

TRAINING REGULATIONS

HOUSEKEEPING NC IV



TOURISM SECTOR (HOTEL AND RESTAURANT)

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
TESDA Complex East Service Road, South Luzon Expressway (SLEX),
Fort Bonifacio, Taguig City

***Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)***

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serves as basis for:

1. Development of curriculum and assessment tools
2. Registration and delivery of training programs; and
3. Establishment of competency assessment and certification arrangements.

Each TR has four sections:

- Section 1 **Definition of Qualification** - describes the qualification and defines the competencies that comprise the qualification.
- Section 2 **The Competency Standards** format was revised to include the Required Knowledge and Required Skills per element. These fields explicitly state the required knowledge and skills for competent performance of a unit of competency in an informed and effective manner. These also emphasize the application of knowledge and skills to situations where understanding is converted into a workplace outcome.
- Section 3 **Training Arrangements** – contain the information and requirements which serve as bases for training providers in designing and delivering competency-based curriculum for the qualification. The revisions to Section 3 entail identifying the Learning Activities leading to achievement of the identified Learning Outcome.
- Section 4 **Assessment and Certification Arrangements** - describe the policies governing assessment and certification procedures for the qualification.

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(HOTEL AND RESTAURANT)

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TRAINING REGULATIONS FOR HOUSEKEEPING NC IV

SECTION 1 HOUSEKEEPING NC IV QUALIFICATION

The **Housekeeping NC IV** Qualification consists of competencies that a person must achieve to manage a team of housekeeping and laundry service staff for guests in hotels, motorist inn, restaurants, clubs, canteens, resorts, luxury liner and other establishments offering housekeeping services within the company's established standards. Specifically, it includes competencies on planning and scheduling routine maintenance, repairs of physical assets; planning and managing housekeeping services for guests; managing lost and found procedures; managing inventory, storage and issuance of linen and uniform; and managing laundry/valet service.

This Qualification is packaged from the competency map of the **Tourism Sector (Hotel and Restaurant)** as shown in Annex A.

The Units of Competency comprising this Qualification include the following:

CODE NO.	BASIC COMPETENCIES
500311401	Utilize specialized communication skills
500311402	Develop and lead teams
500311403	Perform higher-order thinking processes and apply techniques in the workplace
500311404	Contribute to the practice of social justice in the workplace
500311405	Manage innovative work instructions
500311406	Manage and evaluate usage of information
500311407	Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures
500311408	Lead towards improvement of environment work programs, policies and procedures
500311409	Sustain entrepreneurial skills
CODE NO.	COMMON COMPETENCIES
TRS141208	Maintain hospitality industry knowledge
TRS141209	Perform child protection duties relevant to the tourism industry
TRS141210	Develop and supervise operational approaches
TRS141211	Manage quality customer service
TRS141212	Manage finances within a budget
TRS141213	Plan and implement a series of training events
TRS141214	Use the assessment system for training outcomes

CODE NO.	CORE COMPETENCIES
TRS515305	Plan and schedule routine maintenance, repairs of physical assets
TRS515306	Plan and manage housekeeping services for guests
TRS515307	Manage lost and found procedures
TRS515308	Manage inventory, storage and issuance of linen and uniforms
TRS515309	Manage Laundry/Valet Service

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

- Housekeeping Assistant Manager
- Housekeeping Manager
- Head Housekeeper
- Assistant Housekeeper Administrator
- Assistant Executive Housekeeper
- Laundry Manager

SECTION 2 COMPETENCY STANDARDS

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

BASIC COMPETENCIES

UNIT OF COMPETENCY : UTILIZE SPECIALIZED COMMUNICATION SKILLS

UNIT CODE : 500311401

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to use specialized communication skills to meet specific needs of internal and internal clients, conduct interviews, facilitate discussion with groups, and contribute to the development of communication strategies.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Meet common and specific communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly in a manner which does not compromise the organization	1.1 Communication processes 1.2 Dynamics of groups and different styles of group leadership 1.3 Communication skills relevant to client groups 1.4 Flexibility in communication	1.1 Full range of communication techniques including: 1.1.1 Effective communication process 1.1.2 Active listening 1.1.3 Giving/ receiving feedback 1.1.4 Interpretation of information 1.1.5 Role boundaries setting 1.1.6 Negotiation 1.1.7 Establishing empathy 1.1.8 Conduct seminars 1.1.9 Public speaking 1.20 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching in effective communication is provided 2.4 Work related network and relationship are maintained 2.5 Negotiation and conflict resolution strategies are used where required 2.5 Communication with clients and colleagues is performed appropriate to individual needs and organizational objectives	2.1 Communication process 2.2 Dynamics of groups and different styles of group leadership 2.3 Openness and flexibility in communication 2.4 Communication skills relevant to client groups	2.1 Full range of communication techniques including: 2.1.1 Effective communication process 2.1.2 Active listening 2.1.3 Giving/ receiving Feedback 2.1.4 Interpretation of information 2.1.5 Role boundaries setting 2.1.6 Negotiation 2.1.7 Establishing empathy 2.1.8 Openness and flexibility in communication 2.1.9 Communication skills required to fulfill job roles as specified by the organization
3. Deliver a technical presentation	3.1 Presentation is delivered clearly, sequential and delivered within allotted time 3.3 Utilize appropriate media to enhance presentation 3.4 Differences in views/opinions are respected 3.5 Questions during fora are responded in a manner consistent with organizational standard	3.1 Communication process 3.2 Dynamics of groups and different styles of group leadership 3.3 Openness and flexibility in communication 3.4 Communication skills relevant to client groups	3.1 Full range of communication techniques including: 3.1.1 Effective communication process 3.1.2 Active listening 3.1.3 Giving/receiving feedback 3.1.4 Interpretation of information 3.1.5 Role boundaries setting 3.1.6 Negotiation 3.1.7 Establishing empathy 3.1.8 Openness and

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			flexibility in communication 3.19 Communication skills required to fulfill job roles as specified by the organization
4. Represent the organization	4.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 4.2 Presentation is clear and sequential and delivered within a predetermined time 4.3 Utilize appropriate media to enhance presentation 4.4 Differences in views are respected 4.5 Written communication is consistent with organizational standards 4.6 Inquiries are responded in a manner consistent with organizational standard 4.7 Consolidate ideas and suggestions 4.8 Generalize and summarize all ideas and suggestions	4.1 Communication process 4.2 Dynamics of groups and different styles of group leadership 4.3 Openness and flexibility in communication 4.4 Communication skills relevant to client groups	4.1 Full range of communication techniques including: 4.1.1 Effective communication process 4.1.2 Active listening 4.1.3 Giving/ receiving feedback 4.1.4 Interpretation of information 4.1.5 Role boundaries setting 4.1.6 Negotiation 4.1.7 Establishing empathy 4.1.8 Openness and flexibility in communication 4.2 Communication skills required to fulfill job roles as specified by the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5. Facilitate group discussion	5.1 Mechanisms which enhance effective group interaction is defined and implemented 5.2 Strategies which encourage all group members to participate are used routinely 5.3 Objectives and agenda for meetings and discussions are routinely set and followed 5.4 Relevant information is provided to group to facilitate outcomes 5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 5.6 Specific communication needs of individuals are identified and addressed	5.1 Communication process 5.2 Dynamics of groups and different styles of group leadership 5.3 Openness and flexibility in communication 5.4 Communication skills relevant to client groups	5.1 Full range of communication techniques including: 5.1.1 Effective communication process 5.1.2 Active listening 5.1.3 Giving/receiving feedback 5.1.4 Interpretation of information 5.1.5 Role boundaries setting 5.1.6 Negotiation 5.1.7 Establishing empathy 5.1.8 Openness and flexibility in communication 5.2 Communication skills required to fulfill job roles as specified by the organization
6. Conduct interview	6.1 A range of appropriate communication strategies are employed in interview situations 6.2 Records of interviews are made and maintained in accordance with organizational procedures 6.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated	6.1 Communication process 6.2 Dynamics of groups and different styles of group leadership 6.3 Effective questioning techniques 6.3 Communication skills relevant to client groups	6.1 Full range of communication techniques including: 6.1.1 Effective communication process 6.1.2 Active listening 6.1.3 Giving/ receiving feedback 6.1.4 Interpretation of information 6.1.5 Role boundaries setting 6.1.6 Negotiation 6.1.7 Establishing empathy 6.2 Effective clarifying and probing techniques (questioning skills) 6.3 Communication skills required to fulfill job roles as specified by the organization

RANGE OF VARIABLES

VARIABLE	RANGE
1. Strategies	May include: 1.1 Recognizing own limitations 1.2 Referral to specialists 1.3 Utilizing techniques and aids 1.4 Providing written drafts 1.5 Verbal and non verbal communication
2. Effective group interaction	May include: 2.1 Identifying and evaluating what is occurring within an interaction in a non judgmental way 2.2 Using active listening 2.3 Making decision about appropriate words, behavior 2.4 Putting together response which is culturally appropriate 2.5 Expressing an individual perspective 2.6 Expressing own philosophy, ideology and background and exploring impact with relevance to communication 2.7 Openness and flexibility in communication
3. Types of Interview	May include: 3.1 Related to staff issues 3.2 Routine 3.3 Confidential 3.4 Evidential 3.5 Non disclosure 3.6 Disclosure
4. Interview situations	May include: 4.1 Establish rapport 4.2 Elicit facts and information 4.3 Facilitate resolution of issues 4.4 Develop action plans 4.5 Diffuse potentially difficult situation

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated effective communication skills with clients accessing service and work colleagues</p> <p>1.2 Adopted relevant communication techniques and strategies to meet client particular needs and difficulties</p>
<p>2. Resource Implications</p>	<p>2.1 Access to appropriate workplace where assessment can take place</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case Study</p> <p>3.2 Interview</p> <p>3.3 Portfolio</p> <p>3.4 Written Test</p> <p>3.5 Role Play</p>
<p>4. Context for Assessment</p>	<p>4.1 This unit should be assessed on the job through simulation</p>

UNIT OF COMPETENCY: DEVELOP AND LEAD TEAMS

UNIT CODE : 500311402

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

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Foster Individual growth	1.1 Learning and development needs of team members are systematically identified in line with organizational requirements 1.2 Development plan to meet individual needs is collaboratively developed and implemented 1.3 Individuals are encouraged to self - evaluate performance and identify areas for improvement 1.4 Feedback on performance of team members is collected from relevant sources and compared with established team learning process	1.1 Effective workplace communication, coaching and mentoring principles 1.2 Feedback principles and procedures 1.3 Working interdependently: strategies and techniques 1.4 Leadership Concepts: <ul style="list-style-type: none"> • Types of Decisions Teams Make • Team Responsibilities • Problems That Affect Teams • Building Strong Team Communication • Expressing Yourself on a Team • Team Problem Solving 	1.1 Ability to read and understand a variety of texts, prepare general information and documents according to target audience; spell with accuracy; use grammar and punctuation effective relationships and conflict management 1.2 Coaching and mentoring skills to provide support to colleagues 1.3 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.4 Ability to relate to people from a range of social, cultural, physical and mental backgrounds 1.5 Planning skills to organize required resources and equipment to meet learning needs

