- Good working attitude

- Sincerity

- Pleasant disposition

- Effective communication skills

- Customer needs

Customer with limitation may include:

- Those with a disability

- Those with special cultural or language needs

- Unaccompanied children

- Parents with young children

- Pregnant women

- Single women

Tools, equipment and materials required may include:
- Relevant procedure manuals

- Availability of telephone, fax machine, internet, etc.

- Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE

Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment requires evidence that the candidate:

- Complied with industry practices and procedures

- Used interactive communication with others

- Complied with occupational, health and safety practices

- Promoted public relation among others

- Complied with service manual standards

- Demonstrated familiarity with company facilities, products and services

- Applied company rules and standards

- Applied telephone ethics

- Applied correct procedure in using telephone, fax machine, internet

- Handled customer complaints
- Depict effective communication skills

Assessment conditions
Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- General knowledge of the implications on efficiency, morale and customer relations - General knowledge of ways of caring for customers - Knowledge of handling customer complain and other requests - General knowledge of Safe work practices and Personal hygiene - General knowledge of different types of service available for guest - General knowledge of up selling - Attitude: - Attentive, patient and cordial - Eye-to-eye contact - Maintain teamwork and cooperation - Theory: - Conflict resolution - Communication process	- Competent in providing customer care - Ability to work calmly and unobtrusively effectively - Ability to handle telephone inquiries and conversations - Correct procedure in handling telephone inquiries - Proper way of handling complaints - Effective communication skills - Non-verbal communication - body language - Good time management - Inter personal skills

UNIT TITLE	Practice effective workplace communication				
DESCRIPTOR	This unit addresses the need for effective communication in the food service industry. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them. The unit also describes how to use the telephone; the procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.				
CODE	TOU05S1U05V1	**Level**	3	**Credit**	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate lines of communication followed 1.4. Verbal and non-verbal communications are appropriate to the given situation 1.5. Non verbal communication of customer is observed responding to customer
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively

		2.4 Meeting and discussion outcomes interpreted and implemented correctly
3.	Handle relevant work related documentation	3.1 Conditions of employment understood correctly
		3.2 Relevant information accessed from appropriate sources
		3.3 Relevant data on workplace forms and other documents filled correctly
		3.4 Instructions and guidelines understood and followed properly
		3.5 Reporting requirements completed properly
4.	Handle telephone	4.1 Procedures for taking messages and making outgoing calls followed correctly
		4.2 Incoming calls answered correctly
		4.3 Calls put on hold and transferred properly
		4.4 Outgoing calls made efficiently
		4.5 Communication in both English and Dhivehi demonstrated correctly

RANGE STATEMENT

Procedures included:

- Organizational hierarchy and reporting order

- Communications procedures

- Telephone handling procedures

Aspects evaluated:

- Verbal and Non-verbal communication

- Interpersonal skills

- General attitude to customers, colleagues and work

- Conformity to policies and procedures

Tools, equipment and material used in this unit may include
- Telephone

- Note pads

- Pens

- Forms and formats related to inter-personal communication

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• General knowledge of English and Divehi grammar • General knowledge of common telephone equipment • General knowledge on effective communication	• Undertake effective customer relation communications • Competent in communicating basic with customers • Fluency in English and Dhivehi language usage

UNIT TITLE	Perform Computer Operations				
DESCRIPTOR	This unit covers the knowledge, skills and attitudes and values needed to perform computer operations that include inputting, accessing, producing and transferring data using the appropriate hardware and software.				
CODE	TOU05S1U06V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Input data into computer	1.1. Data entered into the computer using appropriate program/application in accordance with company procedures 1.2. Accuracy of information checked and information saved in accordance with standard operating procedures 1.3. Input data stored in storage media according to requirements
2. Access information using computer	2.1 Correct program/application selected based on job requirements 2.2 Program/application containing the information required accessed according to company procedures 2.3 Desktop icons correctly selected, opened and closed for navigation purposes
3. Produce/output data using computer system	3.1 Entered/stored data processed using appropriate software commands 3.2 Data printed out as required using computer hardware/peripheral devices in accordance with standard operating procedures

	3.3 Files and data transferred between compatible systems using computer software, hardware/ peripheral devices in accordance with standard operating procedures

RANGE STATEMENT

This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:

- Storage devices

- Different software and hardware

- Personal computers system

- Laptop computers

- Printers

- Scanners,

- Keyboard

- Mouse,

- Disk drives /CDs, DVDs, compressed storage devices

ASSESSMENT GUIDE

Forms of assessment

The assessor may select two of the following assessment methods to objectively assess the candidate:

- Observation

- Questioning

- Practical demonstration

Assessment context

Assessment may be conducted out of the workplace preferably in a computer classroom

Critical aspects (for assessment)

Assessment must show that the candidate:

- Selected and used hardware components correctly and according to the task requirement

- Identified and explain the functions of both hardware and software used, their general features and capabilities

- Produced accurate and complete data in accordance with the requirements

- Used appropriate devices and procedures to transfer files/data accurately

Assessment conditions

Assessment may be conducted out of the work environment and may include assignments and projects.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Basic ergonomics of keyboard and computer use • Main types of computers and basic features of different operating systems • Main parts of a computer • Storage devices and basic categories of memory • Relevant software • General security and computer Viruses	• Reading skills required to interpret work instruction • Communication skills • Keyboard skills

UNIT TITLE	Follow policies and procedures				
DESCRIPTOR	This unit covers the competence in terms of knowledge and skills required to understand and follow company policies and procedures and applicable legislation together with application of ethics to all activities at work				
CODE	TOU05S1U07V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Follow written or spoken policies and procedures	1.1. Relevant written or spoken workplace policies and procedures clearly understood 1.2. Job responsibilities clearly noted and followed 1.3. Work place agreements clearly understood and work consistent with this requirement 1.4. Work place policies and procedures supported by the job role, properly followed 1.5. Relevant work instructions or standard operating procedures sourced 1.6. Relevant work instructions or standard operating procedures correctly interpreted and accurately followed 1.7. Operating instructions for equipment accurately followed 1.8. Clarification sought and obtained from supervisor or other appropriate person when necessary
2. Follow legislative and certification	2.1 Relevant sections of applicable legislation followed as per the procedures or instructions

requirements	2.2 Requirements of the relevant industry certification followed as per the procedures or instructions 2.3 Legislative requirements related to employment issues followed 2.4 General requirements for tourism regulations and standards strictly followed as per the procedures or work instructions in line with enterprise procedures 2.5 Legislation pertinent to personnel and administrative procedures followed as per the instructions
3. Work ethically	3.1 Actions within the job description and consistent with the organizational philosophy 3.2 Prompt and consistent performance of duties applied to all workplace activities 3.3 Information and skill relevant to work shared with co-workers 3.4 Inappropriate gifts not accepted in line with enterprise procedures 3.5 Company resources and possessions used for the purpose intended in line with enterprise procedures 3.6 Care is taken to behave in a reasonable and careful manner at all times in line with enterprise procedures 3.7 Confidentiality is maintained 3.8 Problems and conflict are recognized and resolved or referred to appropriate person/ supervisor in line with enterprise procedures

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RANGE STATEMENT

Policy and procedures relevant to the work may cover areas:

- Job descriptions

- Workplace agreements

- Duty rosters

- Grievance procedures

- Confidentially requirements

- Appropriate relationship with clients

- Gifts and gratitude

- Administrative system of the workplace including filing, record keeping, workplace programs and time table management system, use of equipment, staff roster

- Standard operational procedures for Receptionist

Industry certification may be attained for:

- Hazard Analysis and Critical Control Point (HACCP) or ISO 22000

- Quality Management System, ISO 9001:2000 or equivalent

- Environmental Management System, ISO 14000

Tools, equipment and materials required may include:

Materials may include written workplace policies and procedures, hard or soft copies of the applicable legislation, copies of operating procedures or work instructions, quality manuals and procedure manuals etc.

ASSESSMENT GUIDE

Form of assessment

- Continuous and holistic assessment is suitable for this unit.

- Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment under the normal range of work conditions.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- Following company policies and procedures, within the scope of the work

- Following job responsibilities and agreements

- interpreting and following work instructions or operating procedures

- Essential requirements of relevant sections of the applicable legislation

- Following applicable legislation

- Essential knowledge of relevant certification requirements

- Following requirements for particular certification

- Applying ethics to all workplace activities

- Maintaining confidentiality at work

- Obtaining clarifications from relevant personnel

- Recognizing and resolving conflicts or referring to appropriate person

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances over the normal range of work activities.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Essential knowledge of the company policies and procedures • Detailed knowledge of the work covered in the job description • Working knowledge of the requirements in the operating procedures or work instructions • Working knowledge of applicable legislation • Working knowledge of applicable certification requirements • Working knowledge of the requirements for working ethically and the consequences of not following these • General knowledge of the consequence of not adhering to workplace agreements and disclosing confidential information	• Ability to source written policies and procedures • Ability to follow company policies and procedures • Ability to follow job responsibilities • Ability to source and follow operating procedures or work instructions • Competent to work according to applicable legislation • Ability to follow requirements for the certification • Undertake necessary measures to apply ethics at work • Ability to understand requirements and follow workplace agreements • Maintain confidentiality at work

UNIT TITLE	Provide first aid				
DESCRIPTOR	This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures.				
CODE	TOU05S1U08V1	**Level**	3	**Credit**	3

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Assess the situation	1.1. physical hazards and risks to personal and others' health and safety identified
	1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements
	1.3. The situation assessed and decides on actions required, promptly
	1.4. Assistance sought from appropriate others, as required and at the appropriate time

2. Apply basic first aid techniques	2.1.	Casualty's physical condition assessed by visible vital signs
	2.2.	First aid provided to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures
	2.3.	Available first aid equipment used as appropriate.
3. Monitor the situation	3.1.	back-up services appropriate to the situation identified and notified promptly
	3.2.	Information about the patient's condition conveyed accurately and clearly to emergency services personnel or health professionals
4. Prepare required documentation	4.1.	Documented emergency situations according to enterprise procedures
	4.2.	Reports which are clear, accurate provided within required time frames

RANGE STATEMENT

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:

- Checking and maintaining the casualty's airway, breathing and circulation
- Checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include:

- Workplace hazards such as fire, floods, violent persons
- Environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- Proximity of other people
- Hazards associated with the casualty management processes

Risks may include:

- Worksite equipment, machinery and substances
- Bodily fluids
- Risk of further injury to the casualty
- Risks associated with the proximity of other workers and bystanders

First aid management will need to account for:

- Location and nature of the work environment
- Environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- The level of knowledge, skills, training and experience of the person administering first aid
- Familiarity with particular injuries
- Legal issues that affect the provision of first aid in different industry sectors
- The characteristics of the site where the injury occurs
- The nature of the injury and its cause
- Infection control procedures
- Availability of first aid equipment, medications and kits or other suitable alternative aids
- Proximity and availability of trained paramedical and medical/health professional assistance
- The patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates

- Unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs

Vital signs include:

- Breathing
- Circulation
- Consciousness.

