****

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**HOUSEKEEPING AND ACCOMMODATION**

**LEVEL 5**

****

TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent Hospitality Sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Hospitality Sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; Suggested methods of instruction, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

 I am grateful to the Council members, Council Secretariat, Hospitality SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON, TVET CDACC**

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of Hospitality Sector Skills Advisory Committee (SSAC) members for their contribution to the development of this curriculum.

I also thank all stakeholders in the Hospitality sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Hospitality acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CBET Competency Based Education and Training

CC Common Competencies

CDACC Curriculum Development Assessment and Certification Council

CR Core Competency

HOS Hospitality

ICT Information Communication Technology

NOS National Occupation Standard

OS Occupational Standards

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

RPL Recognition of Prior Learning

SOPs Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **HOS/CU/HK/BC/01/5 /A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

This Housekeeping and accommodation level 5 qualification consists of competencies that a person must achieve to manage guest experience, coordinate front office operations, supervise housekeeping operations, laundry and linen operations and coordinate facility and property repairs and maintenance,

**Units of Learning**

This course consists of basic and core units of learning as indicated below:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor**  |
| HOS/CU/HK /BC/01/ 5/A | Demonstrate communication skills | 25 | 2.5  |
| HOS/CU/HK/BC/02/ 5/A | Demonstrate numeracy skills | 40 | 4 |
| HOS/CU/HK/BC/03/ 5/A | Demonstrate digital literacy | 45 | 4.5 |
| HOS/CU/HK/BC/04/ 5/A | Demonstrate entrepreneurial skills | 70 | 7 |
| HOS/CU/HK/BC/05/ 5/A | Demonstrate employability skills | 50 | 5 |
| HOS/CU/HK/BC/06/ 5/A | Demonstrate environmental literacy | 25 | 2.5 |
| HOS/CU/HK/BC/07/5/A | Demonstrate occupational safety and health practices | 25 | 2.5 |
| **Total** | **280** | **28** |

**CORE** **UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| HOS/CU/HK/CR/01/5/A | Manage guest experience  | 80 | 8 |
| HOS/CU/HK/CR/02/5/A | Front office operations | 120 | 12 |
| HOS/CU/HK/CR/03/5/A | Housekeeping operations | 120 | 12 |
| HOS/CU/HK/CR/04/5/A | Laundry and linen Operations  | 120 | 12 |
| HOS/CU/HK/CR/05/5/A | Facility and property repairs and maintenance  | 120 | 12 |
|  | Industrial attachment | 360 | 36 |
| **Sub Total** | **560**  | **92** |
| **GRAND TOTAL** | **1200** | **120** |

The total duration of the course is 1200 hours.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

1. Housekeeping Level 4

  **Or**

1. Hotel catering and accommodation

 **Or**

1. Kenya Certificate of Secondary Education (KCSE) D (Plain)

 **Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Provision for Industrial attachment**

It is envisaged that the trainee will undergo an industrial attachment training and assessment with a recognised food production facility services provider as a prerequisite for completion of this training course.

**Attachment/Internship:**

Attachment (Internship) is an opportunity for a learner to integrate career related experience by participating in planned, supervised work. This curriculum anticipates at least 360 hours of attachment as integral part of the training.

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

**Assessment**

Assessment is the process of gathering and judging evidence in order to decide whether a person has attained a standard of performance. The course will be assessed at two levels:

* Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier.
* External assessment is the responsibility of TVET CDACC.

**Certification**

On successful completion of a unit of learning, a trainee will be issued with a Certificate of acknowledging achievement of the competence and on successful completion of all units of learning a trainee will be awarded a National Certificate in Housekeeping. These certificates will be issued by TVET CDACC in conjunction with the training provider

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** HOS/CU/HK/BC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Meet communication needs of clients and colleagues
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
* Active listening
* Feedback
* Interpretation
* Flexibility in communication
 | * Interview
* Third party reports
* Written texts
 |
| 1. Contribute to the development of communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Written
* Observation
 |
| 1. Conduct interviews
 | * Types of interview
* Establishing rapport
* Facilitating resolution of issues
* Developing action plans
 | * Written
* Observation
 |
| 1. Facilitate group discussions
 | * Identification of communication needs
* Dynamics of groups
* Styles of group leadership
* Presentation of information
* Encouraging group members participation
* Evaluating group communication strategies
 | * Written
* Observation
 |
| 1. Represent the organization
 | * Presentation techniques
* Development of a presentation
* Multi-media utilization in presentation
* Communication skills relevant to client groups
 | * Observation
* Written
 |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