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			1.6 Reporting skills to organize information; assess information for relevance and accuracy; identify and elaborate on learning outcomes 1.7 Facilitation skills to conduct small group training sessions
2. Foster individual and team growth	2.1. Learning and development program goals and objectives are identified to match the specific knowledge and skills requirements of competency standards 2.2. Learning delivery methods are appropriate to the learning goals, the learning style of participants and availability of equipment and resources 2.3. Workplace learning opportunities and coaching/ mentoring assistance are provided to facilitate individual and team achievement of competencies 2.4. Resources and timelines required for learning activities are identified and approved in accordance with organizational requirements	2.1 Advanced coaching and mentoring techniques 2.2 Performance evaluation concepts 2.3 Training and development techniques	2.1 Instructional planning and delivery skills 2.2 Monitoring and evaluation skills 2.3 Mentoring and coaching skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Monitor and evaluate workplace learning	3.1 Feedback from individuals or teams is used to identify and implement improvements in future learning arrangements 3.2 Outcomes and performance of individuals/teams are assessed and recorded to determine the effectiveness of development programs and the extent of additional support 3.3 Modifications to learning plans are negotiated to improve the efficiency and effectiveness of learning 3.4 Records and reports of competency are maintained within organizational requirement	3.1 Types and levels of learning evaluation 3.2 Learning styles and strategies 3.3 Training and development approaches	3.1 Instructional planning and delivery skills 3.2 Monitoring and evaluation skills 3.3 Mentoring and coaching skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Develop team commitment and cooperation	4.1 Open communication processes to obtain and share information is used by team 4.2 Decisions are reached by the team in accordance with its agreed roles and responsibilities 4.3 Mutual concern and camaraderie are developed in the team 4.4 Career planning for each member are monitored	4.1 Career development for group members 4.2 Principles of team commitment and cooperation 4.3 Team dynamics and performance	4.1 Instructional planning and delivery skills 4.2 Monitoring and evaluation skills 4.3 Mentoring and coaching skills
5. Facilitate accomplishment of team goals	5.1 Team members actively participated in team activities and communication processes 5.2 Teams members developed individual and joint responsibility for their actions 5.3 Collaborative efforts are sustained to attain organizational goals	5.1 Group Development Process and Principles as applied in the workplace 5.2 Principles of organizational development 5.3 Collaboration principles and procedures	5.1 Instructional planning and delivery skills 5.2 Monitoring and evaluation skills 5.3 Mentoring and coaching skills 5.4 Organizational leadership

RANGE OF VARIABLES

VARIABLE	RANGE
1. Learning and development needs	May include: <ul style="list-style-type: none"> 1.1 Coaching, mentoring and/or supervision 1.2 Formal/informal learning program 1.3 Internal/external training provision 1.4 Work experience/exchange/opportunities 1.5 Personal study 1.6 Career planning/development 1.7 Performance appraisals 1.8 Workplace skills assessment 1.9 Recognition of prior learning 1.10 Job design and enrichment
2. Organizational requirements	May include: <ul style="list-style-type: none"> 2.1 Quality assurance and/or procedures manuals 2.2 Goals, objectives, plans, systems and processes 2.3 Legal and organizational policy/guidelines and requirements 2.4 Safety policies, procedures and programs 2.5 Confidentiality and security requirements 2.6 Business and performance plans 2.7 Ethical standards 2.8 Quality and continuous improvement processes and standards
3. Feedback on performance	May include: <ul style="list-style-type: none"> 3.1 Formal/informal performance appraisals 3.2 Obtaining feedback from supervisors and colleagues 3.3 Obtaining feedback from clients 3.4 Personal and reflective behavior strategies 3.5 Routine and organizational methods for monitoring service delivery
4. Learning delivery methods	May include: <ul style="list-style-type: none"> 4.1 On the job coaching or mentoring 4.2 Problem solving 4.3 Presentation/demonstration 4.4 Formal course participation 4.5 Work experience 4.6 Involvement in professional networks 4.7 Conference and seminar attendance 4.8 Induction

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified and implemented learning opportunities for others 1.2. Gave and received feedback constructively 1.3. Facilitated participation of individuals in the work of the team 1.4. Negotiated learning plans to improve the effectiveness of learning 1.5. Prepared learning plans to match skill needs 1.6. Accessed and designated learning opportunities
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1. Observation of work activities of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1. Competency may be assessed in workplace or in a simulated workplace setting 4.2. Assessment shall be observed while tasks are being undertaken whether individually or in-group

UNIT OF COMPETENCY : PERFORM HIGHER-ORDER THINKING PROCESSES AND APPLY TECHNIQUES IN THE WORKPLACE

UNIT CODE : 500311403

UNIT DESCRIPTOR : This unit of covers the knowledge, skills and attitudes required to use fundamental critical thinking skills in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures.	1.1 Effectiveness and efficiency of workplace standards and procedures are examined. 1.2. Usage of inquiry and dialogue to communicate evaluation measures and results are implemented. 1.3 Evaluation reports are prepared and communicated to team members.	1.1 Systems, standards, procedures and protocols in the workplace. 1.2 Different methods of critical and appreciative inquiry and their relevance to different situations 1.3 Techniques to assist in forming the habit of asking questions and taking responsibility for answers. 1.4 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).	1.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information). 1.2 Communicating to actively listen and to ask questions of others in a constructive way. 1.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers. 1.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation. 1.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Foster the habit of critical inquiry and curiosity in the workplace.	<p>2.1 Issues and situations are reflected on and wondered about.</p> <p>2.2 Issues and problems in the workplace particularly in the policies, procedures and protocols are discussed and evaluated between and among teams.</p> <p>2.3 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated and agreed upon between and among teams.</p> <p>2.4 Growth mindset and positive relationship and communication is applied in the context of curiosity and critical inquiry in the workplace.</p>	<p>2.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>2.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>2.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>2.4 Growth mindset and positive communication and relationship strategies and techniques.</p>	<p>2.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>2.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>2.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>2.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>2.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>2.6 Communicating insights on workplace effectiveness and efficiency.</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Develop practical action plans for improving workplace conditions.	<p>3.1 Evaluation of efficiency and effectiveness of workplace policies, procedures and protocols are documented, communicated to stakeholders.</p> <p>3.2 Practical action plans in improving workplace conditions are formulated, presented and negotiated with stakeholders.</p> <p>3.3 Proposed changes and directions are inquired, processed and negotiated between and among teams, and stakeholders as well of the organization.</p> <p>3.4 Commitment to continuous improvement and change is highlighted.</p> <p>3.5 Passion and dedication for changing and adapting to the demands of the 21st century workplace are considered.</p>	<p>3.1 Different methods of critical and appreciative inquiry and their relevance to different situations.</p> <p>3.2 Techniques to assist in forming the habit of asking questions and taking responsibility for answers.</p> <p>3.3 Why questions are important and the benefits of asking good questions for individuals, businesses and communities (the importance of critical thinking).</p> <p>3.4 Growth mindset and positive communication and relationship strategies and techniques.</p> <p>3.5 Creative negotiation skills.</p> <p>3.6 Change management and continuous improvement concepts.</p>	<p>3.1 Using range of analytical techniques (e.g., planning, attention, simultaneous and successive processing of information).</p> <p>3.2 Communicating to actively listen and to ask questions of others in a constructive way.</p> <p>3.3 Using critical thinking pathway to formulate and ask relevant questions and come up with appropriate answers.</p> <p>3.4 Performing assimilation and accommodation skills to interpret and distil key information of relevance to a given situation.</p> <p>3.5 Assessing and measuring the extent of effectiveness and efficiency of the systems, processes and procedures in the workplace.</p> <p>3.6 Communicating practical insightson improving workplace conditions.</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Effectiveness and efficiency	May include; <ul style="list-style-type: none"> 1.1 Developing a more efficient way of doing something 1.2 Developing a new idea 1.3 Developing and improving products and services 1.4 Enhancing skills and career opportunities 1.5 Enhancing the physical environment 1.6 Financial benefit 1.7 Greater personal satisfaction 1.8 Improving interpersonal relationships 1.9 Evaluating overall workplace conditions
2. Curiosity and critical inquiry	May include: <ul style="list-style-type: none"> 2.1 Accuracy 2.2 Breadth 2.3 Clarity 2.4 Depth 2.5 Emotion 2.6 Fairness 2.7 Logic 2.8 Meaning 2.9 Planning 2.10 Attention 2.11 Precision 2.12 Relevance 2.13 Significance 2.14 Social engagement 2.15 Society 2.16 Style 2.17 Growth mindset 2.18 Positive communication 2.19 Positive negotiation 2.20 Workplace conditions 2.21 Appreciative inquiry methods

<p>3. Practical action plans</p>	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Insights on continuous improvement 3.2 Creative strategies and techniques for becoming better at work and real life 3.3 Career plans 3.4 Challenging workplace policies, procedures and protocols 3.5 Specifying plans for change and adapting to the demands of the contemporary workforce 3.6 Challenges in negotiating with stakeholders and teams 3.7 Change management, innovation and knowledge creation 3.8 Contractual agreements 3.9 Extreme time pressure or non-negotiable deadlines 3.10 Financial limitations 3.11 Procedures determined by laws or other regulations 3.12 Safety issues 3.13 When others are totally closed to new ideas 3.14 acknowledging shared responsibility 3.15 adopting a positive 'can do' attitude 3.16 following up on practical details 3.17 pro-actively seeking information 3.18 suggesting a new approach 3.19 talking to others about possible answers 3.20 constraints of the broader context and environment 3.21 overall goal - what needs to be achieved 3.22 personal hopes and expectations
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EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Evaluated the effectiveness and efficiency of workplace systems, processes and procedures.</p> <p>1.2 Modelled the conscious process of critical inquiry to get new insights that s/he can get in formulating action plans on continuous improvement in the workplace and real-life</p> <p>1.3 Practiced the habit of critical inquiry and curiosity in the workplace</p> <p>1.4 Shown a thorough knowledge and understanding of how critical thinking impacts on individual lives, the broader community and work situations.</p> <p>1.5 Developed practical action plans for improving workplace conditions.</p>
<p>2. Resource Implications</p>	<p>2.1. Interactions with specific challenges and situations to demonstrate the application of critical thinking (this would usually involve interactions with others).</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate</p> <p>3.2 Evaluation of a candidate blog exploring different ideas and questions</p> <p>3.3 Review of candidate response to scenarios that allow the candidate to apply critical thinking techniques to a life or work situation, and to demonstrate ability to portray curiosity and exploration of new concepts</p> <p>3.4 Evaluation of candidate response to the challenge of adopting different perspectives on a situation, and ability to both develop and respond to questions from those perspectives</p> <p>3.5 Observation of the candidate participating in a group problem-solving session</p> <p>3.6 Oral or written questioning to assess knowledge of typical blockers to the critical thinking process.</p> <p>3.7 Life Narrative Inquiry to reflect life stories that reflect how critical thinking and problem solving is applied in the lives.</p>
<p>4. Context for Assessment</p>	<p>4.1. In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

