

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**HOUSEKEEPING MANAGEMENT**

**LEVEL 6**



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 socio-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 in 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 food and beverage sales and service managers for the 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 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 members, 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**

# ACRONYMS AND ABBREVIATIONS

|  |  |
| --- | --- |
| CBET   | Competency Based Education and Training  |
| CDACC   | Curriculum Development Assessment and Certification Council  |
| EMS   | Environmental Management Standards  |
| ICT   | Information Communication Technology  |
| KCSE   | Kenya Certificate of Secondary Education  |
| KNQA   | Kenya National Qualifications Authority  |
| OSHA   | Occupation Safety and Health Act  |
| SSAC   | Sector Skills Advisory Committee  |
| SOPs   | Standard Operating Procedures  |
| TVET  | Technical and Vocational Education and Training  |

# KEY TO UNIT CODE

 **HOS/CU/HK/BC/01/6/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# OVERVIEW

**Description of the Course**

The Housekeeping Management Certificate Level 6 qualification consists of competencies that an individual must achieve to manage accommodation services. It consists of managing guest experience, front office operations and revenue performance. It also involves managing laundry and linen operations; facilities and property repairs and maintenance as well as performing administrative duties.

**Units of Learning**

The units of competency comprising Housekeeping Management

Certificate Level 6 qualification includes the following:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code**  | **Unit Title**  | **Duration in Hours**  | **Credit Factor**  |
| HOS/CU/HK/BC/01/6/A  | Communication skills  | 40  | 4 |
| HOS/CU/HK/BC/02/6/A  | Numeracy skills  | 70  | 7 |
| HOS/CU/HK/BC/03/6/A  | Digital skills  | 80  | 8 |
| HOS/CU/HK/BC/04/6/A  | Entrepreneurial skills  | 80  | 8 |
| HOS/CU/HK/BC/05/6/A  | Employability skills  | 60  | 6 |
| HOS/CU/HK/BC/06/6/A  | Environmental literacy  | 40  | 4 |
| HOS/CU/HK/BC/07/6/A  | Occupational safety and health practices  | 50  | 5 |
| **Total**  | **420**  | **42**  |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code**  | **Unit Title**  | **Duration in Hours**  | **Credit Factor**  |
| HOS/CU/HK/CR/01/6/A  | Guests’ experience management  | 250  | 25  |
| HOS/CU/HK/CR/02/6/A  | Front office operations management  | 250  | 25  |
| HOS/CU/HK/CR/03/6/A  | Revenue performance management  | 250  | 25  |
| HOS/CU/HK/CR/04/6/A  | Housekeeping operations management | 250  | 25  |
| HOS/CU/HK/CR/05/6/A | Laundry and linen operations management | 250  | 25  |
| HOS/CU/HK/CR/06/6/A  | Housekeeping administration | 250  | 25  |
| HOS/CU/HK/CR/07/6/A | Facility and property management | 250  | 25  |
|   | Industry attachment  | 480  | 48  |
| **Total**  | **2230**  | **223**  |
| **GRAND TOTAL**  | **2650**  | **265**  |

The total duration of the course is **2650 hours** inclusive of 480 hours of industrial attachment.

**Entry Requirements**

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

1. Food Production Service and Sales Certificate Level 4

**Or**

1. Hotel catering and accommodation

**Or**

1. Kenya Certificate of Secondary Education (KCSE) C-

**Or**

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

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is the responsibility of TVET CDACC.

 **Trainer qualification**

A trainer for this course must have a higher qualification than this course

**Certification**

A candidate will be issued with a Record of Achievement for each Unit of Competency. To attain the qualification National Diploma Level 6 Housekeeping Management, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

#  COMMUNICATION SKILLS

**UNIT CODE:** HOS/CU/HK/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Demonstrate communication skills**

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required in meeting communication needs of clients and colleagues and developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing the organization in various forums.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. 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
* Types of communication strategies
* Elements of communication strategy
 | * Interview
* Written
 |
| 1. Develop communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Interview
* Written
 |
| 1. Establish and maintain communication pathways
 | * Types of communication pathways
 | * Interview
* Written
 |
| 1. Promote use of communication strategies
 | * Application of elements of communication strategies
* Effective communication techniques
 | * Interview
* Written
 |
| 1. Conduct interview
 | * Types of interview
* Establishing rapport
* Facilitating resolution of issues
* Developing action plans
 | * Interview
* Written
 |
| 1. Facilitate group discussion
 | * Identification of communication needs
* Dynamics of groups
* Styles of group leadership
* Presentation of information
* Encouraging group members participation
* Evaluating group communication strategies
 | * Interview
* Written
 |
| 1. Represent the organization
 | * Presentation techniques
* Development of a presentation
* Multi-media utilization in presentation
* Communication skills relevant to client groups
 | * Interview
* Written
 |