Injuries may include:

- Abdominal trauma
- Allergic reactions
- Bleeding
- Chemical contamination
- Choking
- Cold injuries
- Cardio-vascular failure
- Dislocations and fractures
- Drowning
- Poisoning and toxic substances
- Medical conditions including epilepsy, diabetes, asthma
- Eye injuries
- Head injuries
- Minor skin injuries
- Neck and spinal injuries
- Needle stick injuries
- Puncture wounds and cuts
- Crush injuries
- Shock
- Smoke inhalation

- Sprains and strains

- Substance abuse

- Unconsciousness

- Infections

- Inhalation of toxic fumes and airborne dusts

- Bone and joint injuries

- Eye injuries

- Burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:

- Unconsciousness

- Confusion

- Tremors

- Rigidity

- Numbness

- Inability to move body parts

- Pain

- Delirium

- External bleeding

- Internal bleeding

- Heat exhaustion

- Hypothermia

- Pre-existing illness

Appropriate others from whom assistance may be sought may include:

- Emergency services personnel

- Health professionals

- Colleagues

- Customers

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- Passers by

Assistance may include, as appropriate to emergency situations:

- Maintaining site safety and minimizing the risk of further injury or injury to others
- Making the casualty comfortable and ensuring maximum safety
- Assessment of injury situations
- Providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- Giving CPR and mouth-to-mouth resuscitation
- Giving reassurance and comfort
- Raising the alarm with emergency services or health professionals
- Removing debris

Tools, equipment and material used in this unit may include:

- First aid kit
- Pressure and other bandages
- Thermometers
- Eyewash
- Pocket face masks
- Rubber gloves
- Dressings
- Flags and flares
- Fire extinguishers
- Communication equipment such as mobile phones

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- Practical demonstration of the use of commonly-used equipment and first aid supplies
- Explanation about management of a variety of common simulated injury situations
- Questions to test knowledge of injury situations, types of injury and management of injury situations
- Review of portfolios of evidence and third party reports of performance of first aid by the candidate

Assessment context
This unit may be assessed in a simulated environment
Critical aspects (for assessment)

Assessment must ensure:

- Use of real first aid equipment

- Ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- Ability to apply established first aid principles including:
    o Checking and maintaining the casualty's airway, breathing and circulation
    o Checking the site for danger to self, casualty and others and minimising the danger

Assessment conditions

Assessment must ensure:

- Use of real first aid equipment
- Use of dummies

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• Basic anatomy and physiology • Resuscitation • Bleeding control • Care of the unconscious • Airway management • Basic infection control principles and procedures • Legal requirements • Duty of care • Reporting requirements.	• Assertiveness skills • Communication skills • Decision making • Report preparation • Provide first aid • Provide various types of treatments • Demonstrate the four step process

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UNIT TITLE	Setting Up the Trolley & preparing to work				
DESCRIPTOR	This unit covers the features and function of the maid's trolley. It will proceed to the identification use and care of bed and bathroom linen, cleaning material, equipment, guest supplies and stationary.				
CODE	TOU05S1U09V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify the various items and beddings that are placed on the trolley	1.1. Collect relevant checklist from supervisor and/ or room occupancy list 1.2. Take required amount of linens, equipments and other necessary items needed for the work compliance with organizational procedures
2. Set up the trolley to the required standard	2.1 Stock trolley with linens according to numbers plus some extra to allow for damage 2.2 Stock trolley with room supplies according to house policy 2.3 Stock linen on trolley with folds facing outwards. This makes it easier to count and remove linen 2.4 All items should be set up on trolley so they will be convenient and easy to use 2.5 Stock caddy if separate, or caddy-style trolley top, with cleaning agents and materials according to house policy
3. Use the trolley correctly and safely	3.1 Handle trolley according to handling manual 3.2 Follow the organizational policy when using trolley

	and used it safely

RANGE STATEMENT
This unit covers the basic activities that are performed in setting up for work in the housekeeping department.

Tools, equipment and materials required may include:
Maid's trolley

Cleaning chemicals

- Cleaning agents according to house policy

Bed linen

- Single and double sheets

- Pillowslips

- Bath towels

- Hand towels

- Bath mats

- Face cloths

- Spare under blanket/ spread.

Cleaning equipments

- Mop

- Broom

- Dusting cloths

- Vacuum cleaner

- Gloves

- Bucket with wringer

- Dustpan

- Toilet brush

- Toilet cloth (for use on toilet only)

- Bottle brush/ small brush (for overflows or under base of taps)

- Cleaning cloths and sponge

- Drying cloths

- Glass cloth

- Floor cloth

- Matches

- Small plastic bag or container for used soap

Guest stationary/Amenity

- Pen

- Note book

- Room Directory

- Mini bar Price List

- Letter head

- Envelop

- Toilet paper

- Shampoo

- Shower gel/bubble bath

- Soap

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Application of competence is to be assessed in the workplace or simulated worksite.

Critical aspects (for assessment)
Assessment requires evidence that the candidate can:

Assessment conditions

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

Resources required for assessment
Workplace location or simulated workplace

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge of the items needed on the trolley - General knowledge of using the trolley safely - General knowledge of setting up the maids trolley	- Set up the trolley to the required standard - Use trolley correctly and safely - Communication skill

UNIT TITLE	Prepare Guestrooms				
DESCRIPTOR	This unit will concentrate on all aspects of servicing a checkout / departure room.				
CODE	TOU05S1U10V1	Level	03	Credit	4

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Service a checkout/departure room to the required standard using the correct sequence, equipment and materials	1.1. Follow the entry procedures according to organizational procedures before entering to guest room 1.2. Follow the organizational procedures and sequence for serving a check out or departure room 1.3. Strip bed and make bed in line with enterprise procedures 1.4. Perform dusting, sweeping, polishing and mopping in line with enterprise procedures 1.5. Doors and windows are clean in line with enterprise procedures 1.6. If vacuum required vacuum in line with enterprise procedures 1.7. Clean Hallway Closet, luggage rack in line with enterprise procedures 1.8. Follow the instructional Manuel and organizational procedures when cleaning Mini Refrigerator

		1.9. Sweep and mop the floor in line with enterprise procedures
		1.10.　　Arrange the furniture's, upholstery and machines in line with enterprise procedures
2.	Replenish guest supplies	2.1 Replenish guest supplies in line with enterprise procedures
		2.2 Ensure that all stationery items are spotlessly clean and untorn
		2.3 Arrange and stock Mini bar items in line with enterprise procedures
3.	Carry out the checking and reporting of lost property and maintenance	3.1 Carry out the maintenance checking and report in line with enterprise procedures
		3.2 Reporting of discrepancies in room status carried out in line with organizational procedures
		3.3 Reporting of lost and found items carried out in line with organizational procedures
4.	Understand and demonstrate the use of the room status list	4.1 Identify the different room status list
		4.2 Understand the different room status list in line with enterprise procedures
5.	Make final check to make sure the room is clean	5.1 Take final look of the room and make sure the room meet the organisational standard
		5.2 Use the Bed room checklist to check standard cleanliness of Doors, Frames, Walls, Skirting , Lighting, Sockets/Plugs, Ceiling, Wardrobes, Trouser Press, Luggage Rack, Tea Tray, , Hair Drier, Furniture's, Television, Bedding, Waste Bins, Ashtrays, Mirrors, Floor and Fridge in line with enterprise procedures

RANGE STATEMENT

This unit will cover the process of entering a room, checking for and reporting lost property and maintenance, bed making, routine cleaning, sweeping, vacuuming and mopping, the correct arrangement of furniture and replenishing guest supplies together with the relevant security and safety aspects. It will also look at the standards of performance and the filling of the room status list. This unit does not include the cleaning of the bathroom.

Tools, equipment and material used may include
Maid's trolley

Cleaning chemicals

- Cleaning agents according to house policy

Bed linen

- Single and double sheets
- Pillowslips
- Bath towels
- Hand towels
- Bath mats
- Face cloths
- Spare under blanket/ spread.

Cleaning equipments

- Mop
- Broom
- Dusting cloths
- Vacuum cleaner
- Gloves
- Bucket with wringer
- Dustpan
- Toilet brush
- Toilet cloth (for use on toilet only)
- Bottle brush/ small brush (for overflows or under base of taps)

- Cleaning cloths and sponge

- Drying cloths

- Glass cloth

- Floor cloth

- Matches

- Small plastic bag or container for used soap

Guest stationary/Amenity

- Pen

- Note book

- Room Directory

- Mini bar Price List

- Letter head

- Envelop

- Toilet paper

- Shampoo

- Shower gel/bubble bath

- Soap

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be a holistic one and must include real or simulated workplace activities.

Assessment context
Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while tasks are being undertaken

Critical aspects (for assessment)
Assessment requires evidence that the candidate demonstrates the correct procedure in:

Assessment conditions

Competency may be assessed through observation of the individual member in relation to the work activities.

Special notes for assessment
Feedback for the assessment can be collected from the supervisors, colleagues and clients.

Resources required for assessment
The following resources MUST be provided:

Access to relevant workplace or appropriately simulated environment where assessment can take place

Materials relevant to the proposed activity or tasks

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• General knowledge on Entering a room, Make a bed, Dusting, sweeping, mopping, Vacuum, arranging furniture, replenishing supplies • General knowledge of equipments and chemical use to clean bedroom • Knowledge of lost and found procedures • Knowledge of maintenance reporting procedures	• Correctly enter a guestroom Make a bed Dust, Sweep, Polish, Mop, Vacuum, Arrange furniture, Replenish supplies • Writing and reading skills in order to follow the instructional manual

UNIT TITLE	Serving Bathrooms				
DESCRIPTOR	This unit covers the servicing of the bathroom and covers the cleaning of the fixtures and fittings found in them, arrangement of bathroom linen and supplies.				
CODE	TOU05S1U11V1	Level	03	Credit	4

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Recognize and operate bathroom fixtures and fittings	1.1. Understand the fixtures and fitting found in the bathroom 1.2. Operate bathroom fixtures and fitting in line with enterprise procedures and instructional manual
2. Service the bathroom in a hygienic, systematic, efficient and safe manner	2.1 Follow the organizational procedures and sequence for serving a bathroom 2.2 Appropriate equipments and chemicals used to clean the fixtures and fittings of the bathroom in line with enterprise procedures 2.3 Clean floor and walls in line with enterprise procedures using suitable chemicals and equipments 2.4 Arrange linen in the bathroom in line with enterprise procedures 2.5 Arrange guest amenities and other supplies in the bathroom in line with enterprise procedures
3. Use correct cleaning	3.1 Understand the correct cleaning agents and

agents and equipment for the task	equipments used to clean bathroom surfaces
4. Use the check list	4.1 Use bathroom checklist to make sure the bathroom is clean in line with enterprise procedures

RANGE STATEMENT

This unit covers the cleaning of the bathroom and includes the fixtures and fittings found in them, the procedure for servicing the bathroom and outlines the correct cleaning of all fixtures and fittings of the bathroom and the correct arrangement of the guest supplies and filling of a checklist.

Tools, equipment and materials required may include:

- Glass cleaner

- Bathroom cleaner

- WC cleaner

- Gloves

- Cleaning cloths

- Mops

- Brooms

- Bucket with wringer

- Dustpan

- Bathroom linen

- Guest amenities

- Toilet brush

- Toilet cloth (for use on toilet only)

- Bottle brush/ small brush (for overflows or under base of taps)

- Cleaning cloths and sponge

- Drying cloths

- Glass cloth

- Floor cloth

- Matches

- Small plastic bag or container for used soap

Guest stationary/Amenity

- Toilet paper

- Shampoo

- Shower gel/bubble bath

- Soap

ASSESSMENT GUIDE

Forms of assessment
Assessment for the unit needs to be a holistic one and must include real or simulated workplace activities.

Assessment context
Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task are being undertaken

Critical aspects (for assessment)
Assessment requires evidence that the candidate demonstrates the correct procedure in:

Assessment conditions
Competency may be assessed through observation   of the individual member in relation to the work activities

Special notes for assessment
Feedback for the assessment can be collected from the supervisors, colleagues and clients.

Resources required for assessment
The following resources MUST be provided:

- Access to relevant workplace or appropriately simulated environment where assessment can take place
- Materials relevant to the proposed activity or tasks

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	**Underpinning skills**
• General knowledge of the bathroom fixture and fittings • General knowledge of servicing a bathroom • General knowledge of equipments and chemical use to clean bathroom	• Operate fixtures and fittings in a bathroom • Mopping, dusting, sweeping, polishing, and cleaning skill of bathroom • Writing and reading skills in order to follow the instructional manual

UNIT TITLE	Servicing of an Occupied room				
DESCRIPTOR	This unit looks at the procedure for servicing an occupied room with emphasis on the relevant customer relations aspects and safety and security.				
CODE	TOU05S1U12V1	Level	03	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Service an occupied room to the required standard using the correct sequence and equipment	1.1. Follow the entry procedures according to organizational procedures before entering to guest room 1.2. Follow the organizational procedures and sequence for serving an occupied room 1.3. Make bed in line with enterprise procedures 1.4. Perform dusting, sweeping, polishing and mopping in line with enterprise procedures 1.5. Doors and windows are clean in line with enterprise procedures 1.6. If vacuum required vacuum in line with enterprise procedures 1.7. Clean Hallway Closet, luggage rack in line with enterprise procedures 1.8. Follow the instructional Manuel and organizational procedures when cleaning Mini Refrigerator 1.9. Sweep and mop the floor in line with enterprise procedures

	1.10. Arrange the furniture's, upholstery and machines in line with enterprise procedures
2. Replenish guest supplies	2.1 Replenish guest amenities in line with enterprise procedures
3. Demonstrate safety, security and operational procedures when servicing the room	3.1 Safety and security aspects are followed while servicing occupied rooms in line with enterprise procedures
4. Carry out the checking and reporting of lost property and maintenance	4.1 Carry out the maintenance checking and report in line with enterprise procedures 4.2 Reporting of discrepancies in room status carried out in line with organizational procedures 4.3 Reporting of lost and found items carried out in line with organizational procedures
5. Make final check to make sure the room is clean	5.1 Take final look of the room and make sure the room meet the organisational standard 5.2 Use the Bed room checklist to check standard cleanliness of Doors, Frames, Walls, Skirting , Lighting, Sockets/Plugs, Ceiling, Wardrobes, Trouser Press, Luggage Rack, Tea Tray, , Hair Drier, Furniture's, Television, Bedding, Waste Bins, Ashtrays, Mirrors, Floor and Fridge in line with enterprise procedures

RANGE STATEMENT

This unit looks at the tasks of servicing an occupied room, where the room attendant may encounter the guest while he/she is still in the room.