# NUMERACY SKILLS

**UNIT CODE:** HOS/CU/HK/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
 | * Interpretation of whole numbers, fractions, decimals, percentages and rates
* Calculations involving several steps
* Calculation with whole numbers and routine or familiar fractions, decimals and percentages
* Conversion between equivalent forms of fractions, decimals and percentages
* Application of order of operations to solve multi-step calculations
* Application of problem solving strategies
* Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
* Use of formal and informal mathematical language and symbolism to communicate the result of a task
 | * Written
* Practical test
* Observation
 |
| 1. Estimate, measure and calculate with routine metric measurements for work
 | * Selection and interpretation of measurement information in workplace tasks and texts
* Identification and selection of routine measuring equipment
* Estimation and making measurements using correct units
* Estimation and calculation using routine measurements
* Performing conversions between routinely used metric units
* Using problem solving processes to undertake tasks
* Recording information using mathematical language and symbols
 | * Written
* Practical test
* Observation
 |
| 1. Use routine maps and plans for work
 | * Identification of features in routine maps and plans
* Symbols and keys used in routine maps and plans
* Identification and interpretation of orientation of map to North
* Demonstrate understanding of direction and location
* Apply simple scale to estimate length of objects, or distance to location or object
* Give and receive directions using both formal and informal language
 | * Written
* Practical test
* Observation
 |
| 1. Interpret, draw and construct 2D and 3D shapes for work
 | * Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations
* Explain the use and application of shapes
* Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes
* Identify common angles
* Estimate common angles in everyday objects
* Use formal and informal mathematical language to describe and compare common angles
* Use common geometric instruments to draw two dimensional shapes
* Construct routine three-dimensional objects from given nets
 |  • Written• Practical test• Observation |
| 1. Interpret routine tables, graphs and charts for work
 | * Identify routine tables, graphs and charts in predominately familiar texts and contexts
* Identify common types of graphs and their different uses
* Identify features of tables, graphs and charts
* Locate specific information
* Perform calculations to interpret information
* Explain how statistics can inform and persuade
* Identify misleading statistical information
* Discuss information relevant to the workplace
 | * Oral
* Written
* Practical test
* Observation
 |
| 1. Collect data and construct routine tables and graphs for work
 | * Identify features of common tables and graphs
* Identify uses of **different tables and graphs**
* Determine data and variables to be collected
* Determine audience
* Select a method to collect data
* Collect data
* Collate information in a table
* Determine suitable scale and axes
* Draft and draw graph to present information
* Check that data meets the expected results and context
* Report or discuss information using formal and informal mathematical language
 | * Written
* Practical test
* Observation
 |
| 1. Use basic functions of calculator
 | * Identify and use keys for basic functions on a calculator
* Calculate using whole numbers, money and routine decimals and percentages
* Calculate with routine fractions and percentages
* Apply order of operations to solve multi-step calculations
* Interpret display and record result
* Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
* Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task
 | * Written
* Practical test
* Observation
 |

**Suggested Methods of Instruction**

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

# DIGITAL LITERACY

**UNIT CODE:** HOS/CU/HK/BC/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify computer hardware and software
 | * Concepts of ICT
* Functions of ICT
* History of computers
* Components of a computer
* Classification of computers
 | * Written tests
* Oral presentation
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
* Laws governing protection of ICT
 | * Written tests
* Oral presentation
* Observation
* Project
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base design and manipulation
* Data manipulation, storage and retrieval
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Network configurations
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |
| 1. Apply desktop publishing in official assignments
 | * Concept of desktop publishing
* Opening publication window
* Identifying different tools and tool bars
* Determining page layout
* Opening, saving and closing files
* Drawing various shapes using DTP
* Using colour pellets to enhance a document
* Inserting text frames
* Importing and exporting text
* Object linking and embedding
* Designing of various publications
* Printing of various publications
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |
| 1. Prepare presentation packages
 | * Types of presentation packages
* Procedure of creating slides
* Formatting slides
* Presentation of slides
* Procedure for editing objects
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** HOS/CU/HK/BC/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of an entrepreneur
	2. Demonstrate knowledge of entrepreneurship and self-employment
	3. Identify entrepreneurship opportunities
	4. Create entrepreneurial awareness
	5. Apply entrepreneurial motivation
	6. Develop innovative business strategies
	7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment
 | * Importance of self-employment
* Requirements for entry into self-employment
* Role of an Entrepreneur in business
* Contributions of Entrepreneurs to National development
* Entrepreneurship culture in Kenya
* Born or made entrepreneurs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Identify entrepreneurship opportunities
 | * Business ideas and opportunities
* Sources of business ideas
* Business life cycle
* Legal aspects of business
* Assessment of product demand
* Business environment
* Factors to consider when evaluating business environment
* Technology in business
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Create entrepreneurial awareness
 | * Forms of businesses
* Sources of business finance
* Factors in selecting source of business finance
* Governing policies on Small Scale Enterprises (SSEs)
* Problems of starting and operating SSEs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Apply entrepreneurial motivation
 | * Internal and external motivation
* Motivational theories
* Self-assessment
* Entrepreneurial orientation
* Effective communications in entrepreneurship
* Principles of communication
* Entrepreneurial motivation
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop business innovative strategies
 | * Innovation in business
* Small business Strategic Plan
* Creativity in business development
* Linkages with other entrepreneurs
* ICT in business growth and development
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop Business Plan
 | * Business description
* Marketing plan
* Organizational/Management
* plan
* Production/operation plan
* Financial plan
* Executive summary
* Presentation of Business Plan
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |

**Suggested Methods of Instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** HOS/CU/HK/BC/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness versus aggressiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate interpersonal communication
 | * Meaning of interpersonal communication
* Listening skills
* Types of audience
* Writing skills
* Reading skills
* Meaning of empathy
* Understanding customers’ needs
* Establishing communication networks
* Sharing information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources utilization
* Setting work priorities
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Lead a small team
 | * Leadership qualities
* Team building
* Determination of team roles and objectives
* Team performance indicators
* Responsibilities in a team
* Forms of communication
* Complementing team activities
* Gender and gender mainstreaming
* Human rights
* Maintaining relationships
* Conflicts and conflict resolution
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Plan and organize work
 | * Functions of management
* Planning
* Organizing
* Time management
* Decision making process
* Task allocation
* Evaluating work activities
* Resource utilization
* Problem solving
* Collecting and organising information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Maintain professional growth and development
 | * Opportunities for professional growth
* Assessing training needs
* Licenses and certifications for professional growth and development
* Pursuing personal and organizational goals
* Identifying work priorities
* Recognizing career advancement
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Generating new ideas
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate problem solving skills
 | * Problem identification
* Problem solving
* Application of problem-solving strategies
* Resolving customer concerns
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Discussion
* Presentations
* Case studies
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE:** HOS/CU/HK/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Methods of Assessment** |
| 1. Control environmental hazards
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written test
* Oral questions
* Observation
 |
| 1. Control environmental Pollution control
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written test
* Oral questions
* Observation
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written test
* Oral questions
* Observation
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written test
* Oral questions
* Observation
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written questions
* Oral questions
* Observation
 |
| 1. Implement specific environmental programs
 | * Community needs and expectations
* Resource availability
* 5 s of good housekeeping
* Identification of programs/Activities
* Setting of individual roles /responsibilities
* Resolving problems /constraints encountered
* Consultation with stakeholders
 | * Written questions
* Oral questions
* Observation
 |
| 1. Monitor activities on Environmental protection/Programs
 | * Periodic monitoring and Evaluation of activities
* Gathering feedback from stakeholders
* Analysing data gathered
* Documentation of recommendations and submission
* Setting of management support systems to sustain and enhance the program
* Monitoring and reporting of environmental incidents to concerned /proper authorities
 | * Oral questions
* Written tests
* Practical test
* Observation
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HOS/CU/HK/BC/07/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify workplace hazards and risks
 | * Identification of hazards in the workplace and/or the indicators of their presence
* Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by
* Authorized personnel or agency
* Gathering of OHS issues and/or concerns raised
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Control OSH hazards
 | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented
* Appropriate risk controls based on result of OSH hazard evaluation is recommended
* Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Implement OSH programs
 | * Providing information to work team about company OHS program, procedures and policies/guidelines
* Participating in implementation of OSH procedures and policies/ guidelines
* Training of team members and advice on OSH standards and procedures
* Implementation of procedures for maintaining OSH-related records
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# GUESTS’ EXPERIENCE MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage guests’ experience

**Duration of Unit:** 80 hours

**Unit Description**

This unit describes the competencies required to manage institution guest experience. It involves coordinating market research and coordinating guest communication. It also entails handling guest’s feedback and enhancing guest’s experience to leave a lasting impression.