**Suggested methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction
* Practice by trainee

**Recommended Resources**

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

# NUMERACY SKILLS

**UNIT CODE:** HOS/CU/HK/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Demonstrate numeracy skills**

 **Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; Use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; Collect, organize and interpret statistical data; Use routine formula and algebraic expressions for work and use common functions of a scientific calculator

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of assessment** |
| 1. Apply a wide range of mathematical calculations for work
 | * Fundamentals of mathematics
* Addition, subtraction, multiplication and division of positive and negative numbers
* Algebraic expressions manipulation
* Forms of fractions, decimals and percentages
* Expression of numbers as powers and roots
 | * Written tests
* Assignments
* Supervised exercises
 |
| 1. Apply ratios, rates and proportions to solve problems
 | * Rates, ratios and proportions
* Meaning
* Conversions into percentages
* Direct and inverse proportions determination
* Performing calculations
* Construction of graphs, charts and tables
* Recording of information
 | * Written tests
* Oral questioning
* Assignments
* Supervised exercises
 |
| 1. Estimate, measure and calculate measurement for work
 | * Units of measurements and their symbols
* Identification and selection of measuring equipment
* Conversion of units of measurement
* Perimeters of regular figures
* Areas of regular figures
* Volumes of regular figures
* Carrying out measurements
* Recording of information
 | * Assignments
* Supervised exercises
* Written tests
 |
| 1. Use detailed maps to plan travel routes 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
* Planning of routes
* Calculation of distance, speed and time
 | * Oral
* Written
* Practical test
* Observation
 |
| 1. Use geometry to 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
* Evaluation of unknown angles
* Use formal and informal mathematical language to describe and compare common angles
* Symmetry and similarity
* Use common geometric instruments to draw two dimensional shapes
* Construct routine three dimensional objects from given nets
 |  |
| 1. Collect, organize and interpret statistical data
 | * + Classification of data
* Grouped data
* Ungrouped data
	+ Data collection
* Observation
* Recording
	+ Distinguishing between sampling and census
	+ Importance of sampling
	+ Errors in sampling
	+ Types of sampling and their limitations e.g.
* Stratified random
* Cluster
* Judgmental
	+ Tabulation of data
* Class intervals
* Class boundaries
* Frequency tables
* Cumulative frequency
	+ Diagrammatic and graphical presentation of data e.g.
* Histograms
* Frequency polygons
* Bar charts
* Pie charts
* Cumulative frequency curves
* Interpretation of data
 | * Assignments
* Supervised exercises
* Written tests
 |
| 1. Use routine formula and algebraic expressions for work
 | * + Solving linear equations
	+ Linear graphs
* Plotting
* Interpretation
	+ Applications of linear graphs
* Curves of first and second degree
* Plotting
* Interpretation
 | * Assignments
* Supervised exercises
* Written tests
 |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common 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
 | * Oral
* Written
* Practical test
* Observation
 |

**Suggested methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

# DIGITAL LITERACY

**UNIT CODE:** HOS/CU/HK/BC/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Demonstrate digital literacy**

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes competencies required to use a computer and other digital devices for the purposes of communication, work performance and management at the workplace.

**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**

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

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURSHIP EDUCATION

**UNIT CODE:** HOS/CU/HK/BC/04/6/A

**Relationship to occupational standards**

This unit addresses the unit of competency: **Demonstrate understanding of entrepreneurship**

**Duration of unit:** 100 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 business innovative strategies
	7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of assessment** |
| 1. Demonstrate understanding of an Entrepreneur
 | * principles of entrepreneurship
* Types of entrepreneurs
* Ways of becoming an Entrepreneur
* Characteristics of Entrepreneurs
* Factors affecting Entrepreneurship development
 | * Observation
* Individual/group assignments
* Written tests
 |
| 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
 | * Observation
* Case studies
* 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
 | * Observation
* Case studies
* 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
 | * Observation
* Case studies
* 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
 | * Observation
* 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
 | * Observation
* 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
 | * Observation
* 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
* Internship
* Team training
* Guest speakers