Tools, equipment and materials required may include:
Maid's trolley

Cleaning chemicals

- Cleaning agents according to house policy

Bed linen

- Single and double sheets

- Pillowslips

- Bath towels

- Hand towels

- Bath mats

- Face cloths

- Spare under blanket/ spread

Cleaning equipments

- Mop

- Broom

- Dusting cloths

- Vacuum cleaner

- Gloves

- Bucket with wringer

- Dustpan

- Toilet brush

- Toilet cloth (for use on toilet only)

- Bottle brush/ small brush (for overflows or under base of taps)

- Cleaning cloths and sponge

- Drying cloths

- Glass cloth

- Floor cloth

- Matches

- Small plastic bag or container for used soap

Guest stationary/Amenity

- Pen

- Note book

- Room Directory

- Mini bar Price List

- Letter head

- Envelop

- Toilet paper

- Shampoo

- Shower gel/bubble bath

- Soap

ASSESSMENT GUIDE

Forms of assessment

Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.

Assessment context
Application of competence is to be assessed in the workplace or simulated worksite.

Critical aspects (for assessment)
It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:

Assessment conditions
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances.

Special notes for assessment
Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.

Resources required for assessment
- Workplace location or simulated workplace
- Material relevant to the task
- Activities covering mandatory task requirements

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• General knowledge of basic communication with the guest • General knowledge of servicing a occupied room • General knowledge of equipments and chemical use to clean occupied room • General knowledge of customer service • Knowledge of lost and found procedures • Knowledge of maintenance reporting procedures	• Communication skills • Mopping, dusting, sweeping, polishing, and cleaning skill of room • Customer Service skill • Sheet folding skills

UNIT TITLE	Servicing a Vacant room				
DESCRIPTOR	This unit covers the procedure and sequence of servicing a vacant room, comparing the procedures for servicing vacant room				
CODE	TOU05S1U13V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Service a vacant bedroom to the required standard using the correct sequence and equipments	1.1. Follow the entry procedures according to organizational procedures before entering to guest room 1.2. Follow the organizational procedures and sequence for serving a vacant room 1.3. Make bed in line with enterprise procedures 1.4. Perform dusting, sweeping, polishing and mopping in line with enterprise procedures 1.5. Doors and windows are clean in line with enterprise procedures 1.6. If vacuum required vacuum in line with enterprise procedures 1.7. Clean Hallway Closet, luggage rack in line with enterprise procedures 1.8. Follow the instructional Manuel and organizational procedures when cleaning Mini Refrigerator 1.9. Sweep and mop the floor in line with enterprise procedures

	1.10. Arrange the furniture's, upholstery and machines in line with enterprise procedures 1.11. the procedure of servicing a vacant room demonstrated
2. Replenish guest supplies	2.1 Replenish guest amenities in line with enterprise procedures
3. Carry out the checking and reporting of lost property and maintenance	3.1 Carry out the maintenance checking and report in line with enterprise procedures 3.2 Lost property report has to be report in line with enterprise procedures
4. Make final check to make sure the room is clean	4.1 Take final look of the room and make sure the room meet the organisational standard 4.2 Use the Bed room checklist to check standard cleanliness of Doors, Frames, Walls, Skirting , Lighting, Sockets/Plugs, Ceiling, Wardrobes, Trouser Press, Luggage Rack, Tea Tray, , Hair Drier, Furniture's, Television, Bedding, Waste Bins, Ashtrays, Mirrors, Floor and Fridge in line with enterprise procedures

RANGE STATEMENT

This unit looks at servicing guestrooms and depending on the properties policies may be slightly different.

Tools, equipment and materials used in this unit may include
Maid's trolley

Cleaning chemicals

- Cleaning agents according to house policy

Bed linen

- Single and double sheets

- Pillowslips

- Bath towels

- Hand towels

- Bath mats

- Face cloths

- Spare under blanket/ spread

Cleaning equipments

- Mop

- Broom

- Dusting cloths

- Vacuum cleaner

- Gloves

- Bucket with wringer

- Dustpan

- Toilet brush

- Toilet cloth (for use on toilet only)

- Bottle brush/ small brush (for overflows or under base of taps)

- Cleaning cloths and sponge

- Drying cloths

- Glass cloth

- Floor cloth

- Matches

- Small plastic bag or container for used soap

Guest stationary/Amenity

- Pen

- Note book

- Room Directory

- Mini bar Price List

- Letter head

- Envelop

- Toilet paper

- Shampoo

- Shower gel/bubble bath

- Soap

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be a holistic one and must include real or simulated workplace activities.

Assessment context

Application of competence is to be assessed in workplace or simulated worksite.

Critical aspects (for assessment)

It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:

Assessment conditions

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment

Assessment reflects an event. Evidence of performance may be provide by team leaders/members or other persons subject to agreed authentication arrangements

Resources required for assessment

- Workplace location or simulated workplace

- Material relevant to the task

- Activities covering mandatory task requirements

Special notes

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge of servicing a vacant room - General knowledge of equipments and chemical use to clean vacant room	- Mopping, dusting, sweeping, polishing, and cleaning skill of room - Communication skills

UNIT TITLE	Providing Turn Down Service					
DESCRIPTOR	This unit defines the term turn-down and looks at the preparation tasks required. It covers the procedure and sequence of service.					
CODE	TOU05S1U14V1	Level	03	Credit	2	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify the various items needed for Turn Down Service	1.1. Collect relevant checklist from supervisor and/ or room occupancy list 1.2. Take required amount of amenities, stationeries, equipments and other necessary items needed for the Turn Down Service in compliance with organizational procedures
2. Set up the trolley to the required standard	2.1 Stock trolley with amenities, stationeries, equipments and cleaning chemicals according to numbers plus some extra to allow for damage 2.2 Stock trolley with room supplies according to house policy 2.3 All items should be set up on trolley so they will be convenient and easy to use 2.4 Stock caddy if separate, or caddy-style trolley top, with cleaning agents and materials according to house policy
3. Give Turn Down Service to guest room to the required	3.1 Follow the entry procedures according to organizational procedures before entering guest room

standard using the correct sequence and equipment	3.2 Follow the organizational procedures and sequence for giving Turn Down Service to guest room
	3.3 Make bed in line with enterprise procedures
	3.4 Perform dusting, sweeping, polishing and mopping in line with enterprise procedures
	3.5 Doors and windows are clean in line with enterprise procedures
	3.6 If vacuum required vacuum in line with enterprise procedures
	3.7 Clean Hallway Closet, luggage rack in line with enterprise procedures
	3.8 Sweep and mop the floor in line with enterprise procedures
	3.9 Arrange the furniture's, upholstery and machines in line with enterprise procedures
	3.10 To create welcoming atmosphere switch on lights and air conditioner in line with enterprise procedures
4. Replenish guest supplies	4.1 Replenish guest amenities in line with enterprise procedures
5. Carry out the checking and reporting of lost property and maintenance	5.1 Carry out the maintenance checking and report in line with enterprise procedures
	5.2 Lost property report has to be report in line with enterprise procedures
6. Make final check to make sure the room is clean	6.1 Take final look of the room and make sure the room meet the organisational standard
	6.2 Use the Turn Down Service checklist to check standard of cleanliness are met with checklist

RANGE STATEMENT
This unit covers the tasks of Turn down Service to an occupied room, where the room attendant may encounter the guest while he/she is still in the room.

Tools, equipment and materials used in this unit may include
Maids trolley and turn down service report forms

Maid's trolley

Cleaning chemicals

- Cleaning agents according to house policy

Cleaning equipments

- Mop

- Broom

- Dusting cloths

- Vacuum cleaner

- Gloves

- Bucket with wringer

- Dustpan

- Toilet brush

- Toilet cloth (for use on toilet only)

- Bottle brush/ small brush (for overflows or under base of taps)

- Cleaning cloths and sponge

- Drying cloths

- Glass cloth

- Floor cloth

- Matches

- Small plastic bag or container for used soap

Guest stationary/Amenity

- Pen

- Note book

- Room Directory

- Mini bar Price List

- Letter head

- Envelop

- Toilet paper

- Chocolate or any other food item to keep in the room with compliments of property

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be a holistic one and must include real or simulated workplace activities.

Assessment context

Application of competence is to be assessed in workplace or simulated worksite. Assessment is to occur using standard and authorized work practices, safety requirements and environmental constraints

Critical aspects (for assessment)

It is essential that competence is fully observed and there is the ability to transfer the competence to changing circumstances and to respond to unusual situations in the critical aspects of:

Assessment conditions

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.

Resources required for assessment

The following resources should be made available:

- Workplace location or simulated workplace

- Material relevant to task

Special notes

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures

- Meet the performance criteria of all competence

- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge on turn down service and use of its report forms - Basic communication knowledge - General knowledge of turn down service - General knowledge of equipments and chemical use to clean - General knowledge of customer service and customer care	- Provide turn down service - Communication skills - Mopping, dusting, sweeping, polishing, and cleaning skill of room - Customer care skills

UNIT TITLE	Handling room transfers/ moves				
DESCRIPTOR	This unit covers the room transfers / move, together with the procedure for handling room transfers, checking the room after transfer and subsequent recording.				
CODE	TOU05S1U15V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Handle a guest room transfer/ move	1.1. Ensure vacant room is ready for room move 1.2. Follow the organizational procedures before entering to in house guest room 1.3. Recheck vacated room to ensure nothing was omitted and if any guest belonging found handover to guest or follow the enterprise procedures
2. Check Mini Bar	2.1 Check Mini Bar before moving to another room and if consume make bill for the guest and inform guest accordingly
3. Keep Record of room move and inform related departments	3.1 Keep record of room move in line with enterprise procedures 3.2 Inform all related departments in line with enterprise procedures

RANGE STATEMENT

This unit covers all aspects of transferring a guest to another room within the hotel.

Tools, equipment and materials used in this unit may include

- Luggage Trolley
- Room change notification

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ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be a holistic one and must include real or simulated workplace activities.

Assessment context

Application of competence is to be assessed in workplace or simulated worksite.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is the ability to transfer the competence to changing circumstances and to respond to unusual situations in the critical aspects of:

Assessment conditions

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.

Resources required for assessment

- The following resources should be made available:
- Workplace location or simulated workplace

Special notes

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• General knowledge on transfer / move • General Knowledge on customer care • General knowledge how to rise mini bar bill	• Communication skills • Room transfer skills • Customer service skills

UNIT TITLE	Handling guest laundry & dry cleaning				
DESCRIPTOR	This unit explains the concept handling guest laundry				
CODE	TOU05S1U16V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Receive guest laundry	1.1. Follow the organizational procedures before entering to a guest room 1.2. Check guest laundry form or dry cleaning form is fill properly and count guest clothing to make sure physical count tally the form in line with enterprise procedures 1.3. Take the guest laundry to laundry department
2. Handover guest laundry to Laundry Department	2.1 Ensure guest laundry is handover to Laundry Department in line with enterprise procedures 2.2 Any urgent laundry is attended in line with enterprise procedures
3. Handover guest laundry to guest	3.1 Ensure to clothing are match with laundry form and take right clothing to guest 3.2 Double check with guest to make sure guest receive guest laundry and guest is happy with laundry service
4. Rise bill accordingly	4.1 Ensure laundry bill is rise accordingly and make sure to get guest signature 4.2 Handover bill to supervisor or clerk

RANGE STATEMENT
This unit covers the procedure in handling guest laundry

Tools, equipment and materials used in this unit may include
- Laundry bags
- Laundry lists
- Dry cleaning list
- Guest laundry
- Bill book
- Pen

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be a holistic one and must include real workplace activities.

Assessment context
Competency must be assessed on the job or simulated environment. The assessment of practical skills must take place after a period of supervised practice and repetitive experience

Critical aspects (for assessment)
Assessment requires evidence that the candidate:

Assessment conditions
Competency must be assessed through:

- Direct observation

Special notes for assessment
At the end of the unit, must have developed knowledge and skills in handling guest laundry and dry cleaning.

