****

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**HOUSEKEEPING AND ACCOMMODATION**

**LEVEL 4**

****

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 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 human resource for 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 delivery methods, 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 and Accommodation 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 and Accommodation 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

CC Common Competencies

CU Curriculum

CR Core Competency

CBET Competency Based Education and Training

HOS Hospitality

HK Housekeeping

PPE Personal Protective Equipment

OS Occupational Standards

OSHA Occupation Safety and Health Act

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

SOPs Standard Operating Procedures

ICT Information Communication Technology

# KEY TO UNIT CODE

**HOS/CU/HK/BC/01/4 A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

Housekeeping and accommodation Qualification Level 4 consists of competencies that an individual must achieve to carry out housekeeping operations. It entails supervising managing guest experience, coordinating front office operations, supervising housekeeping operations, supervising laundry and linen operations and coordinating facilities and property repair 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/01/4/A | Communication Skills | 20 | 2 |
| HOS/CU/HK/BC/02/4/A | Numeracy Skills | 25 | 2.5 |
| HOS/CU/HK/BC/03/4/A | Digital Literacy | 35 | 3.5 |
| HOS/CU/HK/BC/04/4/A | Entrepreneurial Skills | 60 | 6 |
| HOS/CU/HK/BC/05/4/A | Employability Skills | 30 | 3 |
| HOS/CU/HK/BC/06/4/A | Environmental Literacy | 20 | 2 |
| HOS/CU/HK/BC/07/4/A | Occupational Safety and Health Practices | 20 | 2 |
| **Total** | | **210** | **21** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| HOS/CU/HK/CR/01/4/A | Supervision of Guest’s Experience | 32 | 3.2 |
| HOS/CU/HK/CR/02/4/A | Coordination of Front Office Operations | 32 | 3.2 |
| HOS/CU/HK/CR/03/4/A | Supervision of Housekeeping Operations | 64 | 6.4 |
| HOS/CU/HK/CR/04/4/A | Supervision of Laundry and Linen Operations | 48 | 4.8 |
| HOS/CU/HK/CR/05/4/A | Coordination of Facility and Property Repairs and Maintenance | 24 | 2.4 |
|  | Industrial Attachment | 300 | 30 |
| **TOTAL** | | **500** | **49** |

**Entry Requirements**

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

1. Housekeeping Level 3

**Or**

1. Kenya Certificate of Secondary Education (KCSE)

**Or**

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

**Trainer qualification**

A trainer for this course should have a higher qualification than the level 4.

**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.

**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 Competence to acknowledge achievement of the competence on a unit of learning. A National Certificate in Housekeeping and accommodation will be issued on completion of all units of learning. 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/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate communication skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit describes the competencies required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussion
5. Identify and communicate issues arising in the workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Observation * Interview * Third party reports |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Observation * Interview * Third party reports |
| 1. Communicate information about workplace processes | * 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 | * Observation * Interview * Portfolio |
| 1. Lead workplace discussion | * Methods of discussion e.g.   + Coordination meetings   + Toolbox discussion   + Peer-to-peer discussion * Solicitation of response | * Observation * Interview * Third party reports |
| 1. Identify and communicate issues arising in the workplace | * Identification of problems and issues * Organizing information on problems and issues * Relating problems and issues * Communication barriers affecting workplace discussions | * Observation * Interview * Portfolio |

**Suggested Delivery Methods**

* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

# NUMERACY SKILLS

**UNIT CODE:** HOS/CU/HK/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Demonstrate numeracy skills

**Duration of Unit:** 25hours

**Unit Description**

This unit describes the competencies required by a worker in order to competently Identify and use whole numbers and simple fractions, decimals and percentages; Identify, measure and estimate familiar quantities for work, Read and use familiar maps, plans and diagrams for work, Identify and describe common 2D and some 3D shapes for work, Construct simple tables and graphs for work using familiar data, Identify and interpret information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work | * Whole numbers * Simple fractions * Decimals * Percentages * Sizes * Problem solving methods * calculations using the 4 operations * Recording and communicating numerical information | * Oral * Written * Practical test * Observation |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information * Units of measurement * Estimate familiar and simple amounts * Selection of appropriate measuring equipment * Calculate using familiar units of measurement * Check measurements and results against estimates * Using informal and some formal mathematical and general language * Record or report results | * Oral * Written * Practical test * Observation |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams * Locate items and places in familiar maps, plans and diagrams * Recognize common symbols and keys in familiar maps, plans and diagrams * Direction and location of objects, or route or places * Use of informal and some formal oral mathematical language and symbols | * Oral * Written * Practical test * Observation |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes * Classification of common 2D shapes and designs * Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes * Construction of common 2D shapes * Match common 3D shapes to their 2D sketches or nets | * Oral * Written * Practical test * Observation |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs * Determination of data to be collected * Selection of data collection method * Collection of data * Determination of variables from the data collected * Order and collate data * Construct a table and enter data * Construct a graph using data from table * Check results * Report or discuss graph information related to work using informal and some formal mathematical and general language | * Oral * Written * Practical test * Observation |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling * i.e. title, headings, rows and columns * Interpreting information and data in simple tables * Relaying information of relevant workplace tasks on/in a table * Identify familiar graphs and charts in familiar texts and contexts * Locate title, labels, axes, scale and key from familiar graphs and charts * Identify and interpret information and data in familiar graphs and charts * Relate information to relevant workplace tasks | * Oral * Written * Practical test * Observation |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Mathematical tables