**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/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Demonstrate employability skills**

**Duration of Unit:** 80 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 ethical performance.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

**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
* Managing emotions
* Emotional intelligence
* Assertiveness versus aggressiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Setting performance targets
* Monitoring and evaluating performance
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Values and beliefs
* Self-development
* Financial literacy
* Healthy lifestyle practices
* Adopting safety practices
 | * Observation
* Written
* Oral interview
* Third party report
 |
| 1. Demonstrate interpersonal communication
 | * Meaning of interpersonal communication
* Listening skills
* Types of audience
* Public speaking
* Writing skills
* Negotiation skills
* Reading skills
* Meaning of empathy
* Understanding customers’ needs
* Establishing communication networks
* Assertiveness
* Sharing information
 | * Observation
* Written
* Oral interview
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Time concept
* Punctuality and time consciousness
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources mobilization
* Resources utilization
* Setting work priorities
* Developing healthy relationships
* HIV and AIDS
* Drug and substance abuse
* Managing emerging issues
 | * Observation
* Written
* Oral interview
* Third party report
 |
| 1. Lead a workplace team
 | * Leadership qualities
* Power and authority
* Team building
* Determination of team roles and objectives
* Team parameters and relationships
* Individual responsibilities in a team
* Forms of communication
* Complementing team activities
* Gender and gender mainstreaming
* Human rights
* Developing healthy relationships
* Maintaining relationships
* Conflicts and conflict resolution
* Coaching and mentoring skills
 | * Observation
* Oral interview
* Written
* Third party report
 |
| 1. Plan and organize work
 | * Functions of management
* Planning
* Organizing
* Time management
* Decision making concept
* Task allocation
* Developing work plans
* Developing work goals/objectives and deliverables
* Monitoring work activities
* Evaluating work activities
* Resource mobilization
* Resource allocation
* Resource utilization
* Proactive planning
* Risk evaluation
* Problem solving
* Collecting, analysing and organising information
* Negotiation
 | * Observation
* Oral interview
* Written
* Third party report
 |
| 1. Maintain professional growth and development
 | * Avenues for professional growth
* Training and career opportunities
* Assessing training needs
* Mobilizing training resources
* Licenses and certifications for professional growth and development
* Pursuing personal and organizational goals
* Managing work priorities and commitments
* Recognizing career advancement
 | * Observation
* Oral interview
* Written
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Managing own learning
* Mentoring
* Coaching
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Networking
* Variety of learning context
* Application of learning
* Safe use of technology
* Taking initiative/proactivity
* Flexibility
* Identifying opportunities
* Generating new ideas
* Workplace innovation
* Performance improvement
* Managing emerging issues
* Future trends and concerns in learning
 | * Observation
* Oral interview
* Written
* Third party report
 |
| 1. Demonstrate problem solving skills
 | * Critical thinking process
* Data analysis tools
* Decision making
* Creative thinking
* Development of creative, innovative and practical solutions
* Independence in identifying and solving problems
* Solving problems in teams
* Application of problem-solving strategies
* Testing assumptions
* Resolving customer concerns
 | * Observation
* Oral interview
* Written
* Third party report
 |
| 1. Manage ethical performance
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* 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
 | * Observation
* Oral interview
* Written
* Third party report
 |

**Suggested Methods of Delivery**

* Instructor lead facilitation of theory
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE**:HOS/CU/HK/BC/06/6/A

**Relationship to Occupational Standards**:

This unit addresses the unit standard: **Demonstrate environmental literacy**

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, identify environmental legislations/conventions for environmental concerns, implement specific environmental programs, monitor activities on environmental protection/programs, analyse resource use and develop resource conservation plans.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
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
8. Analyse resource use
9. Develop resource conservation plans