Resources required for assessment
The following resources must be provided:

- Workplace location or simulated workplace

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- General knowledge on procedures of guests laundry - General knowledge how to enter guest room - General knowledge on procedures of guests laundry - General knowledge of different types of clothing - General knowledge of different form used for laundry - General knowledge of different types of laundry	- Guest laundry handling skills - Customer service skills - Communication skills - Interpersonal skills

UNIT TITLE	Handle Keys				
DESCRIPTOR	This unit covers the controlling of keys.				
CODE	TOU05S1U17V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify the types of keys commonly used in hotels	1.1. Familiar with different types of keys used in house
2. Receiving and returning keys to housekeeping department	2.1 Receive keys and handle keys safely in line with enterprise procedures 2.2 Handover keys in line with enterprise procedures
3. Understand the importance of key controlling	3.1 Handle keys safely and never miss place the keys 3.2 handover keys end of work in line with enterprise procedures

RANGE STATEMENT

This unit looks at the control of keys.

Tools, equipment and materials used in this unit may include

- Different types of keys like electronic keys, card keys, and conventional keys
- Sign sheets

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Application of competence is to be assessed in the workplace or simulated worksite.

Critical aspects (for assessment)
Assessment requires evidence that the candidate:

Assessment conditions
Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.

Resources required for assessment
The following resources should be made available:

- Workplace location or simulated workplace

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• General knowledge on key control • General knowledge how to use keys • General knowledge of different types of keys use in house	• Key controlling skills • Key using skills • Communication skills

UNIT TITLE	Handling guest requests						
DESCRIPTOR	This unit covers the competence required to handle guest requests for extra items from the housekeeping department.						
CODE	TOU05S1U18V1	Level		3		Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify guest requests	1.1. Handle guest request in line with enterprise procedures 1.2. Identify various types of guest request and handle those requests in line with enterprise procedures
2. Describe and carry out the procedure used for guest requests	2.1 procedure for guest requests followed and maintained according to hotel policy 2.2 records of guest requests kept according to hotel policy

RANGE STATEMENT

This unit covers the guest requests

Tools, equipment and materials used in this unit may include
Samples of extra items such as pillows, irons, pins etc.

ASSESSMENT GUIDE
Forms of assessment

Assessment for the unit needs to be a holistic one and must include real or simulated workplace activities.

Assessment context
Application of competence is to be assessed in workplace or simulated worksite.

Critical aspects (for assessment)
Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies. Assessment may be applied under project related conditions and require evidence of process

Assessment conditions
- Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by guests, team leaders/members or other persons subject to agreed authentication arrangements

Resources required for assessment
- Workplace location or simulated workplace

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• A working knowledge on handling guest requests • General knowledge of customer care and guest requests	• Guest requests handled • Customer care skills • Communication skills • Interpersonal skills

UNIT TITLE	Closing down				
DESCRIPTOR	This unit covers the cleaning and care and storing of equipment after finishing work.				
CODE	TOU05S1U19V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Clean and care for equipment and trolley in preparation for the next shift	1.1. Empty, wipe and store mops, brushes, brooms, vacuum, buckets, wringers, cloths, trolleys including shelves, wheels, pantry and any other equipments used to service guest rooms in line with enterprise procedures
2. Restock guest supplies	2.1 Restock guest supplies in line with enterprise procedures
3. Waste disposal	3.1 Dispose waste in line with enterprise procedures 3.2 importance of signing in keys demonstrated 3.3 sign in relevant lists according to hotel policy
4. Maintain service unit in a clean and hygienic manner	4.1 Keep service unit clean in line with enterprise procedures 4.2 Follow HACCP in line with enterprise procedures
5. Handover keys and report to supervisor	5.1 Handover keys in line with enterprise procedures 5.2 Report supervisor in line with enterprise procedures

RANGE STATEMENT

This unit covers the tasks performed at the end of the shift and looks at the process of keeping housekeeping equipments and tools neat and tidy.

Tools, equipment and materials used in this unit may include
- Multi purpose or all purpose cleaner
- Gloves
- Cleaning cloths
- Mop
- Brooms
- Bucket with wringer
- Dustpan

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

ASSESSMENT CONTEXT
Application of competence is to be assessed in workplace or simulated worksite.

Critical aspects (for assessment)
Application of competence is to be assessed in the workplace or simulated worksite

Assessment conditions
- Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.

Special notes for assessment
It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements

Resources required for assessment
The following resources should be made available:

- Work place location or simulated workplace

Special notes

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• General knowledge on closing down work • General knowledge of HACCP • General knowledge of waste disposal • General knowledge how to use different chemicals • General knowledge of different kinds of chemicals used to in housekeeping	• Storing, emptying, and wiping skills • Communication skills • Chemical handling skills • Interpersonal skills • Waste handling skills

UNIT TITLE	Work safely				
DESCRIPTOR	This unit covers looks at ways in which the room attendant can reduce the risks of muscle strain, sprains, and awkward postures.				
CODE	TOU05S1U20V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prevent muscle strains, sprains in the workplace	1.1 Perform duties in line with health and safety procedures and in line with enterprise procedures 1.2 Lift, bend, push, pull, sit and get up in line with safety procedures 1.3 Wear appropriate clothing and shoes while performing housekeeping duties in line with enterprise procedures
2. Prevent awkward postures in the work place	2.1 Use proper body postures during work in line with enterprise procedures

RANGE STATEMENT

This unit looks at the prevention of sprains and strain type injuries during work.

Tools, equipment and materials used in this unit may include

- Safety Manuel

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Application of competence is to be assessed in workplace or simulated worksite.

Critical aspects (for assessment)
Application of competence is to be assessed in the workplace or simulated worksite.

Assessment conditions
Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge. Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies

Special notes for assessment
- It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances.
- Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.

Resources required for assessment
The following resources should be made available:

- Work place location or simulated workplace

Special notes
During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• General knowledge of muscle strains, sprains and correct body posture during work	• Use correct body posture to prevent muscle strains and sprains • Communication skills

• General knowledge of Health and safety rules and regulations	

UNIT TITLE	Handling Non-Routine Cleaning				
DESCRIPTOR	This unit covers handling of non-routine cleaning and task, frequencies of non routine cleaning. It describes the ethics of non routine cleaning and how important is non routine cleaning.				
CODE	TOU05S1U21V1	Level	3	Credit	2

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Understand the importance of non routine cleaning	1.1. Identify the non routine cleaning and it is essential that non routine cleaning is also in schedule
2. Identify the various items, equipments , chemicals necessary for non routine cleaning and set up trolley	2.1 Collect relevant checklist from supervisor or follow the supervisor's instructions 2.2 Take required amount of equipments, chemicals, items or material and other necessary items need for non routine cleaning
3. Understand the task of non routine cleaning and frequent of cleaning	3.1 Understand the tasks of non routine and perform the non routine cleaning in line with enterprise procedures 3.2 perform non routine cleaning in line with enterprise procedures
4. Perform non routine cleaning	4.1 Carry out non routine cleaning in line with enterprise procedures
5. Report to supervisor once job is done	5.1 inform supervisor in line with enterprise procedures

RANGE STATEMENT
This unit covers the procedure, task, frequencies and handling of non routine cleaning.

Tools, equipment and materials used in this unit may include

- Maid trolley

- Various types of chemicals, items, equipments, and any necessary items depending on the non routine task.

ASSESSMENT GUIDE
Forms of assessment
Assessment for the unit needs to be a holistic one and must include real workplace activities.

Assessment context
Competency must be assessed on the job or simulated environment. The assessment of practical skills must take place after a period of supervised practice and repetitive experience

Critical aspects (for assessment)
Assessment requires evidence that the candidate:

Assessment conditions
Competency must be assessed through:

- Direct observation

Special notes for assessment
At the end of the unit, must have developed knowledge and skills in handling non routine cleaning.

Resources required for assessment;
The following resources must be provided:

- Workplace location or simulated workplace

Special notes

During the assessment the trainees shall:

- Carry out all the tasks according to the industry and organizational policies and procedures
- Meet the performance criteria of all competence
- Demonstrate accepted level of performance determined by the assessors

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	**Underpinning skills**
• General knowledge on procedures of non routine cleaning • General knowledge chemicals used in non routine cleaning • General knowledge of different types of cleaning like moping, dusting, swiping and polishing • General knowledge of different types of non routine cleaning and task of cleaning	• Different types cleaning skills • Communications skills • Interpersonal skills • Customer service skills

UNIT 22

UNIT TITLE	**Address protocol requirements**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to source and access information on protocol requirements to fulfil any sales or operational need. It requires the ability to identify appropriate information sources, access and interpret specific details of protocol requirements, and coordinate the use of protocol.				
CODE	TOU05S2U01V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Source information on appropriate protocol requirements	1.1. Assessed the need for protocol to be followed for the particular situation. 1.2. Identified relevant sources of protocol information. 1.3. Liaised with customers to determine appropriate protocol. 1.4. Interpreted relevant protocol information to inform work practice.
2. Coordinate the use of protocol.	2.1. Identified specific work activities requiring a particular protocol to be observed. 2.2. Provided protocol briefings to staff 2.3. Coordinated the use of correct protocol for the delivery of product or service.

3. Update knowledge of protocol.	3.1.Identified and use opportunities to update protocol knowledge. 3.2.Shared updated knowledge with customers and colleagues as required

Range Statement

Particular situation may involve:

event organisation, including:

- private functions
- general business administration
- issuing marketing materials reflecting correct titles of dignitaries
- meeting the requirements of dignitaries and officials
- meeting the requirements of entertainers and masters of ceremony.

Sources of protocol information may include:

- customers, clients, their agents and personal assistants
- government protocol departments
- Internet
- libraries

Specific work activities may involve:

- addressing and introducing dignitaries and officials
- correspondence to dignitaries and officials
- issuing invitations
- liaison with dignitaries and officials

preparing:

- briefing papers
- marketing materials
- running sheets

- providing various services during the conduct of an event, including on-site management and service of food and beverage.

Products and services may include:

- accommodation
- events
- functions
- meetings
- tours.

Opportunities to update protocol knowledge may include:

- informal networking with colleagues
- Internet research
- reading relevant journals.

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation, using roles plays, of the individual addressing and introducing dignitaries and officials

activities to assess the individual s ability to:

- source information on protocol
- coordinate the use of correct protocol for the delivery of products and services
- evaluation of documents prepared by the individual which include use of protocol:
- briefing papers
- correspondence to dignitaries and officials
- invitations
- marketing materials
- running sheets
- written or oral questioning to assess knowledge of key sources of information on protocol and protocols for different situations

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Evidence of the ability to:

- source accurate information on multiple and diverse protocol requirements
- use protocol for diverse oral and written purposes
- integrate knowledge of protocol when organising business activities.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- importance and role of protocol in different business situations - forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication - protocols for different situations, including: o invitations to VIPs o arrival procedures, including for heads of state or government officials o introduction protocols and order of speakers o order of precedence for official guests o seating arrangements o dress styles.	- communication skills - learning skills to continually seek information to enhance knowledge of protocol - literacy skills to read and interpret unfamiliar and complex protocol information - research and analyse information on protocol - self-management skills to take responsibility for meeting protocol requirements - teamwork skills to share protocol information with team members to ensure protocol is followed.

UNIT TITLE					
	Respond to a customer in crisis				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to identify the ramifications of a crisis on a customer and to respond with assistance and support. It requires the ability to identify and interpret information relevant to the crisis, provide customer crisis care, and organise operational services to assist the customer in crisis.				
CODE	TOU05S2U02V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify and acknowledge the crisis.	1.1. Determined scope and severity of customer crisis. 1.2. Considered impacts on customer ability to continue in service participation. 1.3. Considered impacts on other customers. 1.4. Accessed and interpret information relevant to crisis. 1.5. Acknowledged the incident as a customer crisis and communicate details to key people
2. Provide customer crisis care.	2.1. Identified symptoms of customer trauma. 2.2. Monitored and assess severity of customer trauma. 2.3. Communicated with affected customer in line with organisational customer care, and communication and confidentiality standards.

	2.4.Provided recommendations to customer in a manner consistent with customer care standards.
3. Organise services to assist customer.	3.1.Developed an action plan to manage the crisis. 3.2.Promptly identified and accessed sources of assistance. 3.3.Assisted the customer to access service providers. 3.4.Minimised disruption to other customers and maintain their services. 3.5.Organised operational services to assist customer in crisis. 3.6.Involved key people in managing customer crisis and integrate their perspectives. 3.7.Provided explicit details of progress with and final confirmations of operational services to customer and other key people.
4. Evaluate and debrief customer crisis management.	4.1.Evaluated crisis management process to determine effectiveness of response. 4.2.Debriefed and complete all reports. 4.3.Provided recommendations for improvements to future crisis management practices. 4.4. Assistance was seek to cope with own or colleagues' personal trauma experienced during crisis.