UNIT OF COMPETENCY : CONTRIBUTE TO THE PRACTICE OF SOCIAL JUSTICE IN THE WORKPLACE

UNIT CODE : 500311404

UNIT DESCRIPTOR : This unit covers ways and means to assume active roles in resolving local and global challenges and to become proactive contributors to a more peaceful and sustainable world.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Update self on local, national and global trends/ issues in the workplace	<p>1.1 Media are regularly scanned/ monitored for trends and issues relevant to human rights, gender equality, promotion of culture of peace and non-violence, global citizenship and appreciation of cultural diversity.</p> <p>1.2 Knowledge and understanding of local, national and global issues and their interconnectedness and interdependency are acquired.</p> <p>1.3 Notable issues and trends are critically examined and discussed with peers, colleagues, or family members.</p>	<p>1.1 Local, national and global systems and structures</p> <p>1.2 Issues affecting interaction and connectedness of communities at local, national and global levels</p> <p>1.3 Underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right)</p>	<p>1.1 Monitoring trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms</p> <p>1.2 Analyzing trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity</p> <p>1.3 Engaging in discourse about the local, national and global issues</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Relate local and global trends to workplace context	2.1 Local events are reflected on for implications in one’s own situation and in the external global environment. 2.2 Sense of belonging to a common humanity, sharing values and responsibilities are developed. 2.3 Attitudes of empathy, solidarity and respect for differences and diversity are strengthened.	2.1 Different levels of human identity according to Amber Mayer (2015) 2.2 Different communities people belong to and how these are connected 2.3 Difference and respect for cultural diversity	2.1 Recognizing differences and commonalities among people 2.2 Strengthening attitudes of empathy, solidarity and respect for diversity 2.3 Connecting local issues to global trends, and vice versa.
3. Engage and take actions on workplace issues and concerns	3.1 Effective and responsible actions at local, national and global levels are identified. 3.2 Motivation and willingness to take necessary actions are developed. 3.3 Attitude of “thinking globally and acting locally” is practiced.	3.1 Actions that can be taken individually and collectively 3.2 Ethically responsible behaviour 3.3 Importance and benefits of civic engagement 3.4 Strategies and techniques of “thinking globally and acting locally”	3.1 Employing appropriate actions to address workplace issues involving national and global trends 3.2 Showing concern and willingness to take part in the development efforts to discuss workplace issues and concerns 3.3 Applying the attitude of “thinking globally and acting locally” in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Media	May include but not limited to: 1.1 Print media 1.2 Broadcast media 1.3 Internet and social media
2. Scanning/Monitoring	May include but not limited to: 2.1 Sourcing from key informants 2.2 Conversation with clients 2.3 Man-on-the-street conversation 2.4 Scanning print and broadcast media
3. Local, national and global issues	May include but not limited to: 3.1 Poverty 3.2 Unemployment 3.3 Global warming 3.4 Safety, security, and well-being

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability and attitude to keep oneself updated of relevant issues/trends 1.2 Demonstrated ability to think and act based on one's principles and values 1.3 Demonstrated a holistic/global outlook on internal and external events in the workplace
2. Resource Implications	The following resources should be provided: 2.1 Access to workplace and resources 2.2 Case studies
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Demonstration or simulation with oral questioning 3.2 Case problems involving global and local issues 3.3 Third-party report
4. Context for Assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment

UNIT OF COMPETENCY : MANAGE INNOVATIVE WORK INSTRUCTIONS

UNIT CODE : 500311405

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to sustain and develop a workplace environment in which improvement, innovation and learning are promoted and reinforced.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review and analyze existing workplace practices	1.1 Current instructions and strategies to perform tasks in the workplace are reviewed 1.2 Climate for innovation at the organizational level is defined 1.3 Innovation drivers in the workplace are identified	1.1. Four drivers of innovation according to Gallup Management Journal (2007) 1.2. Contextual variables related to innovative practices in the organization 1.3. The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 1.4. Types of Innovation identified by Gopalakrishnan and Damanpour (1997)	1.1 Investigating the organizational needs in the innovation process 1.2 Defining current organizational innovative practices 1.3 Linking innovation to contextual variables in the organization

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Examine opportunities for continuous improvement and innovation of practices in the workplace	2.1. Effectiveness of innovative practices in the workplace is determined 2.2. Innovative behaviors of leaders or managers in the organization are assessed 2.3. Driving principles of innovation are discussed	2.1 Determinants of innovative behavior by Scott and Bruce (1992) 2.2 Four principles of innovation according to Gallup Management Journal (2007)	2.1 Evaluating organizational innovative practices 2.2 Gauging innovative behaviors of the leaders and managers in the organization 2.3 Deliberating opportunities and challenges in implementing innovation
3. Implement innovative ways in the conduct of usual workplace practices	3.1. Innovative behaviors in the workplace are performed 3.2. Innovative climate in the workplace is maintained 3.3. Adoption or modification of new ideas relevant to the organizational needs is achieved	3.1 Determinants of innovative behavior by Scott and Bruce (1992) 3.2 The nine dimensions of innovation climate (Isaksen & Isaksen, 2018) 3.3 Techniques in implementing innovative change in the workplace	3.1 Developing risk management techniques and control systems 3.2 Evaluating impact of changes and developing action plans 3.3 Demonstrating strategies and techniques in managing changes in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Innovation	May include: 1.1 Products versus processes 1.2 Radical versus incremental 1.3. Technical versus administrative
2. Innovative behaviors	May include: 2.1 Always generate creative ideas or new solutions 2.2 Exploring and secure funds or resources required for implementing new ideas 2.3 Establishing adequate plans and schedules for implementing new ideas 2.4 Contributing suggestions or approaches for others' creative ideas

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Analyzed and evaluated systems and performance in key areas of the organization and identify opportunities for improvement, seeking advice from experts as appropriate</p> <p>1.2 Promoted the value of creativity, innovation and sustainability and recognize successes</p> <p>1.3 Supported the testing and trialing of new ideas and undertake risk management and cost-benefit analysis for options</p> <p>1.4 Planned for and implemented improvements using organization's processes for approvals, project management and change management</p> <p>1.5 Facilitated effective contributions to and communications about continuous improvement and innovation</p> <p>1.6 Captured insights, experiences and ideas for improvements and incorporate them into the organization's knowledge management systems and future planning.</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Impact evaluation materials (guide and form)</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Interview</p> <p>3.2 Written Evaluation</p> <p>3.3 Case analysis</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions</p>

UNIT OF COMPETENCY: MANAGE AND EVALUATE USAGE OF INFORMATION

UNIT CODE : 500311406

UNIT DESCRIPTOR : This unit of competency covers the knowledge, skills and attitudes required to support

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Review information needs and sources	1.1. The information needs of individuals/teams are determined and the sources are identified. 1.2. Information held by the organisation is reviewed to determine suitability and accessibility. 1.3. Plans are prepared to obtain information that is not available or accessible within the organization.	1.1. Analysis and display techniques 1.2. Information evaluation issues 1.3. Information storage requirements and methods 1.4. Reporting procedures of the organisation	1.1. Analysing record information 1.2. Communicating effectively 1.3. Disseminating information 1.4. Presenting information
2. Collect and analyze information	2.1. Collection of information is interpreted timely and relevant to the needs of individuals/teams. 2.2. Information is collected in formal suitable for analysis, interpretation and dissemination. 2.3. Information is analyzed to identify relevant trends and developments in terms of the needs for which is acquired.	2.1. Information collection, collation 2.2. Analysis and display techniques 2.3. Information evaluation issues 2.4. Information storage requirements and methods 2.5. Reporting procedures of the organisation	2.1. Collecting and collating information 2.2. Analysing record information 2.3. Communicating effectively 2.4. Disseminating information 2.5. Presenting information
3. Use management information systems	3.1. Management information systems are used to store and retrieve data for decision making. 3.2. Technology available in the work area/ organisation is used to manage information. 3.3. Recommendations for improving the information system are submitted to designated persons/ groups.	3.1. Analysis and display techniques 3.2. Information collection, collation 3.3. Information evaluation issues 3.4. Information storage requirements and methods 3.5. Reporting procedures of the organisation	3.1. Analysing record information 3.2. Collecting and collating information 3.3. Communicating effectively 3.4. Disseminating information 3.5. Presenting information 3.6. Using management information systems to store and retrieve data

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Report and disseminate analyzed information	<p>4.1. The results of information gathering, analysis and synthesis are reported within specified time frames and to the standard defined by the organisation.</p> <p>4.2. The results of information gathering, analysis and synthesis are reported so they can be inputs to policy development and organisation decision making.</p> <p>4.3. Information which is gathered is disseminated to appropriate personnel within the specified timeframe</p>	<p>4.1. Analysis and display techniques</p> <p>4.2. Information collection, collation</p> <p>4.3. Information evaluation issues</p> <p>4.4. Information storage requirements and methods</p> <p>4.5. Reporting procedures of the organisation</p>	<p>4.1. Analysing record information</p> <p>4.2. Collecting and collating information</p> <p>4.3. Communicating effectively</p> <p>4.4. Disseminating information</p> <p>4.5. Presenting information</p> <p>4.6. Using management information systems to store and retrieve data</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Information	May include: 1.1 Routine and complex reports and submissions 1.2 Briefing notes 1.3 Ministerial 1.4 Proposals 1.5 Project plans 1.6 Articles and promotional material
2. Collection techniques or methods	2.1 Collection techniques may include: 2.1.1 Research 2.1.2 Surveys 2.1.3 Literature search 2.1.4 Interviews 2.1.5 Data bases 2.1.6 Observation 2.2 Collection methods may include: 2.2.1 Indexing 2.2.2 linking 2.2.3 Sorting 2.2.4 Comparing 2.2.5 Categorizing 2.2.6 Integrating
3. Analysis	May include: 3.1. application of statistical methods 3.2. mathematical calculations 3.3. critical analysis 3.4. problem solving
4. Management information systems	May include: 4.1. Computers 4.2. Communication channels 4.3. Records management 4.4. Procedures 4.5. Manuals 4.6. Protocol 4.7. Legislation 4.8. Guidelines and awards 4.9. Organizational 4.10. Legal and policy materials

EVIDENCE GUIDE

<p>1 Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified information needs and sources 1.2 Collected and analyzed information 1.3 Determined the correct / preventive action 1.4 Used management information systems 1.5 Record and support information <p>These aspects may be best assessed using a range of scenarios what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
<p>2 Resource Implications</p>	<p>Specific resources for assessment</p> <ul style="list-style-type: none"> 2.1 Evidence of competent performance should be obtained by observing an individual in an information management role within the workplace or operational or simulated environment.
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Interview <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
<p>4 Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.