# DIGITAL LITERACY

**UNIT CODE:** HOS/CU/HK/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate digital literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

**Summary of Learning Outcomes**

1. Identify computer hardware and software
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software | * Meaning of a computer * Functions of a computer * Components of a computer * Classification of computers | * Written * Oral * 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 | * Written tests * Oral presentation * Observation * Projects |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |

**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

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** HOS/CU/HK/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the unit of competency: Demonstrate entrepreneurial skills

**Duration of unit:** 60 hours

**Unit Description**

This unit describes the competencies critical to demonstration of entrepreneurial skills. It includes creating and maintaining small scale business, establishing small scale business customer base, managing and growing a small business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/ expand small scale business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Create and maintain small scale business | * Starting a small business * Legal regulatory requirements in starting a small business * SWOT/ PESTEL analysis * Conducting market/industry survey * Generation and evaluation of business ideas * Matching competencies with business opportunities * Forms of business ownership * Location of a small business * Legal and regulatory requirement * Resources required to start a small business * Common terminologies in entrepreneurship * Entrepreneurship in national development * Self-employment * Formal and informal employment * Entrepreneurial culture * Myths associated with entrepreneurship * Types, characteristics, qualities & role of entrepreneurs * History, development and importance of entrepreneurship * Theories of entrepreneurship * Quality assurance for small businesses * Policies and procedures on occupational safety and health and environmental concerns | * Observation * Case studies * Individual/group assignments * projects * Written * Oral |
| 1. Establish small scale business customer base | * Good staff/workers and customer relations * Marketing strategy * Identifying and maintain new customers and markets * Product/ service promotions * Products / services diversification * SWOT / PESTEL analysis * Conducting a business survey * Generating Business ideas * Business opportunities | * Observation * Case studies * Individual/group assignments * projects * Written * Oral |
| 1. Manage small scale business | * Organization of a small business * Small business’ business plan * Marketing for small businesses * Managing finances for small business * Production/ operation process for goods/services * Small business records management * Book keeping and auditing for small businesses * Business support services * Small business resources mobilization and utilization * Basic business social responsibility * Management of small business * Word processing concepts in small business management * Computer application software * Monitoring and controlling business operations | * Oral * Observation * Case studies * Individual/group assignments * projects * Written |
| 1. Grow/expand small scale business | * Methods of growing small business * Resources for growing small business * Small business growth plan * Computer software in business development * ICT and business growth | * Observation * Case studies * Individual/group assignments * projects * Written |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** HOS/CU/HK/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate employability skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * 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 | * Observation * Written * Oral interview * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Observation * Written * Oral interview * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * 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 * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Observation * Oral interview * Written * 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 | * Observation * Oral interview * Written * Third party report |

**Suggested Methods of Instruction**

* 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/06/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate environmental literacy

**Duration of Unit:** 30hours

**Unit Description**

This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use and evaluate current practices in relation to resource usage.

**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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazard | * 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 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 |

**Suggested Delivery Methods**

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

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Solid Waste Act
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** HOS/CU/HK/BC/07/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment**  **Methods** |
| 1. Adhere to workplace procedures for hazards and risk prevention | * Arrangement of work area and items in accordance with Company housekeeping procedures * Adherence to work standards and procedures * Application of preventive and control measures, including use of safety gears/PPE * Study and apply standards and procedures for incidents and emergencies. | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Participate in arrangements for workplace safety and health maintenance | * Participating in orientations on OSH requirements/regulations of tasks * Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner * Practice workplace procedures for reporting hazards, incidents, injuries and sickness * OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel * Identification of needed OSH-related trainings are proposed to appropriate personnel | * 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**

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

# SUPERVISION OF GUESTS’ EXPERIENCE

**UNIT CODE:** HOS/CU/HK/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit Of Competency: Supervise Guests’ Experience

**Duration of Unit:** 32 hours

**Unit Description**

This unit describes the competencies required to supervise guests’ experience. It involves enhancing guest’s experience, handling guest communication, handling guest’s feedback and handling guest complaints.