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Methods of assessment** |
| 1. Control environmental hazard
 | * Purposes and content of Environmental Management and Coordination Act 1999
* 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 questions
* Oral questions
* Observation of work procedures
 |
| 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 questions
* Oral questions
* Observation of work procedures
* Role play
 |
| 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 questions
* Oral questions
* Observation of work procedures
* Role play
 |
| 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 questions
* Oral questions
* Observation of work procedures
* Role play
 |
| 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 of work procedures
 |
| 1. Implement specific environmental programs
 | * Community needs and expectations
* Resource availability
* 5s of good housekeeping
* Identification of programs/Activities
* Setting of individual roles /responsibilities
* Resolving problems /constraints encountered
* Consultation with stakeholders
 | * Written questions
* Oral questions
* Observation of work procedures
* Role play
 |
| 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
 |
| 1. Analyse resource use
 | * Identification of resource consuming processes
* Determination of quantity and nature of resource consumed
* Analysis of resource flow through different parts of the process.
* Classification of wastes for possible source of resources.
 | * Written tests
* Oral questions
* Practical test
* Observation
 |
| 1. Develop resource Conservation plans
 | * Determination of efficiency of use/conversion of resources
* Causes of low efficiency of use of resources
* Plans for increasing the efficiency of resource use
 | * Written tests
* Oral questions
* Practical test
* Observation
 |

**Suggested methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees
* Observations and comments and corrections by trainers

**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
* Company environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HOS/CU/HK/BC/07/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Demonstrate occupational safety and health practices**

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required to comply with regulatory and organizational requirements for occupational safety and health.

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Identify and implement appropriate control measures to hazards and risks
3. Implement OSH programs, procedures and policies/guidelines

**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
* Gathering of OSH issues and/or concerns
 | * Oral questions
* Written tests
* Observation of trainees identify hazards and risks
 |
| 1. Identify and implement appropriate control measure to hazards and risks
 | * Prevention and control measures e.g. use of PPE
* Contingency measures
 | * Oral questions
* Written tests
* Practical tests
* Observation of implementation of control measures
 |
| 1. Implement OSH

 programs, procedures and policies/guidelines | * Company OSH program, procedures and policies/guidelines
* 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
* Practical test
* Observation
 |

**Suggested methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* 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/01/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 250 hours

**Unit Description**

This unit describes the competencies required to manage an 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. Coordinate market research
2. Coordinate guest communication
3. Handle guest’s feedback
4. Enhance guest’s experience

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Coordinate market research  | * Market research techniques
* Developing research tools
* Data and information collection techniques
* Data and information analysis techniques
* Research finding documentation
 | * Observation
* Oral
* Interview
* Written
* Third-party report

 |
| 2. Coordinate guest communication  | * Types of guest communication collateral
* Guest communication tools
* Types of communication
* Methods of communication  Modes of communication
* Synergy creation
 | * Observation
* Oral
* Interview
* Written
* Third-party report

  |
| 3. Handle guest’s feedback  |  Development of guest feedback collecting tools  | * Observation
* Oral
* Interview
 |
|  | * Implementing guest feedback collection tools
* Feedback analysis
* Documenting guest feedback
* Guest satisfaction assessment techniques
* Guest compensation
 | * Written
* Third-party report
 |
| 4. Enhance guest’s experience  | * Types of special guests requests
* Handling special guests requests
* Guest relations
* Activities that enhance guest experience
 | * Observation
* Oral
* Interview
* Written
* 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 playing

**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/02/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage front office operations

**Duration of Unit:** 250 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Manage guest check-in and check-out
2. Establish rooms division management strategy
3. Evaluate rooms division reports
4. Coordinate guest services
5. Maintain guest accounts and database

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Manage guest check-in and check-out   | * Negotiation and negotiation techniques
* Reservations and bookings techniques
* Guest relations
* Planning
* Communication
* Basic computing
* Coordination of guest arrival and departure
* Check-in/Check-out procedures
 | * Observation
* Oral
* Interview
* Written
* Third party report

  |
| 2. Establish rooms division management strategy  | * Setting organizational goals and objectives
* Setting performance targets
* SWOT analysis
* PESTLE analysis
* Strategy documentation and dissemination
* Strategy implementation techniques
 | * Observation
* Oral
* Interview
* Written
* Third party report

  |
| 3. Evaluate rooms division reports  | * Room status
* Night audit
* Report writing
* Basic accounting
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 4. Coordinate guest services  | * Handling guest’s special requests
* Handling guest’s luggage
* Handling guest’s laundry
* Handling guest’s feedback reports
* Management of lost and found items
* Paging services
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 5. Maintain guest accounts and database  | * Basic accounting
* Data and information privacy
* Computing
* Revenue reporting
* Guest reservation coordination
 | * Observation
* Oral
* Interview
* Written
* 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 playing

**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 rackfolder
* Card rack
* Guest folio trays
* Pens
* Registration cards
* Guest folios

# REVENUE PERFORMANCE MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/03/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage departments’ revenue performance

**Duration of Unit:** 250 hours

**Unit Description**

This unit describes competencies required to manage departments’ revenue performance. It involves preparing departments’ budget estimates; organizing and coordinating market survey activities and asssessing departments’ revenue performance. It also entails developing and implementing strategy for revenue improvement.