UNIT OF COMPETENCY : LEAD IN IMPROVEMENT OF OCCUPATIONAL SAFETY AND HEALTH (OSH) PROGRAMS, POLICIES AND PROCEDURES

UNIT CODE : 500311407

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to assess Occupational Safety and Health (OSH) practices and programs, recommend OSH program improvement initiatives, and implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess Occupational Safety and Health (OSH) practices and programs	1.1 OSH practices and programs are reviewed based on workplace policies and procedures 1.2 Appropriate personnel or OSH reference guides are consulted for proper guidance based on workplace policies and procedures 1.3 Current practices and programs are evaluated based on acceptable level of OSH work standards	1.1. OSH practices and programs workplace policies and procedures 1.2. OSH reference guides 1.3. OSH work standards	1.1. Critical thinking skills 1.2. Evaluating skills
2. Recommend OSH program improvement initiatives	2.1 OSH work improvement initiatives are identified that are relevant with the workplace scenario 2.2 OSH program improvement plans are organized based on workplace policies and procedures 2.3 OSH program improvement plans are presented based on workplace policies and procedures	2.1. OSH Programs 2.2. OSH work improvement initiatives	2.1. Presentation Skills 2.2. Communication skills 2.3. Collaborating skills 2.4. Critical thinking skills 2.5. Observation skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<p>3.1 Approved improvements on OSH work improvement initiatives are communicated based on workplace policies and procedures</p> <p>3.2 Concern personnel are guided in accordance with workplace policies and procedures</p> <p>3.3 Implementation of the approved OSH initiatives are monitored in accordance with workplace policies and procedures</p> <p>3.4 Implementation of approved OSH initiatives are evaluated based on workplace policies and procedures</p>	<p>3.1. Coaching Concepts</p> <p>3.2. OSH work improvement initiatives</p> <p>3.3. Supervisory Concepts</p>	<p>3.1. Monitoring Skills</p> <p>3.2. Evaluation Skills</p> <p>3.3. Auditing Skills</p> <p>3.4. Coaching Skills</p> <p>3.5. Supervisory Skills</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. OSH Practices and Programs	May include but not limited to: 1.1 Planning, implementation and maintenance of manufacturing plants 1.2 Work-physiological, psychological, ergonomic and hygienic practices and programs 1.3 First aid within the workplace 1.4 Safety inspection practices
2. OSH Reference Guides	May include but not limited to: 2.1 Occupational Safety and Health Standards Book 2.2 OSHA Safety Bulletins and Magazines 2.3 Equipment Safety Operating Instructions 2.4 Established National Safety Management Books 2.5 Credible OSH Web-sites 2.6 Safety Solution Guide Books and Handbooks
3. OSH Work Improvement Initiatives	May include but not limited to: 3.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 3.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 3.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 3.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 3.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 3.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Consult appropriate personnel or OSH reference guides for proper guidance based on workplace policies and procedures 1.2. Evaluate current practices and programs based on acceptable level of OSH work standards 1.3. Identify OSH work improvement initiatives that are relevant with the workplace scenario 1.4. Present OSH program improvement plans based on workplace policies and procedures 1.5. Communicate approved improvements on OSH work program initiatives based on workplace policies and procedures 1.6. Monitor implementation of the approved OSH initiatives in accordance with workplace policies and procedures 1.7. Evaluate implementation of approved OSH initiatives based on workplace policies and procedures
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning
<p>4. Context for Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : LEAD TOWARDS IMPROVEMENT OF ENVIRONMENTAL WORK PROGRAMS, POLICIES AND PROCEDURES

UNIT CODE : 500311408

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required assessing environmental work practices and standards, recommending environmental work improvement initiatives and implementing recommended environmental improvements

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess environmental work practices and programs	1.1. Environmental practices and programs are reviewed based on workplace policies 1.2 Appropriate personnel or environmental reference guides are consulted for proper guidance based on workplace policies* 1.3 Current practices and programs are evaluated based on acceptable level of environmental work standards*	1.1 Environmental Practices 1.2 Environmental Reference Guides 1.3 Corrective Action and Follow-up 1.4 Relevant environmental experts 1.5 Re-Training Needs 1.6 Energy and Healthy Habits	1.1 Critical thinking 1.2 Problem solving 1.3 Observation Skills 1.4 Training Delivery Skills
2. Recommend environmental program improvements initiatives	2.1 Environment practices opportunities are Identified that are relevant with the workplace scenario 2.2 Environmental program improvement plans are organized based on workplace policies and procedures* 2.3 Environmental program improvement plans are presented based on workplace policies and procedures*	2.1 Environmental Practices and Standards 2.2. Mitigation Requirements	2.1. Presentation Skills 2.2 Critical thinking 2.3. Problem Solving 2.4 Observation Skills 2.5 Training Delivery Skills 2.6 Cost-Benefit Analysis

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement recommended improvements on environmental programs, policies and procedures	3.1. Approved improvements on <i>environmental work program initiatives</i> are promoted based on workplace policies and procedures 3.2 Implementation of the approved environmental initiatives are monitored in accordance with workplace policies and procedures 3.3. Implementation of approved environmental initiatives are evaluated based on workplace policies and procedures	3.1. Environmental Work Initiatives 3.2. Communication Strategies 3.3. Environmental inspection and Monitoring Techniques 3.4. Notification Requirements	3.1. Inspection Skills 3.2 Critical thinking 3.3 Problem Solving 3.4 Observation Skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Environmental Practices and Programs	May include: <ul style="list-style-type: none"> 1.1 Utilization of Energy, Water, Fuel 1.2 Segregation Practices 1.3 Waste Disposal and Reuse 1.4 Saving Resources 1.5 Waste Collection 1.6 Usage of Hazardous Materials 1.7 Chemical Application 1.8 Equipment Operation 1.9 Dewatering and Discharging 1.10 Surface Disturbance 1.11 Periodic Inspection 1.12 Resource Storage and Handling
2. Environmental Reference Guides	May include: <ul style="list-style-type: none"> 2.1 Air Emission and Ambient Air Quality Guidelines 2.2 Energy Conservation Guidelines 2.3 Wastewater and Ambient Water Quality Guidelines 2.4 Water Conservation Guidelines 2.5 Hazardous Materials Management 2.6 Waste Management 2.7 Noise 2.8 Contaminated Land 2.9 Cultural Conservation Guides
3. Environmental Work Program Initiatives	May include: <ul style="list-style-type: none"> 3.1 Low Energy Lighting 3.2 Water Reduction initiatives 3.3 Holding Employee Awareness event 3.4 Recycling Waste Materials 3.5 Unplugging power converters overnight 3.6 Tree-Planting 3.7 Wild-life conservation

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1. Consulted appropriate personnel or environmental reference guides for proper guidance based on workplace policies*</p> <p>1.2. Evaluated current practices and standards based acceptable level of environmental work standards</p> <p>1.3. Organized environmental standard improvement plans based on workplace policies and procedures</p> <p>1.4. Presented environmental standard improvement plans based on workplace policies and procedures*</p> <p>1.5. Promoted approved environmental work initiatives based on workplace policies and procedures</p> <p>1.6. Evaluated the implementation of approved environmental improvements based on workplace policies and procedures</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Workplace/Assessment location</p> <p>2.2 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.3 Case studies/scenarios relating to environmental protection</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Written/ Oral Examination</p> <p>3.2 Interview/Third Party Reports</p> <p>3.3 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.4 Simulations and role-plays</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA center.</p>

UNIT OF COMPETENCY : SUSTAIN ENTREPRENEURIAL SKILLS

UNIT CODE : 500311409

UNIT DESCRIPTOR : This unit covers the outcomes required to update and continue one’s professional development along entrepreneurship, including applying such growth in skills toward expanding the enterprise and developing its work force.

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Enhance one’s business skills	1.1 Entrepreneurial skills development needs are identified and responded to promptly. 1.2 Market trends are monitored, anticipated and taken advantage of where feasible. 1.3 New technologies, products and processes are included/utilized where advantageous to the enterprise. 1.4 Constant dialog/linkages with other entrepreneurs/peers and stakeholders are maintained 1.5 Circulation and participation in business fora, meetings, conventions and exhibits are maintained.	1.1 Business models and strategies 1.2 Types and categories of businesses 1.3 Business internal controls 1.4 Market Trends 1.5 Relevant national and local legislation and regulations 1.6 Basic quality control and assurance concepts	1.1 Basic bookkeeping/ accounting skills 1.2 Communication skills 1.3 Building relations with customer and employees 1.4 Building competitive advantage of the enterprise 1.5 Networking and Linkaging skills

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Manage entrepreneurial practices	2.1 Ideas and comments for improvements are sought from workers and clients. 2.2 Staff/workers are encouraged and supported in their skills development and enhancement. 2.3 A culture of continuous improvement is fostered within the enterprise. 2.4 Innovations on the existing lines of products and services are encouraged	2.1 Public relations concepts 2.2 Basic product promotion strategies 2.3 Basic market and feasibility studies 2.4 Basic business ethics	2.1 Building customer relations 2.2 Individual marketing skills 2.3 Using basic advertising (posters/tarpaulins, flyers, social media, etc.)
3. Expand markets and clientele	3.1 Enterprise is built up and sustained through judicious control of cash flows. 3.2 Profitability of enterprise is ensured through appropriate internal controls . 3.3 Unnecessary or lower-priority expenses and purchases are avoided. 3.4 New markets and clients are identified based on current market trends	3.1 Basic cost-benefit analysis 3.2 Basic financial management 3.3 Basic financial accounting 3.4 Business internal controls	3.1 Setting business priorities and strategies 3.2 Interpreting basic financial statements 3.3 Preparing business plans

RANGE OF VARIABLES

VARIABLE	RANGE
1. Entrepreneurial skills	May include: 1.1. Financial management skills 1.2. People management skills 1.3. Operations management skills 1.4. Business acumen
2. Business operations	May include: 2.1 Purchasing 2.2 Accounting/Administrative work 2.3 Production/Operations/Sales
3. Internal controls	May include: 3.1 Accounting systems 3.2 Financial statements/reports 3.3 Cash management 3.4 Managing property, plant and equipment
4. Continuous improvement	May include: 4.1 Quality management systems (PDCA, ISO 9001, TQM, Six-Sigma, etc.) 4.2 Client feedback systems 4.3 Quality assurance/Quality control systems