Range Statement

Customer may include:

- the affected customer
- their friends and family
- travelling companions.

Information relevant to the crisis may be sourced from:

discussions with:

- customer
- their friends and family
- travelling companions
- medical reports
- emergency services reports
- police reports

reports on:

- accident
- assault
- death
- injury or illness
- mugging.

Customer crisis may include:

- accident, e.g. involvement of a vehicle
- assault, e.g. sexual assault
- death
- family crisis and need for repatriation
- major injury or illness
- mugging
- any incident resulting in psychological trauma
- suicide

- witnessing a serious incident.

Key people may include:

colleagues, including:

- managers

- operational staff

- peers

- supervisors

- family members

personnel within the controlling office:

- travel agency

- tour operator

- travel insurance provider personnel

- travelling companions

Trauma   may involve:

behavioural disturbance:

- avoidance of thoughts, feelings or conversations associated with the trauma

- detachment from others

- efforts to avoid activities, places or people that arouse recollections of the event

- exaggerated startle response

- increased smoking or alcohol consumption

- irritability or outbursts of anger

- markedly diminished interest or participation in significant tourism activities

- response to cues that symbolise or resemble the event

cognitive ability:

- difficulty in concentrating

- inability to recall important aspects of the event

- inability to make a decision

- difficulty in falling or staying asleep

- distressing recollections of the event

emotional disturbance:

- anxiety and nervousness

- fear
- grief
- guilt
- helplessness
- resentment
- poor interpersonal reactions
- physical disability
- recurrent distressing dreams.

Reassurance may relate to advice about:

- availability of assistance, advice and support
- confidentiality of customer information
- customer taking the lead to seek assistance, advice and support.

Pitfalls in crisis care may include:

- making jokes
- making promises that cannot be kept
- treating the event flippantly
- trying to motivate or force customer participation in touring activities
- use of negative or unhelpful statements.

Recommendations may include:

advising the customer to:
- cancel the remainder of their touring arrangements and return home
- contact their travel insurance provider
- rebook a replacement holiday
- report incidents to the police
- seek medical assistance
- seek professional counselling.

To assist the customer may involve:

- accompanying customers to service providers
- making appointments with service providers

- making contact with and seeking options and recommendations from the:
- retail travel agency
- local tour or ground operator
- organisation s controlling office
- travel insurance provider
- providing customers with phone numbers of crisis counselling services
- providing explicit directions and instructions to assist customers reach the service provider
- providing transport to the service provider.

Service providers may include:

- airlines
- consulates
- counselling services
- funeral directors
- high commissions
- hospitals
- medical and allied health professionals
- offices of the local inbound tour or ground operator
- police.

Operational services may include:

- accommodation
- cancellation of forward travel and tourism services
- flights and ticketing to repatriate the customer

repatriation of bodies via:

- airlines
- consulates
- funeral directors
- high commissions
- travel insurance companies.

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a portfolio, prepared by the individual, incorporating documents used for the management of a customer crisis:
- summary of customer crisis information
- an action plan to manage the crisis
- notes on the organisation of operational services to assist the customer in crisis
- reports produced post crisis
- direct observation, using role plays, of the individual supporting and reassuring customers
- use of case studies and problem-solving exercises so the individual can identify and evaluate the impacts of different types of customer crises and provide responses
- written and oral questioning to assess knowledge of:
- the key symptoms of trauma
- communication techniques for supporting and reassuring customers
- role of key external people and organisations in managing a customer crisis
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Evidence of the ability to:

- identify the ramifications of a customer crisis, respond with customer crisis care and organise operational services to assist the customer
- integrate knowledge of the key symptoms of trauma and communication techniques for supporting and reassuring customers.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• key symptoms of trauma • sources of medical and counselling assistance • communication techniques for supporting and reassuring customers • pitfalls in crisis care communications • operational services used to manage customer service and repatriation arrangements • role of key external people and organisations in managing a customer crisis • a range of formats for and inclusions of incident reports • for the specific organisation: • the roles and responsibilities of key staff members • procedures for reporting and managing customer incidents.	• communication skills to: • discuss details of a customer crisis with key internal and external people • provide sympathetic and sensitive support to the customer • critical thinking skills to evaluate the severity of crisis impacts on the customer • literacy skills to: • read and interpret reports on the customer crisis and customer forward service arrangements • research sources of assistance for the customer • write succinct action plans and accurate and complex crisis management reports • numeracy skills to calculate immediate costs of service provision to the customer • planning and organising skills to organise operational services to assist the customer while minimising disruption to other customers • problem-solving skills to identify, acknowledge and immediately respond to customer crises

	• self-management skills to take responsibility for managing a customer in crisis • teamwork skills to involve key staff members in the management of a customer crisis.

UNIT TITLE	**Roster staff**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters. It requires the ability to plan rosters according to industrial provisions, operational efficiency requirements, and within wage budgets.				
CODE	TOU05S2U03V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Develop staff rosters.	1.1. Developed rosters according to relevant industrial agreements and other considerations and wage budgets. 1.2. Maximised operational and customer service efficiency while minimising wage costs. 1.3. Combined duties where appropriate to ensure effective use of staff. 1.4. Rostered teams with complementary skills mix to meet operational requirements. 1.5. Took account of social and cultural considerations and broader organisational policies that affect staff rosters. 1.6. Consulted with colleagues to ensure input into rosters. 1.7. Roster systems and equipment was used to administer rosters
2. Present and	2.1. Presented rosters in required formats to ensure

communicate rosters.	clarity of information according to organisational standards. 2.2. Communicated rosters to appropriate colleagues within designated timeframes.
3. Maintain rostering records.	3.1. Administered records of shift time completed by employees or contractors. 3.2. Maintained staff rostering records according to organisational procedures
4. Evaluate rosters.	4.1. Monitored effectiveness of rosters in consultation with colleagues. 4.2. Identified ways in which rosters and roster development processes may be improved and take appropriate action.

Range Statement

Rosters may be for:

- events
- functions
- individual department
- specific project
- whole organisation.

Industrial agreements and other considerations may relate to:

- single or multiple awards

award provisions for:

- leave
- mandated breaks between shifts

- maximum allowed shift hours
- standard, overtime and penalty pay rates
- overall number of hours allocated to different staff members

use of:

- contractors and consideration of fees
- permanent or casual staff.

Operational and customer service efficiency may involve:

providing an appropriate ratio of:

- front of house to back of house staff
- staff to customer numbers
- supervisors to operative staff

providing sufficient number of staff to meet:

- customer expectations of different service styles
- the demands of known or estimated numbers of customers

rostering:

- staff with the correct skills to fulfil all operational duties
- teams with the correct skills mix.

Social and cultural considerations may relate to:

allowance for rostered days off for:

- carer commitments
- cultural or religious festivals
- family commitments

mixing people:

- from different cultures
- with different language abilities
- types of work to be undertaken by individuals with disabilities or impairments.

Broader organisational policies may relate to:

- sociocultural-friendly workplace initiatives
- family-friendly workplace initiatives

leave for:

- carers
- compassionate reasons
- illness or injury
- jury service
- long service
- maternity or paternity
- rehabilitation of injured workers
- study
- vacation.

Roster systems and equipment may include:

- computers
- electronic equipment used by staff to log commencement and completion time of rostered duties
- rostering software programs.

Communicate rosters:

- on-line
- by email
- via a noticeboard
- paper based.

Records of shift time may involve:

- authorising payment for duties completed
- electronic equipment used by staff to log commencement and completion time of rostered duties

time sheets:
- electronic
- paper-based.

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- projects or activities that allow the individual to develop rosters, that meet a set budget, for a department s weekly operation, a function or event
- use of problem-solving exercises so the individual can determine the correct skills and cultural mix for a particular service period
- exercises and activities to assess the individual s knowledge of award provisions
- written or oral questioning to assess knowledge of the role of rosters and their importance in controlling staff costs
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Evidence of the ability to:
- prepare multiple rosters to meet diverse operational requirements
- roster sufficient staff to ensure the delivery of high quality customer service within wage budget constraints
- integrate knowledge of the industrial provisions, human resource policy and the skills mix of the team to be rostered
- complete rostering activities within commercial and staff time constraints.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- sources of information on award and other industrial provisions - the key elements of applicable awards, including:	communication skills to consult with colleagues, ask questions and confirm requirements, and listen, understand and interpret verbal

- leave provisions
- mandated breaks between shifts
- maximum allowed shift hours
- standard, overtime and penalty pay rates
- for the industry sector:
- role of rosters and their importance in controlling staff costs
- the system capabilities and functions of rostering software programs
- a range of formats for and inclusions of staff rosters
- a range of methods used to communicate rosters including electronic
- for the specific organisation:
- social, cultural and skills mix of the team to be rostered
- full details of human resource policies and procedures that cover leave provisions and socio-cultural issues
- operational requirements of the business activity, department or event subject to rostering
- wage budget for the business activity, department or event subject to rostering.

- and non-verbal messages
- literacy skills to:
- read and interpret documents outlining opening and closing times, operational hours, and expected customer traffic
- write potentially complex roster documentation
- numeracy skills to complete planning activities involving dates, times and staff ratios
- planning and organising skills to plan rosters to meet operational needs
- problem-solving skills to re-work rosters in cases of staff illness
- self-management skills to take responsibility for rostering enough staff to meet operational needs
- teamwork skills to consider staff requests and personal commitments when planning rosters
- technology skills to use a computer and keyboard

UNIT TITLE					
	Participate in environmentally sustainable work practices				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices.				
CODE	TOU05S2U04V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify current resource use	1.1 Identified workplace environmental and resource efficiency issues 1.2 Identified resources used in own work role 1.3 Documented and measured current usage of resources using appropriate technique 1.4 Recorded and filed documentation measuring current usage, using technology (such as software systems) where applicable 1.5 Identified and reported workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Followed workplace procedures to ensure compliance 2.2 Reported breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Followed organisational plans to improve environmental practices and resource efficiency 3.2 Worked as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Made suggestions for improvements to workplace practices in own work area

Range Statement

Environmental and resource efficiency issues may include:

- maximising opportunities to improve business environmental performance
- minimising environmental risks
- promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system
- using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage

Appropriate techniques may include:

- examining and documenting resources in work area
- examining invoices from suppliers
- examining relevant information and data
- measuring resource usage under different conditions
- reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:

- meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required:
- international
- local government
- industry
- organisation

Organisational plans may include:

- documented policies and procedures

- work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework

Suggestions may include ideas that help to:

- improve energy efficiency
- increase use of renewable, recyclable, reusable and recoverable resources
- maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate
- prevent and minimise risks

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- observation of demonstrated techniques over time and in a range of situations
- analysis of responses to case studies and scenarios
- review of documentation measuring current resource usage
- review of identified and reported workplace environmental hazards.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Evidence of the following is essential:
- accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities
- accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required

- developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role
- identifying organisational improvements by applying efficient resource use to daily activities
- knowledge of environmental and resource hazards/risks.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- environmental and resource hazards/risks - environmental or sustainability legislation, regulations and codes of practice applicable to own work role - OHS issues and requirements - organisational structure, and reporting channels and procedures - relevant environmental and resource efficiency systems and procedures - sustainability in the workplace - terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.	- analytical skills to comply with all relevant legislation associated with job specifications and procedures - communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency - communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation - literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use

	• technology skills to select and use technology appropriate for a task.

UNIT TITLE	Lead and manage people				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to lead and manage people and teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage team performance through effective leadership.				
CODE	TOU05S2U05V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1.Model high standards of performance and behaviour.	1.1 Acted as a positive role model through individual performance. 1.2 Showed support for and commitment to organisational goals in day-to-day work performance. 1.3 Interacted with team members in a positive and professional manner.
2. Develop team commitment and cooperation.	2.1 Developed and clearly communicate short, medium and long-term plans and objectives consistent with organisational goals in consultation with the team. 2.2 Communicated expectations, roles and responsibilities of team members to encourage them to take responsibility for own work. 2.3 Encouraged teams and individuals to develop innovative approaches to work. 2.4 Identified and rewarded individual and team efforts and contributions. 2.5 Modelled and encouraged open and supportive communication within the team. 2.6 Seek and shared information from the wider business environment with the team. 2.7 Represented team interests in the wider environment.