**Summary of Learning Outcomes**

1. Carry out market research
2. Handle guest communication
3. Handle guest’s feedback
4. Enhance guest’s experience

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Carry out market research
 | * Market research techniques
* Use of research tools
* Data and information collection techniques
* Data and information analysis techniques
* Research finding documentation
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Handle guest communication
 | * Guest communication tools
* Types of communication
* Methods of communication
* Modes of communication
* Types of guest communication collateral
* Synergy creation
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Handle guest’s feedback
 | * Guest feedback collection tools
* Implementing guest feedback collection tools
* Feedback analysis
* Documenting guest feedback
* Guest satisfaction assessment techniques
* Guest compensation
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Enhance guest’s experience
 | * Types of special guests’ requests
* Handling special guests’ requests
* Guest relations
* Activities that enhance guest experience
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project work
* Role play

**Recommended Resources**

* Computers and software
* Printer
* Scanner
* Calculators
* Telephones
* Wi-Fi services
* Clock
* Pens
* Registration cards
* Guest folios

# FRONT OFFICE OPERATIONS MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/02/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Oversee front office operations**

**Duration of Unit:** 120 hours

**Unit Description**

This unit describes the competencies required to manage institution front office operations. It involves managing guest check-in and check-out, establishing departments’ management strategy, evaluating departments’ reports, coordinating guest services and maintaining guest accounts and databases.

**Summary of Learning Outcomes**

1. Assist guest check-in and check-out
2. Coordinate guest services
3. Maintain guest accounts and database

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Assist guest check-in and check-out
 | * Reservations and bookings techniques
* Coordination of guest arrival and departure
* Check in and check out procedures
* Guest relations
* Planning
* Communication
* Negotiation techniques
* Basic Computing
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Coordinate guest services
 | * Handling guests’ special requests
* Handling guest luggage
* Handling guest’s laundry
* Handling guest feedback reports
* Management of lost and found items
* Paging services
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Maintain guest accounts and database
 | * Basic accounting
* Data and information privacy
* Computing
* Revenue reporting
* Guest reservation coordination
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project work
* Role play

**Recommended Resources**

* Computers and software
* Printer
* Scanner
* PABX machines
* PDQ machines
* calculators
* cash drawers
* key encoders
* key racks
* Telephones
* Wi-fi ticket printer
* Clock
* Fax machines
* Money verifier
* Arrival rack-folder
* Card rack
* Guest folio trays
* Pens
* Registration cards
* Guest folios
* fliers

# HOUSEKEEPING OPERATIONS MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/03/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Manage housekeeping operations**

**Duration of Unit:** 120 hours

**Unit Description**

 This unit specifies the competencies required to manage housekeeping operations in an institution. It involves approving housekeeping resource requirements, supervising housekeeping staff and overseeing housekeeping services. It also entails monitoring and evaluating housekeeping resource utilization and compliance with laws and regulations.

**Summary of Learning Outcomes**

1. Oversee housekeeping services
2. Supervise housekeeping staff
3. Monitor and evaluate housekeeping resource utilization
4. Comply with laws and regulations
5. Participate in staff recruitment and training

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Oversee housekeeping services
 | * Significance of housekeeping
* Safety principles and practices
* Types of cleaning agents
* Types of housekeeping equipment and materials
* Choice, care and maintenance of cleaning materials, agents and equipment
* Storage of housekeeping materials, agents and equipment
* Challenges in use of cleaning materials and equipment
* Cleaning methods
* Cleaning programs
* Guestrooms and public area cleaning
* Floral arrangement
* Security principles and practices
* Household pests and rodent control
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Supervise housekeeping staff
 | * Significance of staff supervision
* Modes of supervision
* Scheduling housekeeping human resource
* Staff control mechanisms
* Challenges in supervising housekeeping staff
* Staff welfare issues in housekeeping
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Monitor and evaluate housekeeping resource utilization
 | * Significance of monitoring resource utilization
* Types of resource utilization monitoring tools
* Controlling utilization of housekeeping supplies, materials, tools and equipment
* Preparation of housekeeping reports
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Comply with relevant laws and regulations
 | * Occupational safety and health legislations
* Occupational safety and health issues
* Safety and security in housekeeping
* Challenges of escalation of security threats and safety
* Handling of escalation of security threats and safety.
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Participate in staff recruitment and training
 | * Modes of vacancy advertisements
* Handling applications, shortlisting and interviewing
* Hiring, induction, mentorship and capacity building
* Labour laws
* Staff motivation
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos

**Recommended Resources**

* Squeegees
* Brooms
* Mops
* Scrubbers
* Buckets
* Vacuum cleaner
* Scrubbing machines
* Carpet extractor
* Heat blowers
* Foam generator
* Dusters
* Lintless cloth
* Cleaning agents
* Sponges
* Reagents
* Stain removers
* Air fresheners
* Wood preservatives
* Metal preservatives

# LAUNDRY AND LINEN OPERATIONS MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Coordinate laundry and linen operations

**Duration of Unit:** 120 hours

**Unit Description**

 This unit describes the competencies required to oversee laundry and linen operations in an institution. It involves approving institution laundry and linen department resource requirements and overseeing laundry and linen department services. It also entails monitoring and evaluating laundry and linen department resource utilization and compliance with laws and regulations.