**Summary of Learning Outcomes**

1. Prepare departments’ budget estimate
2. Organize and coordinate market survey
3. Asssess departments’ revenue performance
4. Develop and implement strategy for revenue improvement

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| 1. Prepare departments’ budget estimate  | * Budgeting
* Stock taking procedure
* Basic accounting
* Planning
* Revenue forecasting
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 2. Organize and coordinate market survey  | * Significance of market research
* Market research techniques
* Market research process
* Marketing mix
* Sampling techniques
* Developing data collection tools
* Testing data collection tools
* Data and information collection techniques
* Conducting field survey
* Data and information presentation
* Basic statistics
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
|  | * Data and information analysis techniques
* Research findings documentation
 |  |
| 3. Asssess departments’ revenue performance  | * Methods of performance assessment
* Identification of revenue streams
* Basic accounting
* Importance of sales and marketing
* Service marketing
* Marketing environment
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 4. Develop and implement strategy for revenue improvement  | * Setting revenue improvement goals and objectives
* Setting performance targets
* SWOT analysis
* PESTLE analysis
* Strategy documentation and dissemination
* Strategy implementation techniques
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |

**Suggested methods of Instruction**

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

**Recommended Resources**

* Computers
* Calculators
* Printers
* Telephone
* Stationery
* Logistics

# HOUSEKEEPING OPERATIONS MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/04/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage housekeeping operations

**Duration of Unit:** 250 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 entail monitoring and evaluating housekeeping resource utilization and compliance with laws and regulations.

**Summary of Learning Outcomes**

1. Approve housekeeping resource requirements
2. Oversee housekeeping services
3. Supervise housekeeping staff
4. Monitor and evaluate housekeeping resource utilization
5. Comply with laws and regulations

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

| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| --- | --- | --- |
| 1. Approve housekeeping resource requirements  | * Types of cleaning agents
* Types of housekeeping materials and equipment
* Care and maintenance of cleaning materials and equipment
* Choice of housekeeping cleaning agents, materials and equipment
* Challenges in use of cleaning materials and equipment
* Cleaning programmes
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 2. Oversee housekeeping services  | * Significance of housekeeping
* Cleaning methods
* Linen and uniform management
* Floral arrangement
* Guestrooms and public area cleaning
* Household pests and rodents control
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 3. Supervise housekeeping staff   | * Significance of staff supervision
* Ways of capacity building housekeeping staff
* Scheduling housekeeping resources
* Customer care issues in housekeeping
* Control mechanisms for housekeeping operations
* Challenges in supervising housekeeping staff
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 4. Monitor and evaluate housekeeping resource utilization  | * Significance of monitoring resource

utilization * Development of resource utilization monitoring tools
* Controlling utilization of housekeeping supplies, materials, tools

and equipment * Development and evaluation of housekeeping reports
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 5. 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
 | * Observation
* Oral
* Interview
* Written
* 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
* Glass cloths
* Cleaning agitators
* Sponges
* Reagents
* Stain removers
* Air fresheners
* Wood preservatives
* Window cleaner

# LAUNDRYAND LINEN OPERATIONS MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/05/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 250 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. Approve 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**  | **Suggested** **Assessment** **Methods**  |
| --- | --- | --- |
| 1. Approve laundry and linen department resource requirements  | * Types of cleaning 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
* Challenges in use of laundry and linen cleaning materials and equipment
* Fibres and fabrics
* Preparation of operational budgets
* Development of service contracts
* Induction, orientation and mentorship of staff
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 2. Oversee laundry and linen department operations  | * Laundry and linen processes and procedures
* Laundry and linen management
* Operation of laundry machines
* First aid principles and practices
* Handling lost and found items
* Inter-departmental relationships
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 3. Monitor and evaluate laundry and linen department resource utilization  | * Significance of monitoring resource

utilization * Development of resource utilization monitoring tools
* Controlling utilization of laundry and linen

supplies, materials, tools and equipment * Development and evaluation of laundry and linen reports
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 4. 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
 | * Observation
* Oral
* Interview
* Written
* 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
* Sours
* Boosters
* Water
* Steam
* Electricity
* Stain removers
* Ironing boards
* Steamers
* Calendar machine
* Steam pressers
* Laundry and dry cleaning machines