		2.8 Seek feedback from team members and implemented changes within the bounds of organisational goals and policies.
	3. Manage team performance.	3.1. Delegated tasks and responsibilities, identified barriers to delegation, and implemented processes to overcome them.
		3.2. Evaluated team member skills and provided opportunities for individual development.
		3.3. Monitored team performance to ensure progress towards achievement of goals.
		3.4. Provided mentoring and coaching to support team members.
		3.5. Motivated individuals and teams to achieve optimum performance.
		3.6. Provided recognition and rewards for team achievements.

Range Statement

Plans and objectives may:

- short
- medium
- long-term
- relate to:
- contingency management
- increased productivity
- meeting Key Performance Indicators (KPI)
- operational activities
- organisational strategies
- performance targets for a particular project

- sales targets
- task management.

Team may be:

- paid employees
- permanent team

Expectations, roles and responsibilities may include:

- adherence to policies and procedures
- cooperative and open communication
- nature and scope of work
- relationships with others in the workplace and interdependent areas of activity
- reporting requirements
- roles of leaders and managers, including:
- decision making
- delegation of tasks
- information provision
- monitoring staff
- planning and organising.

Innovative approaches may include:

- alerting colleagues to the potential of new technologies
- making suggestions about better ways of doing things
- seeking information or ideas from unexpected places
- trying new approaches to old problems.

Open and supportive communication may involve:

- being prepared to declare own need for assistance
- involving others in developing solutions
- planned and unplanned exchanges of information
- providing constructive feedback

- providing open access to documents
- using technology to support effective communication, e.g. email groups.

Information may include:

- organisation performance, including financial
- changes in organisational policies
- marketing information and targets
- overall organisational objectives
- plans for new equipment
- rationale for management decisions
- technology updates
- training developments.

Feedback may be about:

- allocation of tasks
- effectiveness of communication:
- from the leader
- within the team
- within the enterprise

performance of:

- individuals
- self
- team
- the enterprise

interaction between:

- different departments
- different teams
- other supervisors and managers

workplace practices:

- efficiency
- deficiencies.

Opportunities for individual development may include:

- change in job responsibilities
- external training and professional development
- formal promotion
- internal training and professional development

opportunity for greater autonomy or responsibility.

Recognition and reward for team members may include:

- acknowledgment to the whole team of individual good performance
- incentive initiatives
- informal acknowledgment
- presentation of awards
- written reports to management.

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- model high standards of performance and behaviour
- communicate expectations, roles and responsibilities of team members
- delegate individual tasks
- coach and support team members to achieve optimum performance
- evaluation of reports prepared by the individual detailing how team commitment was encouraged and how team performance was managed during the conduct of operational activities
- use of, case studies and problem-solving exercises so the individual can suggest methods to overcome problematic performance issues for individuals and the team

- oral or written questioning to assess knowledge of leadership, motivation and teamwork principles
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Assessment conditions

Evidence of the ability to:

- lead by example and build positive team culture through effective leadership
- monitor individual and team performance over a period of time and motivate individuals and teams to achieve optimum performance
- integrate knowledge of leadership, motivation and teamwork principles.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
- roles of and functions performed by supervisors and managers - different leadership styles - characteristics of effective leadership - principles of teamwork, including: - characteristics of effective teams - roles and attributes of team members - organisation of teams - potential team problems - benefits of effective teamwork - role and theories of motivation - group dynamics - types of organisational plans and planning processes.	- communication skills to provide effective support and motivation to a team and overcome communication barriers - problem-solving skills to identify skill deficiencies and provide opportunities for individual development - self-management skills to take responsibility for team outcomes - teamwork skills to represent team interests in the wider organisation environment.

UNIT TITLE					
	Manage diversity in the workplace				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's policy on diversity, fostering diversity within the work team, and promoting the benefits of a diverse workplace.				
CODE	TOU05S2U06V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Implement diversity policy	1.1	Located and reviewed diversity policy
	1.2	Determined its application to the specific work context
	1.3	Instituted actions to ensure that the diversity policy is understood and implemented by relevant parties
	1.4	Provided feedback and suggestions for improvement to ensure currency and efficacy of diversity policy
2. Foster respect for diversity in the work team	2.1	Addressed own prejudices and demonstrate respect for difference in personal interactions
	2.2	Aimed for diversity in selecting and recruiting staff
	2.3	Identified and addressed training needs to address issues of difference in the team
	2.4	Managed tensions and encourage collaboration and respect between staff who struggle to work effectively with difference
	2.5	Assisted staff to see that working effectively with difference is a strength that can improve the products, services and customer relations
	2.6	Managed allegations of harassment and addressed complaints according to established organisational procedures
3. Promote the benefits of diversity	3.1	Promoted the workforce diversity in internal and external forums to enhance the image and reputation

	3.2	Captured ideas and information from the diversity in the workforce to enhance products and services and contribute to competitive advantage
	3.3	Supported organisational efforts to value diversity

Range Statement

- Diversity may relate to:

any form of difference, such as:

  ➢ ability, aptitude and disability

  ➢ age

  ➢ culture

  ➢ ethnicity

  ➢ gender

  ➢ language

  ➢ marital status or family arrangements

  ➢ nationality

  ➢ personality

  ➢ race

  ➢ religion

  ➢ sexuality

- Actions may include:

  ➢ displaying policy on noticeboards and other public areas

  ➢ distributing copies of policy to staff

  ➢ explaining policy to staff at meetings or other forums

  ➢ reinforcing key messages from policy in supervisory discussions, performance appraisals or other interactions.

- Training needs may involve:

  ➢ cultural competency training

  ➢ culturally-specific training

  ➢ diversity training

  ➢ equal opportunity training

- ➢ ethics training
- ➢ grievance management training
- ➢ human rights training
- ➢ recruitment and selection training
- ➢ workplace bullying, discrimination or harassment training.

- • Complaints may include:
- ➢ informal complaints that are managed within the workplace.

- • Internal and external forums may include:
- ➢ business meetings
- ➢ conferences and seminars
- ➢ newsletters and bulletins
- ➢ professional networks
- ➢ staff meetings
- ➢ staff updates.

ASSESSMENT GUIDE

The following assessment methods are appropriate for this unit:
- ➢ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- ➢ observation of demonstrated techniques in performance management
- ➢ observation of presentations around protocols for handling complaints and bullying or harassment
- ➢ review of strategies developed to ensure that diversity is understood and respected in the work team
- ➢ oral or written questioning to assess knowledge of human rights and relevant legislative requirements.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Evidence of the following is essential:

- promotion of strategies to ensure that diversity is understood and respected in the work team
- demonstration of compliance with protocols for handling complaints of bullying or harassment.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
1. formal and informal complaints procedures	1.1 analytical skills to determine how to make intelligent applications of policy in the work context 1.2 communication skills to explain and promote the benefits of diversity and relate to people from a range of backgrounds 1.3 learning skills to assist people within the organisation to understand the diversity policy, using different methods to cater for differences in learning styles 1.4 self-management, learning and development skills to reflect on and review own prejudices

UNIT TITLE	Practice career professionalism					
DESCRIPTOR	This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.					
CODE	TOU05S2U07V1	Level	4	Credit	8	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Integrate personal objectives with organizational goals	1.1	Personal growth and work plans are pursued towards improving the qualifications set for the profession
	1.2	Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation
	1.3	Commitment to the organization and its goal is demonstrated in the performance of duties
2. Set and meet work priorities	2.1	Competing demands are prioritized to achieve personal, team and organizational goals and objectives.
	2.2	Resources are utilized efficiently and effectively to manage work priorities and commitments
	2.3	Practices along economic use and maintenance of equipment and facilities are followed as per established procedures
3. Maintain professional growth and development	3.1	Trainings and career opportunities are identified and availed based on job requirements
	3.2	Recognitions are received and demonstrated as proof of career advancement
	3.3	Licenses and/or certifications relevant to job and career are obtained and renewed

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Range Statement

Evaluation:

- Performance Appraisal
- Psychological Profile
- Aptitude Tests

Resources:

- Human
- Financial
- Technology
  o Hardware
  o Software

Trainings and career opportunities:

- Participation in training programs
  o Technical
  o Supervisory
  o Managerial
  o Continuing Education
- Serving as Resource Persons in conferences and workshops

Recognitions:

- Recommendations
- Citations
- Certificate of Appreciations
- Commendations
- Awards
- Tangible and Intangible Rewards

Licenses and/or certifications:

- National Certificates
- Certificate of Competency
- Support Level Licenses
- Professional Licenses

ASSESSMENT GUIDE

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- Portfolio Assessment
- Interview
- Simulation/Role-plays
- Observation
- Third Party Reports
- Exams and Tests

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment.

Critical aspects

Evidence of the ability to:
- Attained job targets within key result areas (KRAs)
- Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation
- Completed trainings and career opportunities which are based on the requirements of the industries
- Acquired and maintained licenses and/or certifications according to the requirement of the qualification

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge	Underpinning skills
• Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Company policies • Company-operations, procedures and standards • Fundamental rights at work including gender sensitivity • Personal hygiene practices	• Appropriate practice of personal hygiene • Intra and Interpersonal skills • Communication skills

UNIT TITLE	**Monitor work operations**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems.				
CODE	TOU05S2U08V1	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Monitor and improve workplace operations	1.1. Monitor efficiency and service levels through close contact with day-to-day operations. 1.2. Ensure workplace operations support overall organizational goals and quality assurance initiatives. 1.3. Identify quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals. 1.4. Proactively consult with colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations. 1.5. Provide feedback to colleagues and management to inform future planning. 1.6. Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation. 1.7. Assess and respond to opportunities to improve sustainability of day-to-day operations

2. Plan and organize workflow.	2.1. Assess current workloads, and schedule work to maximise efficiency and customer service quality within budget constraints.
	2.2. Delegate work according to principles of delegation.
	2.3. Assess workflow and progress against agreed objectives and timelines.
	2.4. Assist colleagues in prioritizing workload through supportive feedback and coaching.
	2.5. Provide timely input to appropriate management regarding staffing needs.
3. Monitor and support team members.	3.1.Monitor team and individual performance against agreed goals and objectives.
	3.2. Proactively share information, knowledge and experiences with team members.
	3.3. Challenge and test ideas within the team in a positive and collaborative way.
	3.4. Provide feedback, coaching and support to team members.
	3.5. Complete and submit organization records as required.
4. Solve problems and make decisions.	4.1. Identify and analyses workplace problems from an operational and customer service perspective.
	4.2. Initiate short-term actions to resolve immediate problems where appropriate.
	4.3. Analyze problems for long-term impact, and assess and action potential solutions in consultation with relevant colleagues.
	4.4. Where a team member raises a problem, encourage

	individual participation in solving it.
	4.5. Take follow-up action to monitor effectiveness of solutions.

RANGE STATEMENT

1. Procedures and systems may relate to:	• administration • health and safety • service standards • technology • work practices.
2. Sustainability may be:	• economic: • business profitability • environmental: • conservation of resources • handling of waste • social: • cultural diversity • ethical practices.
3. Principles of delegation may relate to:	• clear communication of what is required • gaining commitment • no undue interference • regular reporting • selecting the right person.
4. Workplace records may include:	• regular performance reports • staff records.
5. Workplace problems may include:	• delays and time difficulties • difficult customer service situations • equipment breakdown or technical failure • failure to deliver promised service to customers • inadequate financial resources • inadequate staffing • poor rostering • poor staff performance • procedural inadequacies or failures • unrealistic or impractical product development or

	marketing resulting in operational difficulties.

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions

Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	**Underpinning Skills**
• work organization and work planning methods appropriate to the industry sector • leadership and management roles in the relevant industry sector • operational functions in the relevant industry sector • concepts of quality assurance and how it may be managed and implemented in the workplace • sustainability considerations for frontline operational management, including: • relationship between operational efficiency and financial sustainability	• delegate work within a team • provide positive coaching and mentoring support to a team • critical thinking skills to evaluate internal and external business information • initiative and enterprise skills to proactively seek opportunities for workplace improvement • literacy skills to read and interpret varied and wide-ranging information of an operational nature • numeracy skills to develop schedules and timelines for team activities • planning and organizing skills to coordinate multiple and potentially

• ways of minimizing waste in the relevant work context • social responsibilities of the operation • time management principles and their application to leaders and managers for planning own work and the work of others • principles of effective delegation • problem-solving and decision-making processes and techniques and their application to typical workplace issues • industrial or legislative issues that affect short-term work organization appropriate to the industry sector, including: • relationship of relevant industrial awards to hours and conditions of work • ensuring systems and procedures meet work health and safety requirements.	competing operational priorities • problem-solving skills to anticipate and respond to a wide range of unpredictable operational problems and situations at a frontline management level.