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate: 1.1 Demonstrated enhancement of one’s entrepreneurial skills through performance of business, supervisor evaluation, worker and client testimony</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided: 2.1 Interview guide for entrepreneurs, enterprise workers and third parties 2.2 Materials and location relevant to the proposed activity and tasks</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through : 3.1 Written report 3.2 Written examination 3.3 Demonstration/observation with oral questioning 3.4 Portfolio assessment with interview 3.5 Third-party report</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>

COMMON COMPETENCIES

UNIT OF COMPETENCY : MAINTAIN HOSPITALITY INDUSTRY KNOWLEDGE

UNIT CODE : TRS1412018

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to maintain hospitality industry knowledge in a range of settings within the hotel and travel industries workplace context.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Seek information on the hospitality industry	1.1 Sources of information on the hotel and travel industries are identified and accessed 1.2 Information on the hotel and travel industries to assist effective work performance within the industries are obtained 1.3 Specific information on relevant sector(s) of work are accessed and updated 1.4 Knowledge of the hotel and travel industries in the correct context to enhance quality of work performance are used 1.5 Information on other industries to enhance quality of work performance are obtained	1.1 Basic research 1.2 Sources of industry information 1.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations 1.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process 1.5 Role of trade unions and employer groups in the industry 1.6 Environmental responsibilities of the industry, including waste minimization and recycling 1.7 Legislation, regulations and	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Identifying sources of information

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff	
2. Source and apply information on legal and ethical issues for the hospitality industry	<p>2.1 Information on <i>legal issues and ethical issues</i> to assist effective work performance are obtained</p> <p>2.2 Information on legal ethical issues are reviewed and selected</p> <p>2.3 Day-to-day hospitality industry activities are conducted in accordance with legal obligations and ethical industry practices</p>	<p>2.1 Basic research</p> <p>2.2 Sources of Industry information</p> <p>2.3 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations</p> <p>2.4 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process</p> <p>2.5 Role of trade unions and employer groups in the industry</p> <p>2.6 Environmental responsibilities of the industry, including waste minimization and recycling</p> <p>2.7 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff</p>	<p>2.1 Questioning and communication skills</p> <p>2.2 Analytical skills</p> <p>2.3 Networking skills</p> <p>2.4 Ability to research industry information sources</p> <p>2.5 Obtaining information on legal and ethical issues</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Update hospitality industry knowledge	<p>3.1 A range of opportunities to update general knowledge of the hotel and travel industries are identified and used</p> <p>3.2 Current <i>issues of concern</i> to the industries are monitored</p> <p>3.3 Knowledge with customers and colleagues as appropriate and incorporate this into day-to-day work activities are shared and updated</p>	<p>4.1 Basic research</p> <p>4.2 Different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/ kitchen operations, housekeeping, travel agencies and tour operations</p> <p>4.3 Quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process</p> <p>4.4 Role of trade unions and employer groups in the industry</p> <p>4.5 Environmental responsibilities of the industry, including waste minimization and recycling</p> <p>4.6 Legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Analytical skills</p> <p>3.3 Research skills</p> <p>3.4 Networking skills</p> <p>3.5 Monitoring current issues of concern to the industries</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Sources of information	May include: 1.1 Media 1.2 Reference books 1.3 Libraries 1.4 Unions 1.5 Industry associations 1.6 Industry journals 1.7 Internet 1.8 Information services 1.9 Personal observation and experience 1.10 Colleagues, supervisors and managers 1.11 Industry contacts, mentors and advisors.
2. Information	May include: 2.1 Different sectors of the hospitality industry, their inter-relationships and the services available in each sector 2.2 Relationships between tourism and hospitality 2.3 Relationships between the hospitality industry and other industries 2.4 Industry working conditions 2.5 Environmental issues and requirements 2.6 Industrial relations issues and major organisations 2.7 Career opportunities within the industry 2.8 The work ethic required to work in the industry 2.9 Industry expectations of staff 2.10 Quality assurance.
3. Other industries	May include: 3.1 Entertainment 3.2 Food production 3.3 Wine production 3.4 Recreation 3.5 Meetings and events 3.6 Retail

VARIABLE	RANGE
4. Legal issues:	May include: 4.1 Consumer protection 4.2 Duty of care 4.3 Equal employment opportunity 4.4 Anti-discrimination 4.5 Workplace relations 4.6 Child sex tourism
5. Ethical issues	May include: 5.1 Confidentiality 5.2 Commission procedures 5.3 Overbooking 5.4 Pricing 5.5 Tipping 5.6 Familiarizations 5.7 Gifts and services free of charge 5.8 Product recommendations
6. Issues of concern	May include: 6.1 Government initiatives 6.2 Emerging markets 6.3 Environmental and social issues 6.4 Labour issues 6.5 Industry expansion or retraction

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to source industry information</p> <p>1.2 Demonstrated knowledge of the hospitality industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace</p> <p>1.3 Demonstrated ability in updating hospitality industry knowledge</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions Portfolio evidence</p> <p>3.4 Problem solving</p> <p>3.5 Role plays</p> <p>3.6 Third party reports completed by a supervisor</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PERFORM CHILD PROTECTION DUTIES RELEVANT TO THE TOURISM INDUSTRY

UNIT CODE : TRS141209

UNIT DESCRIPTOR : This unit deals with skills and knowledge required to understand the issue of child sexual exploitation by tourists and apply simple protective measures which are applicable for staff working in the hotel and travel industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify the issue of sexual exploitation of children by tourists	1.1 The problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism) is defined 1.2 The impact of child sexual exploitation on children, communities and the hotel and travel industries is described 1.3 Suspicious behaviours that may be exhibited by child sex tourists are identified	1.1 Basic research 1.2 Preventive measures for sexual exploitation of children by tourists 1.3 Child sexual exploitation in tourism destinations 1.4 Negative impact of child sexual exploitation in tourism destinations 1.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 1.6 Rules, regulations, policies and laws to protect children from sexual exploitation by tourists	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Identifying suspicious behaviors exhibited by child sex tourist
2. Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	2.1 The United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation are located and familiarized 2.2 The national, regional and international initiatives to prevent the sexual exploitation of children by tourists are examined 2.3 Reporting	2.1 Knowledge to communicate to stakeholders 2.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists. 2.3 Child sexual exploitation in tourism destinations 2.4 Negative impact of child sexual exploitation in	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Networking skills 2.5 Identifying reporting mechanisms

ELEMENT	PERFORMANCE CRITERIA Italicized <i>terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<i>mechanisms</i> if suspicious behaviour is observed are identified	tourism destinations 2.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 2.6 Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by tourists	
3. Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists	3.1 A list of <i>actions</i> that can be taken by staff working in each labor division of the hotel and travel industries are prepared to prevent the sexual exploitation of children by tourists 3.2 The best action that can be taken by a staff for particular situations in preventing the sexual exploitation of children by tourists are selected 3.3 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations	3.1 Knowledge to communicate to stakeholders 3.2 Actions that can be implemented by staff working in the hotel and travel industries which can prevent the sexual exploitation of children by tourists 3.3 Child sexual exploitation in tourism destinations 3.4 Negative impact of child sexual exploitation in tourism destinations 3.5 Awareness of suspicious behaviours which may be exhibited by child sex tourists 3.6 Awareness of conventions, rules, regulations, policies and laws to protect children from sexual exploitation by tourists	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Networking skills 3.5 Preparing list of actions to prevent the sexual exploitation of children by tourists

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tourists	May include: 1.1 International tourists 1.2 Domestic tourists 1.3 Business travellers 1.4 Expatriates
2. Child sex tourism	May include: 2.1 Child sex tourism 2.2 Child pornography 2.3 Child prostitution 2.4 Child sexual abuse
3. Suspicious behaviours	May include: 3.1 Tourist taking local children to their hotel room, a restaurant/café/bar, a private place or an excursion/outing 3.2 Tourist being very affectionate with local children 3.3 Tourist touching local children inappropriately 3.4 Tourist giving excessive gifts or money to local children 3.5 Tourist asking hotel and travel staff where they can locate children for sex 3.6 Tourist leaves sexually explicit images of children in their hotel room, or views sexually explicit images of children at an internet café
4. UN Articles relating to the rights of all children to be safe from sexual exploitation	May include: Specific Articles in the United Nations Convention on the Rights of the Child which refer to child sexual abuse including Articles 19, 34 and 36
5. National, regional and international initiatives	May include: 5.1 Tourism policies and codes 5.2 Rules and regulations 5.3 Legal provisions, national legislation, extra-territorial legislation 5.4 Public education campaigns 5.5 Training for the hotel and travel industries

VARIABLE	RANGE
6. Reporting mechanisms	May include: 6.1 Reporting to line management at the place of employment 6.2 Local and national reporting hotline phone numbers 6.3 Local authorities 6.4 International police 6.5 Law enforcement websites 6.6 Non-government organizations
7. Actions	May include: 7.1 Being vigilant and aware of suspicious behaviour 7.2 Reporting suspicious behaviour through the appropriate channels 7.3 Establishing and implementing organizational policies to protect children in the hotel and travel industries 7.4 Participating in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations 7.5 Sharing information about child protection with family, friends and work colleagues

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated understanding of the critical requirement to protect children from sexual exploitation by tourists</p> <p>1.2 Demonstrated ability to articulate those behaviours which could be viewed as suspicious and awareness of appropriate reporting mechanisms</p> <p>1.3 Demonstrated understanding of rules, regulations, legislation, policies and procedures which relate to the prevention of child sexual exploitation in tourism destinations</p> <p>1.4 Demonstrated ability to outline actions that could be taken by tourism staff in particular labour divisions which could protect children from sexual exploitation by tourists</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace customer service standards, procedures, policies, guidelines, tools and equipment and in particular those procedures, policies and guidelines that guide effective complaint resolution</p>
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral and written questions</p> <p>3.2 Case studies</p> <p>3.3 Observation of candidate performance</p> <p>3.4 Simulation exercises and role plays</p> <p>3.5 Problem solving</p> <p>3.6 Third party reports completed by a supervisor</p> <p>3.7 Project and assignment work</p>
<p>4. Context of Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : **DEVELOP AND SUPERVISE OPERATIONAL APPROACHES**