**Summary of Learning Outcomes**

1. Enhance guest’s experience
2. Handle guest communication
3. Handle guest’s feedback
4. Handle guest’s complaints

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Enhance guest’s experience | * Types of special guests’ requests * Handling special guests’ requests * Guest relations * Guest compensation * Activities that enhance guest experience | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Handle guest communication | * Communication methods * Modes of communication * Guests requests * Tools for collecting guest feedback | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Handle guest’s feedback | * Guest feedback collection tools * Implementing guest feedback collection tools * Handling guest feedback * Documenting guest feedback * Guest satisfaction assessment techniques | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Handling guest’s complaints | * Complaints handling procedure * Complaints handling techniques * Complaints follow up techniques | * 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
* Telephones
* Wi-fi services
* Clock
* Pens
* Guest comment cards

# COORDINATION OF FRONT OFFICE OPERATIONS

**UNIT CODE:** HOS/CU/HK/CR/02/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Coordinate Front Office Operations

**Duration of Unit:** 32 hours

**Unit Description**

This unit describes the competencies required to coordinate front office operations. It involves assisting guest check-in and check-out, coordinating guest services and maintaining guest accounts and databases.

**Summary of Learning Outcomes**

1. Coordinate communication between housekeeping and front office
2. Coordinate guest services
3. Maintain guest accounts and database

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Coordinate communication between housekeeping and front office | * Coordination of guest arrival and departure * Check in and check out procedures * Guest relations * Planning * Communication * 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 lost and found items | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Maintain guest accounts and database | * Types of housekeeping reports * Basic accounting * Handling Information privacy * Computing * 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
* Money verifier
* Arrival rack-folder
* Card rack
* Guest folio trays
* Pens
* Registration cards
* Guest folios
* fliers

# SUPERVISION OF HOUSEKEEPING OPERATIONS

**UNIT CODE:** HOS/CU/HK/CR/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Supervise Housekeeping Operations

**Duration of Unit:** 64 hours

**Unit Description**

This unit specifies the competencies required to supervise housekeeping operations in an organization. It involves supervising housekeeping staff and inspecting housekeeping services. It also entails monitoring and controlling housekeeping resource utilization, compliance with laws and regulations and participating in staff recruitment and training.

**Summary of Learning Outcomes**

1. Supervise housekeeping services
2. Supervise housekeeping staff
3. Participate in staff recruitment and training
4. Monitor and control housekeeping resource utilization
5. Enforce laws and regulations

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Supervise 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. Participate in staff recruitment and training | * Hiring, induction, mentorship and training * Labour laws * Staff motivation | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Monitor and control housekeeping resource utilization | * Significance of monitoring resource utilization * resource utilization and monitoring techniques * Controlling utilization of housekeeping resources * Outsourced services | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Enforce relevant laws and regulations | * Occupational safety and health legislations * Occupational safety and health issues * Safety and security in housekeeping * Challenges of security and safety * Handling of security and safety. | * 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

# SUPERVISION OF LAUNDRY AND LINEN OPERATIONS

**UNIT CODE:** HOS/CU/HK/CR/04/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Supervise Laundry and Linen Operations

**Duration of Unit:** 48 hours

**Unit Description**

This unit describes the competencies required to supervise laundry and linen operations. It involves identifying laundry and linen department resource requirements and inspecting laundry and linen department services. It also entails participating in monitoring and controlling laundry and linen department resource utilization and enforcing laws.

**Summary of Learning Outcomes**

1. supervise laundry and linen department resource requirements
2. supervise laundry and linen department services
3. Monitor and control laundry and linen department resource utilization
4. enforce relevant laws and regulations

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. supervise 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 | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Supervise laundry and linen department operations | * Laundry and linen processes and procedures * Laundry and linen supervision * Handling 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 controlling laundry and linen department resource utilization | * Significance of monitoring resource utilization * resource utilization and monitoring tools * Controlling utilization of laundry resources * Preparation of laundry and linen reports | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 1. Enforce laws and regulations | * Occupational safety and health legislations * Occupational safety and health issues * Safety and security in laundry and linen * Challenges of security and safety | * 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**

* 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
* Squeegees
* Brooms
* Mops
* Scrubbers
* Buckets
* Brushes

# 

# COORDINATION OF FACILITY AND PROPERTY REPAIRS AND MAINTENANCE

**UNIT CODE:** HOS/CU/HK/CR/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Coordinate Facility and Property Repairs And Maintenance

**Duration of Unit:** 24 hours

**Unit Description**

This unit specifies the competencies required to supervise facilities and property repairs and maintenance. It involves identifying plans for facility repairs and maintenance, reporting on facility repairs and maintenance, following up on facility repairs and maintenance and enforcing laws and regulations.

**Summary of Learning Outcomes**

1. Identify plans for facility repairs and maintenance
2. Report on facility repairs and maintenance
3. Follow up on facility repairs and maintenance
4. Enforce laws and regulations

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify plans for 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 |
| 2.Report on facility repairs and maintenance | * Functions of repairs and maintenance department * Duties and responsibilities of repairs and maintenance staff * Nature of repairs and maintenance * Challenges of repairs and maintenance | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 3. Follow up on facility repairs and maintenance | * Significance of monitoring repairs and maintenance resource utilization * Resource utilization monitoring tools * Control in utilization of repairs and maintenance resources * evaluation of repairs and maintenance | * Observation * Oral questioning * Interview * Written tests * Third-party report |
| 4.Enforce relevant laws and regulations | * Occupational safety and health legislations * Occupational safety and health issues * Safety and security in repairs and maintenance operations * Disposal of waste | * 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, valve