UNIT TITLE	**Identify hazards, assess and control safety risks**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to identify hazards, assess the associated workplace safety risks, take measures to eliminate or minimize those risks, and document all processes.				
CODE	TOU05S2U09V1	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify hazards.	1.1. Access and use hazard identification and risk assessment tools and template documents. 1.2. Use appropriate methods to identify actual or foreseeable hazards that have the potential to harm the health and safety of workers or anyone else in the workplace. 1.3. Work alone or with other personnel to identify hazards. 1.4. Keep records of identified hazards according to organizational procedures.
2. Assess the safety risk associated with a hazard.	2.1. Access and use risk assessment tools and template documents. 2.2. Work alone or with other personnel to use a systematic method to assess the risk. 2.3. Collect sufficient evidence of the type and level of risk posed by the identified hazard. 2.4. Document the outcome of the risk assessment, suggesting actions to eliminate or control risks.

	2.5. Keep records of risk assessments according to organizational procedures.
3. Eliminate or control the risk.	3.1. Discuss ways of eliminating or controlling the risk with others. 3.2. Take measures to eliminate or control risks

RANGE STATEMENT

1. Hazard identification and risk assessment tools and template documents may include:	• self-designed tools • tools and templates developed: • by external consultancy services • by industry associations for use by member businesses • for public use and found within business management publications, including those developed by work health and safety government regulators • tools developed for the organization as part of a work health and safety management system.
2. Appropriate methods include:	• conduct of site safety audits • completion of safety checklists • inspections of the workplace • observation of daily activities • investigation of accidents and incidents • review of injury or illness registers • environmental monitoring of the workplace • investigation of staff complaints or reports of safety concerns • review of staff feedback via consultative processes, such as meetings, surveys or suggestion box submissions.
3. Anyone else in the workplace may include:	• contractors • customers • visiting supplier representatives.

4. The workplace may include:	• any tourism, hospitality or event environment
5. Other personnel may include:	• contractors • managers • work health and safety committee members • work health and safety representatives • peers and colleagues • staff under supervision • supervisors • tourism suppliers.
6. Hazards may be associated with:	• physical environment, for example: • crowds • customer ability to fully engage in all activities, e.g. health issues • electrical items • exposure to weather and natural disasters • flooring • hot and cold work environments • lighting • noise levels • pests • touring activities to be undertaken • wild animals and local wildlife • working space of workers plant, for example: • appliances • beverage dispensing systems using inert gases • equipment • machinery • tools working practices, for example: • length of time spent at certain task and allocation of breaks • rostering and shift allocation • opening and closing procedures • standard operating procedures for work-related tasks

	• security issues, for example: • customer behavior • storage of cash, documents and keys • theft and robbery.
7. Systematic method involves:	• identifying the injury or illness or consequences that could result from the hazard • determining the exposure to the hazard • estimating the probability that an incident or injury will occur • determining an overall risk level for the identified hazard.
8. Ways of eliminating or controlling the risk involves:	• substituting a system of work or equipment with something safer • isolating the hazard • introducing engineering controls • adopting administrative controls • using personal protective equipment • implementing combined control methods to minimize risk.
9. Measures may involve:	• implementing control measures when responsible • making suggestions for ways of eliminating or controlling risks • referring to a higher-level staff member for decision on implementing controls.

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions

Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- basic aspects of the relevant state or territory OHS or WHS legislation, specifically requirements for: - when, where and how hazards must be identified - when, where and how risk assessments must be conducted - consultation in the hazard identification and risk assessment process - work health and safety committees or work health and safety representatives as mechanisms for	- communication skills to discuss hazards and associated risks with other workers - literacy skills to read and interpret hazard identification and risk assessment template documents and organizational policies and procedures - numeracy skills to score the risks and calculate an overall risk level for the identified hazard - problem-solving skills to identify and logically evaluate hazards, associated

consultation • record keeping • for the specific industry sector and organization: • range of group risk assessment mechanisms commonly used • format and use of appropriate hazard identification and risk assessment templates • range of methods for identifying hazards in the workplace • common methods applied to the assessment of safety risks, including the four-staged process model recommended and published by state and territory work health and safety authorities • common methods applied to controlling risks, including the five-stepped hierarchical process model recommended and published by state and territory work health and safety authorities • hazard identification and risk assessment procedures.	risks and suggest control measures • teamwork skills to actively and cooperatively participate in group risk assessments

UNIT TITLE	Implement and monitor workplace health, safety and security practices				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to implement predetermined OHS policies and procedures and to monitor OHS practices as a supervisory function				
CODE	TOU05S2U10V1	Level	4	Credit	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Provide information on health, safety and security.	1.1 Accurately and clearly explain to personnel relevant OHS information, including organization-specific policies and procedures. 1.2 Make all current and updated OHS information readily accessible to staff in a timely and regular manner, according to organizational procedures.
2. Monitor safe work practices.	2.1 Monitor adherence to organizational OHS procedures and OHS signage. 2.2 Monitor ongoing compliance with safe work practices. 2.3 Take prompt and appropriate action to address non-compliance with procedures, safe work practices and non-adherence to signage. 2.4 Monitor the effectiveness of work practices in maintaining the health, safety and security of personnel through close contact with day-to-day operations
3. Coordinate consultative arrangements for the management of health, safety and security issues.	3.1 Coordinate any scheduled consultation sessions and the operation of any and all consultative processes. 3.2 Provide the opportunity for staff members to contribute their views on current and future OHS management practices, including views on how to eliminate or control risks. 3.3 Action, resolve or refer issues raised through OHS consultation to the appropriate person. 3.4 Provide timely staff and own feedback on OHS management practices to the designated person according to organization procedures.

4. Implement and monitor procedures for identifying hazards, and assessing and controlling risks	4.1 Coordinate any scheduled hazard identification activities ensuring hazards are identified at times designated by legislation.
	4.2 Identify any hazards on an ongoing basis through close contact with day-to-day operations in the workplace and react to reports of hazards by others workers.
	4.3 Coordinate the conduct of risk assessments and, participate by taking a lead role in assessing risks associated with identified hazards according to consultative requirements of OHS legislation.
	4.4 Implement any risk control methods according to organization's policies and procedures or refer to appropriate person if control is outside scope of responsibility.
	4.5 Monitor the effectiveness of control measures, promptly identify any inadequacies and resolve or report them to the appropriate person.
5. Implement and monitor health, safety and security training	5.1 Identify OHS training needs accurately based on regular workplace monitoring.
	5.2 Make timely arrangements for fulfilling training needs in consultation with appropriate management and according to organization policies and procedures.
	5.3 Monitor effectiveness of training in the workplace and make adjustments as required
6. Maintain OHS records and reports	6.1 Complete OHS records and reports accurately and legibly and store according to organization and legal requirements.
	6.2 Use data and reports to provide reliable and timely input to the management of workplace health, safety and security.

RANGE STATEMENT

| OHS information may include information on: | • organization's overall OHS policy
• any OHS policy and procedure but especially hazard identification
• roles and responsibilities of employers and employees in OHS management practices
• legal obligations and ramifications of failure to comply
• consultative arrangements for OHS
• use of hazard identification reporting documents
• use of risk assessment template documents
• specific existing control measures relevant to the workplace
• specific regulations and codes of practice
• OHS training information and updates
• location of first aid kit and emergency evacuation plan. |
| OHS procedures may involve: | • emergency, fire and accident
• incident or accident reporting |

	• consultation • hazard identification • risk assessment and control • security including: • documents • cash • equipment • people • key control systems.
Safe work practices may include:	• use of personal protective clothing and equipment • safe posture including sitting, standing and bending • using safe manual handling, including lifting and transferring • taking designated breaks • rotating tasks • using knives and equipment, handling hot surfaces • taking account of the dangers associated with inert gases used in beverage dispensing systems • using computers and electronic equipment • safe handling of chemicals, poisons and dangerous materials • using ergonomically sound furniture and workstations • clearing any hazards from immediate work area • paying attention to safety signage.
Consultative processes may involve:	• consultation with employees during the course of each business day • a diary, whiteboard or suggestion box used by staff to report any issue of concern • recording issues in a management diary • regular staff meetings that involve OHS discussions • special staff meetings or workshops to specifically address OHS issues • staff handbook which includes OHS information • surveys or questionnaires that invite feedback on OHS issues • informal meetings with notes • fact sheets to fully inform personnel about OHS rights and responsibilities • formal meetings with agendas, minutes and action plans • formal OHS representatives and committees • involvement of personnel in writing parts of OHS policies and procedures.
Times designated by legislation for systematic hazard identification may include:	• when changes to the workplace are implemented, for example: before the premises are used for the first time before and during the installation or alteration of any plant

	before changes to work practices are introduced when any new information relating to health and safety risk becomes available.
Hazards may include :	• physical environment, for example: • working space of any workers • lighting • hot and cold environments • exposure to elements of weather, such as sun, wind and rain • prevailing noise levels • electrical items • flooring • equipment designed to assist with or replace manual handling • pests • crowds • plant, for example: • machinery • tools • appliances • equipment • working practices, for example: • opening and closing procedures • security procedures • any standard operating procedures for work-related tasks • rostering of staff and shift allocation • length of time spent at certain task and allocation of breaks • security issues, for example: • theft and robbery • irrational or angry customers • bomb scares.
OHS training needs may include:	• OHS policy and procedure induction training • coaching or mentoring in safe work practices • formal training programs in safe work practices • provision of information, fact sheets and signage to ensure safe work practices • OHS representative or committee training • hazard identification and risk assessment and control training.

OHS records and reports may include documentation of:	• training action plans • training undertaken • consultation records, such as: • hazard identification records • risk assessments • risk control actions • incident or accident, near miss reports and related statistics • incident and accident notifications to OHS regulatory authorities • monitoring reports and recommendations for change, including effectiveness of: • diaries of meetings • agendas for and minutes of meetings • committee members • consultation decisions and follow-up actions • risk controls • safe work practices • consultation processes • OHS information provided to personnel

Tools, equipment and materials required may include:

ASSESSMENT GUIDE
Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions
Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• in-depth knowledge of the contents of the organisation's OHS policies, procedures and reporting processes • in-depth knowledge of employee responsibilities in relation to ensuring safety of self, other workers and other people in the workplace • in-depth knowledge of employer's responsibilities under relevant state or territory OHS legislation, especially:	• high-level communication skills to communicate with colleagues on issues of OHS responsibility and discipline non-compliance, to conduct OHS consultation activities, and to provide all OHS procedural information and information on safe work practices • high-level literacy skills to read and interpret sometimes complex materials describing regulatory requirements that relate to OHS

• requirement to consult and acceptable consultation mechanisms	management and to read and interpret organisational policies and procedures • writing skills to develop reports and complete OHS records • critical thinking skills to allow for a rational and logical evaluation of the effectiveness of OHS management practices and to incorporate the views of other people consulted in the workplace.

Unit 32

UNIT TITLE	Manage conflict				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to resolve complex or escalated complaints and disputes with internal and external customers and colleagues. It requires the ability to use effective conflict resolution techniques and communication skills to manage conflict and develop solutions. It does not cover formal negotiation, counselling or mediation.				
CODE	TOU05S2U11V1	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify conflict situations.	1.1. Identify potential for conflict and take swift and tactful action to prevent escalation. 1.2. Identify situations where personal safety of customers or colleagues may be threatened and organize appropriate assistance. 1.3. Identify and use resources to assist in managing conflict.
2. Resolve conflict.	2.1. Establish and agree on the nature and details of conflict with all parties and assess impact. 2.2. **Manage conflict** within scope of own role and responsibilities, and according to organisational procedures. 2.3. Take responsibility for seeking a solution to conflict within scope of own role and responsibilities, seeking assistance where required.

	2.4. Identify and evaluate impact of conflict on business reputation and legal liability. 2.5. Evaluate options to resolve the conflict, taking into account organisational policies and constraints. 2.6. Implement the best solution and complete required reports
3. Evaluate conflict resolution.	3.1. Communicate with parties involved to seek and provide feedback on conflict and its resolution. 3.2. Evaluate and reflect on the conflict and effectiveness of the solution. 3.3. Determine possible causes of workplace conflict and provide input for workplace enhancement and improvements.

RANGE STATEMENT

Managing conflict must include:	• acknowledging the views of all involved parties and providing them with opportunities to express them • responding to all involved parties in a sensitive, courteous, respectful and discreet manner • using effective conflict-resolution techniques and communication skills • minimising the impact of conflict on other colleagues and customers.