UNIT CODE : **TRS141210**

UNIT DESCRIPTOR : This unit deals with the skills and knowledge required to develop and supervise operational approaches in a range of settings within the hotel industries.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate work roles	1.1 <i>Operational plans and objectives</i> to team members are identified, developed and communicated 1.2 Skills of team members to tasks and duties and develop job responsibilities in line with enterprise guidelines are matched 1.3 Requirements of jobs and tasks clearly to team members are communicated	1.1 Different leadership styles and the characteristics of effective leadership 1.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork 1.3 Role and theories of motivation and its application to different workplace contexts 1.4 Organizational structure and group dynamics 1.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 1.6 Performance appraisal systems and procedures 1.7 Principles of time management 1.8 Conflict management techniques 1.9 Enterprise training requirements and processes	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Networking skills 1.5 Developing operational plans and objectives
2 Coordinate	2.1 <i>Work plans</i> that	2.1 Different leadership	2.1 Questioning and

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
activities	<p>establish appropriate targets and task objectives are developed</p> <p>2.2 Work activities to ensure completion of tasks are prioritized in accordance with work requirements</p> <p>2.3 Training and learning opportunities into work activities are identified and incorporated</p> <p>2.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained</p>	<p>styles and the characteristics of effective leadership</p> <p>2.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork</p> <p>2.3 Role and theories of motivation and its application to different workplace contexts</p> <p>2.4 Organizational structure and group dynamics</p> <p>2.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal</p> <p>2.6 Performance appraisal systems and procedures</p> <p>2.7 Principles of time management</p> <p>2.8 Conflict management techniques</p> <p>2.9 Enterprise training requirements and processes</p>	<p>communication skills</p> <p>2.2 Research skills</p> <p>2.3 Analytical skills</p> <p>2.4 Ability to research industry information sources</p> <p>2.5 Networking skills</p> <p>2.6 Developing work plans</p>
3 Maintain effective working relations	<p>3.1 Problems with team members are recognized and addressed</p> <p>3.2 Assistance of team members when difficulties arise to achieve allocated tasks are sought</p> <p>3.3 Requirements of work activities using a participative</p>	<p>3.1 Different leadership styles and the characteristics of effective leadership</p> <p>3.2 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective</p>	<p>3.1 Questioning and communication skills</p> <p>3.2 Research skills</p> <p>3.3 Analytical skills</p> <p>3.4 Networking skills</p> <p>3.5 Managing conflicts</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.4 Disagreements and conflicts constructively using appropriate conflict management strategies are managed</p>	<p>teamwork</p> <p>3.3 Role and theories of motivation and its application to different workplace contexts</p> <p>3.4 Organizational structure and group dynamics</p> <p>3.5 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal</p> <p>3.6 Performance appraisal systems and procedures</p> <p>3.7 Principles of time management</p> <p>3.8 Conflict management techniques</p> <p>3.9 Enterprise training requirements and processes</p>	
4. Provide feedback	<p>4.1 Clear and constructive feedback to individuals to support achievement of outcomes are provided</p> <p>4.2 Team and individual performances to ensure team members are able to achieve goals are monitored</p> <p>4.3 Opportunity for individual development is identified</p> <p>4.4 Clear supervisory and reporting responsibilities in line with organizational requirements are maintained</p>	<p>4.1 Feedback mechanism</p> <p>4.2 Different leadership styles and the characteristics of effective leadership</p> <p>4.3 Principles of teamwork, including characteristics of effective teams, organization of teams, potential team problems and the benefits of effective teamwork</p> <p>4.4 Role and theories of motivation and its application to different workplace contexts</p> <p>4.5 Organizational structure and group dynamics</p>	<p>4.1 Questioning and communication skills</p> <p>4.2 Research skills</p> <p>4.3 Analytical skills</p> <p>4.4 Providing feedback</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.6 Legislative issues that impact on team management, including equal employment opportunity, diversity, anti-discrimination and unfair dismissal 4.7 Performance appraisal systems and procedures 4.8 Principles of time management 4.9 Conflict management techniques 4.10 Enterprise training requirements and processes	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Operational plans and objectives	May include: 1.1 Sales targets 1.2 Performance targets for a particular project 1.3 Increased productivity 1.4 Meeting key performance indicators (KPI) 1.5 Short, medium or long-term goals
2. Team	May include: 2.1 Project-based 2.2 Permanent teams 2.3 Paid workers 2.4 Volunteers 2.5 Work role team 2.6 Peers 2.7 Subordinates
3. Work plans	May include: 3.1 Verbal work plans 3.2 Written work plans 3.3 Daily priorities 3.4 Weekly priorities 3.5 Regular duties and/or work tasks
4. Targets and task objectives	May include: 4.1 Sales targets 4.2 Promotional activities
5. Training and learning opportunities	May include: 5.1 Coaching 5.2 Mentoring 5.3 Structured on-the-job training 5.4 Opportunistic learning 5.5 Modelling
6. Problems	May include: 6.1 Conflicts in priorities 6.2 Resource constraints 6.3 Lack of information 6.4 Supplier delays 6.5 Differences in opinion 6.6 Interpersonal conflict 6.7 Hazardous events 6.8 Time constraints 6.9 Shortfalls in expected outcomes
7. Participative approach	May include: 7.1 Clarity of purpose, including vision, mission, goals 7.2 Communication 7.3 Collaboration 7.4 Building trust 7.5 Team involvement

VARIABLE	RANGE
8. Conflict management strategies	May include: 8.1 Assertiveness 8.2 Listening 8.3 Non-verbal communication 8.4 Language style 8.5 Problem solving 8.6 Negotiation 8.7 Mediation
9. Feedback	May include: 9.1 Performance 9.2 Service standards 9.3 Skills and knowledge 9.4 Progress
10. Opportunity for individual development	May include: 10.1 Internal training/professional development 10.2 External training/professional development 10.3 Change in job responsibilities 10.4 Opportunity for greater autonomy or responsibility 10.5 Formal promotion 10.6 Allocating responsibility for plans or objectives

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to supervise and instruct staff to achieve work activities 1.2 Demonstrated ability to delegate and allocate tasks 1.3 Demonstrated ability to assess and evaluate staff competency 1.4 Demonstrated ability to identify and provide training requirements 1.5 Demonstrated ability to plan and monitor ongoing training needs 1.6 Demonstrated ability to plan timesheets and timetables to meet deadlines 1.7 Demonstrated ability to achieve effective time management 1.8 Demonstrated ability to maintain safe workplace and environmentally responsible practices 1.9 Demonstrated ability to solve problems, such as staffing, resources 1.10 Demonstrated ability to communicate information and instructions, provided feedback and prepared reports and performance appraisals.
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Training and assessment to include access to a real or simulated workplace that provides the candidate with an opportunity to demonstrate application of knowledge of leadership, motivation and teamwork principles in a specific travel and hotel industry context; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations.
<p>3. Method of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Case studies 3.2 Observation of practical candidate performance 3.3 Oral and written questions 3.4 Portfolio evidence 3.5 Problem solving 3.6 Third party reports completed by a supervisor 3.7 Project and assignment work
<p>4. Context of Assessment</p>	<ul style="list-style-type: none"> 4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.

UNIT OF COMPETENCY : MANAGE QUALITY CUSTOMER SERVICE

UNIT CODE : TRS141211

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Develop approaches to enhance customer service quality	1.1 Information on customer needs, expectations and satisfaction levels is obtained using both <i>informal and formal research.</i> 1.2 Opportunities are provided for both customers and colleagues to provide feedback on products and services. 1.3 <i>Changes in internal and external environments</i> are reviewed and findings are integrated into planning for quality service. 1.4 Opportunities are provided for colleagues to participate in the customer service planning process. 1.5 Standards and plans are developed to address key quality service issues.	1.1 Communication techniques 1.2 Informal and formal research 1.3 Customer service relations 1.4 Actions that can be implemented by staff working in the hotel and travel industries 1.5 Quality customer service 1.6 Feedback mechanism	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Identifying relevant information 1.6 Compilation and classification of information and data 1.7 Networking skills
2. Manage the delivery of quality service	2.1 <i>Customer service standards</i> and expectations are clearly communicated to colleagues. 2.2 Access to information on service standards and delivery is provided to colleagues	2.1 Communication techniques 2.2 Customer service standards 2.3 Actions that can be implemented by staff working in the hotel and travel industries	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>2.3 Coaching is used to assist colleagues to deal with customer service issues and to take responsibility for service outcomes.</p> <p>2.4 Customer service in the workplace is monitored to ensure standards are met in accordance with enterprise policies and procedures.</p>		<p>2.5 Identifying relevant information</p> <p>2.6 Compilation and classification of information and data</p> <p>2.7 Networking skills</p> <p>2.8 Monitoring customer service</p>
3. Monitor and adjust customer service	<p>3.1 Feedback is sought from customers on an ongoing basis and this is used to improve performance where applicable.</p> <p>3.2 Customer service problems are identified and adjustments to standards, systems and procedures are made to ensure continued service quality.</p> <p>3.3 New approaches are communicated to all those involved in service delivery within appropriate timeframes.</p>	<p>2.1 Communication techniques</p> <p>2.2 Customer service standards</p> <p>2.3 Actions that can be implemented by staff working in the hotel and travel industries</p> <p>2.4 Quality customer service</p> <p>2.5 Feedback mechanism</p> <p>2.6 Quality service principles and processes</p>	<p>2.1 Questioning and communication skills</p> <p>2.2 Research skills</p> <p>2.3 Analytical skills</p> <p>2.4 Identifying relevant information</p> <p>2.5 Networking skills</p> <p>2.6 Identifying customer service problems</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Informal and formal research	May include: 1.1 Talking to customers 1.2 Qualitative or quantitative research 1.3 Seeking feedback from service delivery colleagues 1.4 Analysis of competitive environment 1.5 Analysis of industry and market trends
2. Changes in internal and external environments	May include: 2.1 Management changes 2.2 Organizational restructuring 2.3 Introduction of new equipment 2.4 Recruitment practices 2.5 Technological changes affecting service delivery 2.6 Changes in the competitive environment 2.7 Economic climate 2.8 Trends in customer preferences 2.9 Advent of E-business
3. Customer service standards	May include: 3.1 Response times 3.2 Service guarantees 3.3 Pricing guarantees 3.4 Product quality 3.5 Document presentation standards 3.6 Personal presentation standards 3.7 Complaint management
4. Customer service issues	May include: 4.1 Response times 4.2 Service guarantees 4.3 Pricing guarantees 4.4 Product quality 4.5 Document presentation standards 4.6 Personal presentation standards 4.7 Complaint management