# HOUSEKEEPING ADMINISTRATION

**UNIT CODE:** HOS/CU/HK/CR/06/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Perform housekeeping administrative duties

**Duration of Unit:** 250 hours

**Unit Description**

This unit describes the competencies required to perform housekeeping administrative duties. It involves planning, coordinating and controlling departments’ activities. It also entails managing departments’ personnel, representing the institution in internal and external fora and performing institution duty management role from time-to-time.

**Summary of Learning Outcomes**

1. Plan housekeeping department activities
2. Coordinate housekeeping department activities
3. Control housekeeping department activities
4. Manage housekeeping department personnel
5. Perform institution duty management role

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

| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| --- | --- | --- |
| 1. Plan housekeeping department activities  | * Planning
* Human resource planning
* Human resource development
* Budgeting
* Development of standard operating procedures
* Roles of a manager
* Management theories
* Principles of management
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 2. Coordinate and organize housekeeping department activities  | * Nature and purpose of organizing
* Levels and span of management
* Patterns of departmentalization
* Development of organizational structure and task determination
* Delegation of duty
* Leadership styles
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
|  | * Motivation theories
* Communication and techniques of effective communication
* Activities in an institution
 |  |
| 3. Control housekeeping department activities  | * Control process in an institution
* Critical aspects in control
* Establishment of a control system
* Control techniques
* Concept of production and operation management control
* Methods of performance control
* Inventory management
* Basic book keeping
* Cost control
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 4. Manage housekeeping department personnel  | * Management theories
* Management styles
* Modern approaches to human resource management  Performance management
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
|  | * Reward management
* Employee empowerment
* Staff welfare
* Employee relations
* Concept of supervision
 |  |
| 5. Perform institution duty management role  | * Shifts of operation
* Departmental coverage
* Fire, life, safety and security issues
* Handling guest complaints
* Handling staff issues
* Emergency procedures
* Types of services in an institution
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |

**Suggested methods of Instruction**

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

**Recommended Resources**

* Housekeeping resources
* Laundry resources
* Front office resources
* Food production resources
* Food and beverage service resources
* Guest services resources
* Facilities and property maintenance resources
* Administration resources
* Logistical resources

# FACILITY AND PROPERTY MANAGEMENT

**UNIT CODE:** HOS/CU/HK/CR/07/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 250 hours

**Unit Description**

This unit specifies the competencies required to manage an 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. Approve plans for facility repairs and maintenance
2. Oversee facility repairs and maintenance services
3. Monitor and evaluate utilization of resources
4. Comply with laws and regulations

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

| **Learning Outcome**  | **Content**  | **Suggested** **Assessment** **Methods**  |
| --- | --- | --- |
| 1. Approve facility repairs and maintenance programmes  | * Common facilities in an institution
* Facility repairs and maintenance tools and equipment
* Maintenance supplies and materials
* Challenges of repair and maintenance works
* Identification of areas requiring repairs and maintenance
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 2. Oversee facility repairs and maintenance services  | * Facilities repairs and maintenance department
* Duties and responsibilities of repairs and maintenance staff
* Facilities repairs and maintenance operations
* Principles of facilities and property maintenance
* Maintenance planning of facilities and property
* Challenges in maintenance of property

and facilities * Components of a building
* Surface finishes of a building
* Care and maintenance of surfaces finishes
* Environmental hygiene
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
| 3. Monitor and evaluate utilization of resources  | * Significance of monitoring repairs and maintenance resource utilization
* Development of resource utilization monitoring tools
* Controlling utilization of repairs and maintenance supplies,

materials, tools and equipment * Development and evaluation of repairs and maintenance reports
 | * Observation
* Oral
* Interview
* Written
* Third party report
 |
|  |  Utilities consumption rationalization  |  |
| 4. 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
* Interview
* Written
* 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
* Disk sanders
* Impact wrenches
* Pipe-tube cutter
* Screwdriver
* Wheelbarrow
* Spade
* Toolbox
* Safety boots
* Hard hat
* Supplies-nails, brushes, thread tape bulbs
* Materials-pipes, taps, valves, sockets