Tools, equipment and materials required may include:

ASSESSMENT GUIDE
Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions
Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- types of conflict in the tourism, travel, hospitality and event industries, typical causes and resolutions - conflict theory, including signs, stages, levels, factors involved and results - conflict resolution and communication techniques, including: - assertiveness - active listening - non-verbal communication - language style - negotiation	- communication skills to deal with conflict sensitively, courteously and discreetly through use of conflict resolution techniques - critical thinking skills to analyse and decide on the best resolution for conflict - initiative and enterprise skills to consider and suggest changes to workplace practices to avoid future conflict - literacy skills to research sources of internal and external assistance to resolve the conflict - problem-solving skills to identify and

• use of appropriate communication • organisational policies and procedures for complaint, conflict and dispute resolution.	resolve conflicts and minimise impact on other colleagues and customers • self-management skills to take responsibility for conflict outcomes • teamwork skills to discuss and resolve conflicts between team members

Unit 33

UNIT TITLE	**Interpret financial information**				
DESCRIPTOR	his unit describes the performance outcomes, skills and knowledge required to interpret financial information and reports used by organisations to monitor business performance and provide information on operational or departmental financial activities.				
CODE	TOU05S2U12V1	*Level*	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Access and interpret financial information.	1.1. Identify and interpret the range of financial information and reports required to monitor business performance. 1.2. Interpret financial information and reports applicable to operational or departmental activities
2. Use and provide financial information.	2.1. Review financial information for impacts on operational activities and resolve discrepancies according to own level of responsibility. 2.2. Routinely provide information on operational or departmental financial activities within required timelines.

RANGE STATEMENT

financial information may include:	account summaries and balances
	balance sheets
	bank deposit documentation
	bank statements
	banking summaries
	business activity statements
	cheque books
	credit card transaction statements
	invoices
	journal entries
	merchant statements
	merchant summaries
	profit and loss statements
	trial balance.
Reports may include those for:	budgets
	cash flow
	covers
	expenditure
	labor and wages
	occupancy rates
	purchases

	receivables
	sales
	stock
	transactions
	transactions exempted
	units sold
	variance
	wastage.
Operational or departmental financial activities may relate to:	average customer spends
	daily, weekly and monthly transactions
	departmental expenditure, including:
	labor
	stock purchased
	wastage
	departmental income, including:
	covers and gross income
	commission earnings
	occupancy and gross income
	sales
	outstanding accounts:
	payable
	receivable

	quotations realized to sales
	sales performance
	stock levels
	variance from budget.

ASSESSMENT GUIDE

Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions
Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	**Underpinning Skills**
• for the specific industry sector and organization: • financial terminology, including average spend, cover, wastage and net costs • reporting periods, including different financial years observed by different businesses	• literacy skills to read and interpret a wide range of financial documents • numeracy skills to interpret and use financial records and to calculate entries within financial reports • planning and organizing skills to prepare information within designated timelines

- the features and functions of accounting software programs used to manage financial operations
- use of financial information and reports in monitoring overall business performance
- key elements of financial record-keeping and key terminology, including:
- ledgers, subsidiary ledgers and journals
- transactions, receipts and disbursements
- invoices, accounts payable, debtors and creditors
- cash flow
- key elements of accounting and how it provides information for business management, including:
- charts of accounts and account categories, such as assets, liabilities, equity, cost of sales, income and expense
- basic rules for double-entry accounting and the concept of debits and credits
- accrual versus cash accounting
- profit and loss statements and balance sheets as key financial statements used to measure business performance, including their role; how these reports are generated; and the format, features and key information
- reconciliations, including purpose, different types of reconciliation and the impact of unpresented cheques, bank charges, direct debits and credits on reconciliations
- concept of costing, including fixed and variable costs
- accounting for and reporting Goods and Services Tax (GST)

- problem-solving skills to identify and resolve financial reporting discrepancies
- technology skills to use accounting software packages.

Unit 34

UNIT TITLE	**Coach others in job skills**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to provide on-the-job coaching to colleagues. It requires the ability to explain and demonstrate specific skills, knowledge and procedures and monitor the progress of colleagues until they are able to operate independently of the coach				
CODE	TOU05S2U13V1	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for on-the-job coaching.	1.1. Identify need for coaching based on a range of factors. 1.2. Identify specific coaching needs through discussion with colleague and organise coaching sessions.
2. Coach colleagues on-the-job.	2.1. Explain overall purpose of coaching to colleague. 2.2. Explain and demonstrate specific skills. 2.3. Communicate required knowledge and check colleague understanding. 2.4. Advise organisational procedures for completing workplace tasks. 2.5. Provide colleague with opportunity to practice skill and ask questions.

	2.6. Provide feedback in constructive and supportive manner.
3. Follow-up coaching	3.1. Monitor progress of new workplace skills and provide supportive assistance. 3.2. Report progress to the appropriate person. 3.3. Identify performance problems or difficulties with coaching and rectify or refer to appropriate person for follow-up.

RANGE STATEMENT

Factors may include:	direction from colleagues own observation and workplace experience request for coaching from colleague to be coached.
Coaching sessions could be conducted in a range of contexts, including:	before or after work in a simulated location away from the actual workplace on-the-job during work hours.
Skills to be coached are generally those not requiring formal or extended training sessions, but short, commonly-used tasks, such as:	customer service skills selling or promoting products and services technical or practical skills, such as operating equipment, making something or completing documentation.
Required knowledge refers to the essential knowledge required to carry out tasks or undertake skills effectively, such as:	ingredients or components of items knowledge of products or services legislative, work health and safety and hygiene requirements principles underpinning skills, such as

	communication and selling
	reasons for undertaking various tasks.
Performance problems or difficulties may be due to:	breakdown in communication
	inappropriate circumstances for coaching
	insufficient opportunity to practise
	language or cultural barriers
	shyness or lack of confidence.

Tools, equipment and materials required may include:

ASSESSMENT GUIDE
Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions
Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- objectives and scope of the coaching - the key principles of training: - explanation - demonstration - review - listening to trainee explanation - observing and evaluating trainee demonstration - providing feedback.	- communication skills to develop rapport and to show sensitivity to the colleague - initiative and enterprise skills to observe the colleague and provide assistance without their request - literacy skills to read and interpret workplace documentation completed by colleague - numeracy skills to calculate adequate time required for coaching and the colleague to complete required tasks

	- planning and organising skills to complete own work tasks within designated timelines and simultaneously coach others in their job skills - problem-solving skills to identify and resolve deficiencies in the skills and knowledge of colleagues - self-management skills to take responsibility for colleague coaching - teamwork skills to pass on organisational knowledge to colleague.

Unit 35

UNIT TITLE	Control stock				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of any type of stock.				
CODE	TOU05S2U14V1	*Level*	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Maintain stock levels and records.	1.1. Use stock control systems and equipment to administer all stock control and ordering processes. 1.2. Monitor and maintain stock levels to meet organisational requirements. 1.3. Monitor stock security and adjust procedures as required. 1.4. Inform colleagues of their individual stock ordering responsibilities. 1.5. Maintain records of stock levels and create reports according to organisational procedures. 1.6. Monitor stock performance, and identify and report fast or slow-selling items. 1.7. Monitor and adjust stock reorder cycles.
2. Process stock orders.	2.1. Process orders for stock according to organisational procedures.

	2.2. Maintain stock levels and record current accurate details. 2.3. Check and record incoming stock against purchase and supply agreements.

3. Minimise stock losses.	3.1. Regularly check storage of stock and ensure its protection. 3.2. Identify, record and report stock losses. 3.3. Identify avoidable losses and establish reasons for them. 3.4. Recommend solutions and implement procedures to prevent future losses.
4. Follow-up orders.	4.1. Monitor delivery of stock to ensure agreed deadlines are met. 4.2. Liaise with suppliers to ensure continuity of supply. 4.3. Resolve routine supply problems or refer to appropriate person for action. 4.4. Distribute stock within the organisation according to required allocations.
5. Organise and administer stocktakes.	5.1. Organise stocktakes at appropriate intervals. 5.2. Allocate stocktaking responsibilities to staff and supervise the operation of the stocktake. 5.3. Produce accurate stocktake reports within designated timelines.

RANGE STATEMENT

Stock control systems may involve:	bin cards impress integrated point-of-sale systems

	ledgers
	stock control procedures, template documents and reports for:
	ordering
	levels
	loss
	performance
	monitoring of quality
	receipt
	reorder cycles
	rotation
	security
	stocktakes
	valuation
	wastage
	storage requirements for different kinds of stock
	use of :
	electronic stock control equipment
	stock control software systems.
Stock may include:	alcohol
	cleaning agents and chemicals
	customer travel products:
	luggage labels

	travel bags
	travel wallets
	tickets
	vouchers
	event supplies
	food:
	dairy products
	dry goods
	frozen goods
	fruit
	meat
	poultry
	seafood
	vegetables
	fuel:
	aircraft
	coaches
	hire cars
	vessels
	general stores
	housekeeping supplies
	linen

	merchandise
	non-alcoholic beverages:
	mixers
	juice
	soft drink
	tea coffee
	uniforms.
Process orders may involve:	any method of ordering:
	electronic
	email
	on-line
	telephone
	face-to-face
	placing an order for future delivery
	purchasing goods face-to-face and taking immediate delivery.
Protection may involve:	avoiding cross contamination
	correct application of humidity and temperature controls
	correct ventilation
	securing stock
	storing stock in correct location and conditions to avoid damage
	treating pest and vermin infestations.
Stock losses may involve:	inappropriate storage conditions

	lack of rotation leading to product deterioration
	overstocking
	pests or vermin
	theft.

Tools, equipment and materials required may include:

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions

Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
- principles of stock control, including: - rotation and replenishment - product life cycle and maximising the use of all stock - checking for slow moving items	- communication skills to liaise with suppliers about deliveries and discrepancies - critical thinking skills to analyse stock performance, and identify fast or slow-selling items

- segregation of non-food items from food items that have potential to cross-contaminate
- for the specific industry sector:
- different types of computer stock control systems used, their functions and features
- electronic equipment used for stock control; their functions and features
- stock security systems
- types of storage and their suitability for different kinds of stock
- methods to monitor and maintain stock levels
- for the specific organisation:
- relevant stock, including product life and storage requirements for specific goods
- departmental or individual stock ordering responsibilities
- full content of stock control and security procedures
- sources of information on negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- full content of stock ordering procedures and documents
- stock reorder cycles
- stock level reports
- stock performance reports
- stock loss reports
- full content of stocktake procedures, documents and reports
- reasons for stock loss and damage and methods to control these.

- literacy skills to read and interpret supplier purchasing agreements, purchase orders, records of incoming stock and organisational procedures
- numeracy skills to calculate supplier costs and complex order costs, reconcile incoming stock and invoices against purchase orders, calculate complex details of stock on hand and stock losses and produce complex numerically based reports
- planning and organising skills to efficiently order and maintain stock so that stock levels meet organisational requirements
- problem-solving skills to identify reasons for stock losses, recommend solutions and implement procedures to prevent future losses
- teamwork skills to direct staff on ordering responsibilities and supervise staff participation in stocktakes
- technology skills to use a computer and keyboard

Unit 36

UNIT TITLE	Implement and monitor environmentally sustainable work practices
DESCRIPTOR	This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

CODE	TOU05S2U15V1	**Level**	4	**Credit**	8

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current purchasing strategies 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement

2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists
	2.2 Access external sources of information and data as required
	2.3 Evaluate alternative solutions to workplace environmental issues
	2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets
	3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management
	3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities
	3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area
	3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate
	3.6 Implement costing strategies to fully utilise environmental assets
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology
	4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders

	4.3 Evaluate strategies and improvement plans
	4.4 Set new efficiency targets, and investigate and apply new tools and strategies
	4.5 Promote successful strategies and reward participants where possible

RANGE STATEMENT

Tools, equipment and materials required may include:

ASSESSMENT GUIDE
Form of assessment
Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context
Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)
It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

Assessment conditions
Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
• environmental and resource hazards/risks • environmental or sustainability legislation, regulations and codes of practice applicable to own work role • OHS issues and requirements • organisational structure, and reporting channels and procedures • relevant environmental and resource efficiency systems and procedures • sustainability in the workplace • terms and conditions of employment including policies and procedures, such as daily tasks, employee and employer rights, equal opportunity.	• analytical skills to comply with all relevant legislation associated with job specifications and procedures • communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency • communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation • literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use • technology skills to select and use technology appropriate for a task.