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to develop proactive approaches to the delivery and monitoring of quality customer service within a specific tourism/hospitality context</p> <p>2.1 Demonstrated knowledge of quality service principles and processes</p>
2. Resource implications	<p>The following resources should be provided:</p> <p>2.1 Project or work activities conducted over a period of time to allow the candidate to establish, monitor and evaluate service delivery in a tourism or hospitality context</p> <p>2.2 Involvement of a team for which the candidate is leader</p>
3. Methods of assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Evaluation of projects managed by the candidate in conjunction with industry to enhance service delivery in a given operation</p> <p>3.2 Evaluation of projects managed by the candidate to create, market and deliver a tourism or hospitality service</p> <p>3.3 Case studies to assess specific service delivery issues in different workplace contexts</p> <p>3.4 Oral or written questions to assess knowledge of quality assurance concepts and principles</p> <p>3.5 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</p>
4. Context of assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : MANAGE FINANCES WITHIN A BUDGET

UNIT CODE : TRS141212

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

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Allocate budget resources	1.1 Funds are allocated according to agreed priorities. 1.2 Changes in income and expenditure priorities are discussed with colleagues prior to implementation 1.3 All relevant personnel are consulted and informed in relation to resource decisions 1.4 Awareness of the importance of budget control is promoted 1.5 Detailed records of resource allocation are maintained in accordance with enterprise control systems	1.1 Basic budget principles 1.2 Budget formulation 1.3 Financial information system 1.4 Managing finances within a budget 1.5 Importance of budget control 1.6 Enterprise control systems 1.7 Standards for organizational recordkeeping and audit requirements 1.8 Recordkeeping	1.1 Analytical skills 1.2 Networking skills 1.3 Allocating funds 1.4 Maintaining records
2. Monitor financial activities against budget	2.1 Actual income and expenditures are checked against <i>budget</i> and at regular intervals 2.2 Financial commitments are included in all documentation to ensure accurate monitoring	2.1 Basic budget principles 2.2 Budget formulation 2.3 Financial information system 2.4 Income and expenditures 2.5 Managing finances within a budget 2.6 Importance of budget control 2.7 Enterprise control systems	2.1 Analytical skills 2.2 Networking skills 2.3 Monitoring expenditures 2.4 Calculating profit/loss and cash flow

ELEMENT	PERFORMANCE CRITERIA <i>Bold and italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Deviations are identified and reported according to company policy and significance of deviation 2.6 Options for more effective management of deviations are investigated 2.5 Colleagues are advised of budget status in relation to targets within agreed timeframes	2.8 Standards for organizational recordkeeping and audit requirements 2.9 Company policies and procedures 2.10 Significance of deviation 2.11 Budget monitoring	
3. Identify and evaluate options for improved budget performance	3.1 Existing costs and resources are assessed and areas for improvement are identified 3.2 Desired outcomes are discussed with relevant colleagues 3.3 Research is conducted to investigate new approaches 3.4 Benefits and disadvantages of new approaches are defined and clearly communicated 3.5 Impacts on customer service levels and colleagues are considered when developing new approaches 3.6 Recommendations are presented clearly and logically to the appropriate person/department	1.1 Basic budget principles 1.2 Research 1.3 Budget formulation 1.4 Financial information system 1.5 Income and expenditures 1.6 Managing finances within a budget 1.7 Importance of budget control 1.8 Enterprise control systems 1.9 Standards for organizational recordkeeping and audit requirements	3.1 Research skills 3.2 Analytical skills 3.3 Networking skills 3.4 Monitoring expenditures 3.5 Calculating profit/loss and cash flow 3.6 Restructuring/improving budget
4. Complete financial reports	4.1 All required financial reports are completed within designated timelines	4.1 Basic budget principles 4.2 Basic Research	4.1 Research skills 4.2 Analytical skills 4.3 Networking skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.2 Clear and concise information are produced to enable informed decision-making 4.3 Reports are promptly forwarded to the appropriate person/department.	4.3 Budget formulation 4.4 Financial information system 4.5 Income and expenditures 4.6 Budget report preparation 4.7 Standards for organizational recordkeeping and audit requirements	4.4 Monitoring expenditures 4.5 Preparing budget report

RANGE OF VARIABLES

VARIABLE	RANGE
1. Budget	May include: 1.1 Cash budgets 1.2 Departmental budget 1.3 Wages budget 1.4 Project budget 1.5 Purchasing budget 1.6 Sales budget 1.7 Cashflow budget 1.8 Budget for a small business
2. Research	May include: 2.1 Discussions with existing suppliers 2.2 Sourcing of new suppliers 2.3 Evaluation of staffing/rostering requirements 2.4 Review of operating procedures 2.5 Potential rostering changes
3. Financial reports	May include: 3.1 Daily, weekly, monthly transactions and reports 3.2 Break-up by department 3.3 Occupancy 3.4 Sales performance 3.5 Commission earnings 3.6 Sales returns 3.7 Yield management 3.8 Commercial account activity

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated knowledge of basic budget principles and structures 1.2 Knows budgeting terminology relevant to a specific industry context 1.3 Demonstrated the ability to monitor income and expenditure in accordance with the budget, and to identify ways of improving budget performance 1.4 Demonstrated understanding of the main types of budget that apply in the specific enterprise or industry context
<p>2. Resource implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Project or work activities that include the management of and reporting on a budget for a specific project or operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed 2.2 Use of figures and data that reflect the financial operating conditions of industry 2.3 The requirement to evaluate options for improved budget performance
<p>3. Methods of assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Evaluation of financial reports detailing financial performance of projects or activities conducted by the candidate 3.2 Evaluation of reports produced by the candidate detailing the processes undertaken to manage finances within a budget 3.3 Case studies and problem solving to assess application of the principles of budget management to different situations 3.4 Review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
<p>4. Context of assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

UNIT OF COMPETENCY : PLAN AND IMPLEMENT A SERIES OF TRAINING EVENTS

UNIT CODE : TRS141213

UNIT DESCRIPTOR : This unit covers the knowledge, skills and behavior required to plan training events in response to identified workplace need and administer the implementation to optimise training effectiveness. This unit reflects a management function and not a trainer function and is likely to be applicable to an organization that has multiple workplaces/sites.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Plan a series of training events	1.1 Training needs are identified and verified 1.2 Training needs are identified and prioritized. 1.3 Resources available to support training events to address identified training need are determined 1.4 Training events that will address identified workplace training need are identified. 1.5 Availability of learners to attend and participate in identified training events are determined. 1.6 Stakeholders in planning activities are involved. 1.7 A schedule for implementing identified training events is developed. 1.8 An operational plan to support the implementation of identified training events is developed. 1.9 The implementation plan for training events with stakeholders is shared.	1.1 Communication techniques 1.2 Enterprise policies and procedures 1.3 Training needs 1.4 Events planning	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.6 Planning a training event

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.10 Identified learners to engage with established training events are encouraged		
2 Implement a series of training events	2.1 Identified <i>support for learners to attend identified training events</i> is provided 2.2 <i>Resources for supervisors to maintain required service levels</i> during identified training events are provided 2.3 Learners of <i>attendance requirements</i> as required by the organization are advised 2.4 <i>Feedback from learners</i> on individual training events is captured 2.5 <i>Planned schedule of training events</i> on the basis of feedback and other issues arising is modified 2.6 <i>Training events</i> to monitor and evaluate their implementation are attended 2.7 Contact with training event organizers/providers is maintained	2.1 Communication techniques 2.2 Enterprise policies and procedures 2.3 Events planning 2.4 Feedback mechanism	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Implementing a training event
3 Review planning and implementation of a series of training events	3.1 The <i>impact of attendance at training event</i> is evaluated 3.2 <i>The value-for-money provided by engagement with training events</i> is assessed. 3.3 <i>Ways in which more cost-effective use of training events could be effected</i> are identified	3.1 Communication techniques 3.2 Enterprise policies and procedures 3.3 Events planning 3.4 Preparation of report	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research industry information sources 3.5 Networking skills 3.6 Preparing report

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4A <i>report on the use of training events</i> within the organization is prepared		

RANGE OF VARIABLES

VARIABLE	RANGE
1. Training needs	May include: <ul style="list-style-type: none"> 1.1 Reviewing the results of training needs analyses 1.2 Reviewing individual input, including requests for training, from staff, co-workers, customers, supervisors, managers and other relevant personnel 1.3 Reviewing business plans, directions and objectives 1.4 Reviewing existing qualifications, certificates, licenses held by staff 1.5 Reviewing changed workplace conditions necessitating staff training, including changes to equipment, procedures, legislation, layout, customer preferences 1.6 Clarifying training requirements by site, department, individual worker, workplace teams
2. Training needs are identified and prioritized	May include: <ul style="list-style-type: none"> 2.1 Matching training need against workplace demands, by site, department, individual worker, workplace teams 2.2 Factoring in legislated obligations 2.3 Determining existing competency levels to cater for anticipated demand 2.4 Determining costs associated with immediate and short-term training events to respond to urgent training needs 2.5 Identifying the impact of not responding immediately to urgent need 2.6 Identifying other priority activities that the organisation is required to accommodate 2.7 Integrating complementary imperatives and priorities 2.8 Identifying alternative short-term action, other than training events, that can be taken to address immediate priority needs
3. Resources	May include: <ul style="list-style-type: none"> 3.1 Time 3.2 Space/location and venues 3.3 Human resources 3.4 Financial resources 3.5 Physical resources

VARIABLE	RANGE
	3.6 Network of contacts 3.7 Externally available training events
4. Training events	May include: 4.1 Traditional training sessions 4.2 Computer-based learning 4.3 Home study 4.4 Correspondence training and education 4.5 Conferences, seminars, meetings, exhibitions, trade presentations, workshops, symposiums 4.6 Training provided by suppliers, support industries, industry peak bodies and/or government agencies 4.7 Generic training courses, including a series of training events, offered by external training providers 4.8 Field trips, experiential learning, visits to nominated businesses, sites or venues 4.9 Guest speakers 4.10 Demonstrations and talks by acknowledged subject specialists 4.11 Formal and informal learning opportunities relevant to identified need
5. Availability of learners to attend and participate	May include: 5.1 Interrogating existing staff rosters to identify flexibility available to accommodate staff absences and attendance at training events 5.2 Liaising with supervisors to identify alternative staff to back-fill those attending training events 5.3 Liaising with the financial department to calculate staffing costs associated with attendance at training events 5.4 Identifying peak and low trading times, days, periods