**Summary of Learning Outcomes**

1. Identify laundry and linen department resource requirements
2. Oversee laundry and linen department services
3. Monitor and evaluate laundry and linen department resource utilization
4. Comply with relevant laws and regulations

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Identify laundry and linen department resource requirements
 | * Types of laundry agents
* Types of laundry and linen materials and equipment
* Care and maintenance of laundry and linen materials and equipment
* Choice of laundry and linen cleaning agents, materials and equipment
* Storage of laundry and linen cleaning agents, materials and equipment
* Challenges in use of laundry and linen cleaning materials and equipment
* Fibres and fabrics
* Preparation of operational budgets
* Preparation of staff induction and capacity building programs
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Oversee laundry and linen department operations
 | * Laundry and linen processes and procedures
* Laundry and linen management
* Handling institutions staff uniform
* Operation of laundry machines
* Safety principles and practices
* Handling lost and found items
* Interdepartmental relationships
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Participate in monitoring and evaluating laundry and linen department resource utilization
 | * Significance of monitoring resource utilization
* Types of resource utilization monitoring tools
* Controlling utilization of laundry and linen supplies, materials, tools and equipment
* Preparation of laundry and linen reports
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Comply with laws and regulations
 | * Occupational safety and health legislations
* Occupational safety and health issues
* Safety and security in laundry and linen
* Challenges of escalation of security threats and safety and coping mechanisms.
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos

**Recommended Resources**

* Squeegees
* Brooms
* Mops
* Scrubbers
* Buckets
* Brushes
* Dryers
* Spotting tables
* Flatwork ironing machines
* Weighing scales
* Dusters
* Cleaning agitators
* Sponges
* Bleaches
* Softeners
* Starch
* Laundry sours
* Laundry boosters
* Water
* Steam
* electricity
* Stain removers
* Ironing boards
* Steamers
* Calendar machine
* Steam pressers
* Laundry and dry-cleaning machines

# FACILITY AND PROPERTY MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/05/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage institution’s property repairs and maintenance

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to manage institution’s property repairs and maintenance. It involves approving plans for facility repairs, renovation and maintenance activities. Overseeing facility repairs and maintenance activities, monitoring and evaluating utilization of resources as well as compliance with relevant laws and regulations.

**Summary of Learning Outcomes**

1. Prepare plans for facility repairs and maintenance
2. Oversee facility repairs and maintenance services
3. Monitor and evaluate utilization of resources
4. Control utilization of department resources
5. Comply with laws and regulations

**Learning Outcomes, Content and Methods of Assessment**

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Prepare facility repairs and maintenance programs
 | * Common facilities in housekeeping departments
* Facility repairs and maintenance tools and equipment
* Maintenance supplies and materials
* Challenges in repairs and maintenance work
* Identification and reporting of areas requiring repairs and maintenance
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Oversee facility repairs and maintenance services
 | * Functions of repairs and maintenance department
* Duties and responsibilities of repairs and maintenance staff
* Principles of facility and property maintenance
* Challenges in maintenance of property and facilities
* Environmental hygiene
* Household pests and rodent control
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Monitor and evaluate utilization of resources
 | * Significance of monitoring repairs and maintenance resource utilization
* Resource utilization monitoring tools
* Control techniques in utilization of repairs and maintenance supplies, materials, tools and equipment
* Preparation and evaluation of repairs and maintenance reports
* Utilities consumption rationalisation
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |
| 1. Comply with relevant laws and regulations
 | * Occupational safety and health legislations
* Occupational safety and health issues
* Safety and security in facilities repairs and maintenance operations
* Disposal of waste
* Disposal of obsolete tools and equipment
* Law of contracts
* Contract management
* Tenancy of premises
 | * Observation
* Oral questioning
* Interview
* Written tests
* Third-party report
 |

**Suggested methods of instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of facilities maintenance videos
* Case studies
* Projects

**Recommended Resources**

* Goggles
* Gloves
* Safety belts and straps
* Chisels
* Files
* Drills and drill bits
* Wrenches
* Pliers
* Mallets
* Punches
* Impact wrenches
* Pipe-tube cutter
* Screwdriver
* Wheelbarrow
* Spade
* Toolbox
* Safety boots
* Hard hat
* Supplies-nails, brushes, thread tape bulbs
* Materials-pipes, taps, valves, sockets