VARIABLE	RANGE
6. Stakeholders in planning activities	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Discussing individual and group preferences for training events 6.2 Identifying individual and group barriers to attendance at training events 6.3 Identifying learner preferences for training events 6.4 Discussing training event options with supervisors, managers and learners 6.5 Explaining the need for the training events 6.6 Identifying the benefits that will flow from participation in training events 6.7 Describing the support available for those who engage with learning events, including travel allowances, payment of fees and charges, per diem allowances, payment for meals and accommodation, where applicable 6.8 Discussing time off to engage with training events, including necessary study, practice, and assessment as appropriate to individual training events
7. Schedule for implementing identified training events	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Accommodating individual workplace operational needs to the greatest extent possible 7.2 Accommodating individual learner preferences to the greatest extent possible 7.3 Limiting training events and numbers attending to meet imposed budgetary and other operational constraints 7.4 Identifying specific days, dates, times and staff for individual training events at each location/venue 7.5 Coordinating the attendance of learners from multiple sites/departments at the one training event 7.6 Identifying relevant training events that will optimise learning while minimising expenditure, including the need to identify local venues and training events wherever possible 7.7 Communicating a draft schedule to learners and management/supervisors 7.8 Revising attendance at training events, on the basis of feedback received regarding the draft schedule, to the greatest extent possible commensurate with achieving the necessary training objectives
8. Operational plan	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Allocating responsibilities for actions within the plan, including delegation of authority and/or the establishment of revised scopes of authority 8.2 Enrolling and/or registering learners in training events 8.3 Supplying learners with confirmation of enrolment and/or registration, including details of the training event and any necessary preparations and/or pre-requisites that apply

VARIABLE	RANGE
	<p>8.4 Developing a framework within which attendees at training events can pass on knowledge and skills learned to other staff in the workplace/organisation</p> <p>8.5 Authorising staff back-filling arrangements and extensions to labour budgets as appropriate</p> <p>8.6 Determining criteria to be used when evaluating post-participation in training events</p>
<p>9. Implementation plan</p>	<p>May include:</p> <p>9.1 Providing hard-copy information, such as letters to staff, notes in pay envelopes, posters in the workplace</p> <p>9.2 Mentioning the training events at staff meetings and briefings</p> <p>9.3 Using electronic communication facilities, including email, intranet and facsimiles</p> <p>9.4 Conducting training event-specific information sessions</p>
<p>10. Support for learners to attend identified training events</p>	<p>May include:</p> <p>10.1 Payment, or other arrangements, such as vehicles/per diems, for travel and accommodation</p> <p>10.2 Supply of pre-training event materials, such as pre-event reading matter</p> <p>10.3 Identification and/or confirmation of training event venue and attendance times, locations</p> <p>10.4 Clarification with learners regarding organisational expectations regarding the training event</p> <p>10.5 Provision of time to allow learners to prepare for, and travel to, the training event</p> <p>10.6 Changes to rosters</p>
<p>11. Required resources for supervisors to maintain required service levels</p>	<p>May include:</p> <p>11.1 Authorising and/or arranging for supplementary staff to replace learners who are attending training events</p> <p>11.2 Modifying normal workloads to factor in the absence of traditional staffing levels</p> <p>11.3 Revising workplace activities to accommodate reduced staff levels</p> <p>11.4 Amending trading hours</p> <p>11.5 Closing sites, where appropriate</p> <p>11.6 Authorising the payment of overtime to normal staff to enable them to back-fill learners</p>
<p>12. Attendance requirements</p>	<p>May include:</p> <p>12.1 Punctuality</p> <p>12.2 Attendance for the duration of nominated aspects of the training event</p> <p>12.3 Active participation in activities</p> <p>12.4 Engagement with all aspects of the training event</p> <p>12.5 Undertaking assessment that comprises part of the</p>

VARIABLE	RANGE
	<p>training event</p> <p>12.6 Networking with other training event participant/s</p> <p>12.7 Returning to work with copies of materials or resources provided at the training event</p> <p>12.8 Focus on nominated training needs as applicable to individual learners, work sites, departments and/or the organisation as an overall entity</p> <p>12.9 Being able to demonstrate/prove attendance at the training event</p> <p>12.10 Completing an evaluation of the training event</p> <p>12.11 Sharing knowledge, skills and attitudes learned at the training event with other staff</p>
13. Feedback from learners	<p>May include:</p> <p>13.1 Written or verbal feedback</p> <p>13.2 Compulsory feedback on all participation in training events</p> <p>13.3 Comments on relevance of the training event content</p> <p>13.4 Explanation of the extent to which learners believed the training event assisted in addressing identified training needs</p> <p>13.5 Ensuring feedback represents a valid profile of learners who attended the training event</p> <p>13.6 Discussing concerns with training event organizers</p>
14. Planned schedule of training events	<p>May include:</p> <p>14.1 Adding extra learners to nominated training events</p> <p>14.2 Reducing the number of learners initially identified as participants in training events</p> <p>14.3 Asking training event organisers/providers to modify training events on the basis of feedback received, or changing workplace needs</p> <p>14.4 Seeking recompense from training event organisers/providers where the training event failed to deliver as promised</p> <p>14.5 Removing learners from generic training events and working with organisers/providers to create an organisation-specific training event</p> <p>14.6 Altering the style of training event with which learners will engage</p> <p>14.7 Discussing the potential to change facilitators used at training events where learners indicated this was an issue</p> <p>14.8 Advising training event organisers/providers regarding organisational needs/preferences regarding any aspect of the training event, including starting and finishing times, duration of training events, activities, assessment activities, catering arrangements, plenary sessions</p> <p>14.9 Discussing impact of proposed changes on operational issues with supervisors, staff, management, customers</p>

VARIABLE	RANGE
	14.10 Communicating revisions to schedules to learners and relevant others
15. Training events	<p>May include:</p> <ul style="list-style-type: none"> 15.1 Gathering first-hand opinion regarding applicability of the training event to identified needs, including evaluation of relevance, currency of ideas/information, presentation style and techniques used, value for money provided by the training event, evidence of appropriate planning by organisers/providers for the training event 15.2 Monitoring the extent to which learners interacted with the training event 15.3 Talking to learners to gain their immediate thoughts on the training event 15.4 Monitoring the activities, presenters, trainers, resources used in the training event 15.5 Actively networking with participants at the training event 15.6 Capturing materials and resources provided at the training event for later use within the organisation 15.7 Monitoring content delivered, and/or actions observed, at the training event with a view to using it and/or adapting it for organisational application at a later date 15.8 Providing tangible support for learners who have attended the training event 15.9 Reaching conclusions about future use of individual training events in addressing identified training needs 15.10 Providing input to the training event to optimise the likelihood that the training event will meet the identified objectives for each event 15.11 Recording learner participation in, and interaction with, the training event
16. Impact of attendance at training events	<p>May include:</p> <ul style="list-style-type: none"> 16.1 Seeking input from all relevant stakeholders 16.2 Comparing pre-training event workplace practice, operation, statistics with post-training event workplace practice, operation, statistics 16.3 Focusing on the criteria that were identified as being central to evaluating participation in training events in the planning phase 16.4 Comparing the outcomes of attending training events with participation in more standard/traditional training delivery
17. The value-for-money provided by engagement with training events	<p>May include:</p> <ul style="list-style-type: none"> 17.1 Undertaking a cost-benefit analysis, including identification and quantification of hidden costs that were unknown prior to actual engagement with training events 17.2 Comparing pre-engagement cost-benefit analysis figures

VARIABLE	RANGE
	<p>with post-participation cost-benefit analysis, including identification of hidden costs that emerged when individual training events were attended</p> <p>17.3 Identifying alternative training that could have been provided at the same actual cost figure involved in participating in training events</p> <p>17.4 Obtaining positive and/or negative emotional issues experienced by learners as a result of engaging with training events</p>
<p>18. Ways in which more cost-effective use of training events could be effected</p>	<p>May include:</p> <p>18.1 Seeking group discounts for participation with future training events</p> <p>18.2 Organizing internal training events and offering these events to internal learners and attendees from other organisations</p> <p>18.3 Undertaking joint venture/cost sharing arrangements with others</p> <p>18.4 Requiring learners to contribute to the cost of the training event, including free-of-charge provision of their time</p> <p>18.5 Working with the organiser/provider to present a shorter duration training event</p> <p>18.6 Developing a more structured internal approach to the sharing of knowledge and skills gained by learners at training events with other employees</p>
<p>19. Report on the use of training events</p>	<p>May include:</p> <p>19.1 An outline and overview of the training events that were used, including rationale for the on-going use of training events</p> <p>19.2 Identification of the costs involved and benefits that resulted</p> <p>19.3 Identification of numbers of staff who engaged with training events</p> <p>19.4 An overview of learners' evaluations of participation in training events</p> <p>19.5 Comparative cost analysis of providing learner training using alternative means</p> <p>19.6 Description of up-coming training events that have been identified as having the potential for future learners, including identification of training events that have already been committed to but not attended</p>

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Understood host enterprise policies and procedures in regard to workplace training and assessment</p> <p>1.2 Demonstrated ability to plan an effective and practical series of at least eight training events for a nominated organization to enable twelve identified learners from multiple departments/sites to attain specified training objectives and outcomes relevant to the industry context in which the candidate is working, including:</p> <ul style="list-style-type: none"> ▪ Identified and quantified the complete range of expenses involved ▪ Described the training events, including organizers/providers, dates and times, content, nature of the activities within the training events, pre-event preparation that learners are expected to complete prior to attendance ▪ Identified back-filling staffing requirements to enable release of learners to attend all the identified (8) training events ▪ Prepared an operational plan to guide implementation of the identified training events, including resources allocation and development of criteria that will be used to evaluate the effectiveness of those training events <p>1.3 Demonstrated ability to implement a nominated series of training events, which may be the ones identified in the above assessment activity, by:</p> <ul style="list-style-type: none"> ▪ Evaluated the effectiveness of the training events using pre-determined criteria, which may be the ones developed for the above assessment activity ▪ Evaluated the extent of learner satisfaction with the training events ▪ Determined: <ul style="list-style-type: none"> Whether or not continued engagement with previous training events is appropriate Whether the training events previously used should be replaced Whether the training events previously used should be modified in some way, and if so, how Possible suitable alternative to using a series of training events to provide workplace training <p>1.4 Determined the actual cost of using the identified training events, including all relevant expenses associated with travel, attendance, back-filling</p> <p>1.5 Provided a personal account of attendance at one nominated training event</p> <p>1.6 Developed a report outlining the relevant factors, including costs and benefits, alternatives, future training events relating to the use of training events for the organisation in question</p>
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2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, Guidelines</p> <p>2.3 Tools and equipment</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Observation of practical candidate performance</p> <p>3.3 Oral and written questions</p> <p>3.4 Portfolio evidence</p> <p>3.5 Problem solving</p> <p>3.6 Role plays</p> <p>3.7 Third party reports completed by a supervisor</p> <p>3.8 Project and assignment work</p>
4. Context for Assessment	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : USE THE ASSESSMENT SYSTEM FOR TRAINING OUTCOMES

UNIT CODE : TRS141214

UNIT DESCRIPTOR : This unit covers the knowledge, skills and behavior required to manage an assessment system for employees within a work context

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate the assessment system	1.1 The <i>purpose of the assessment system</i> is defined 1.2 <i>Assessment system features and procedures</i> to <i>relevant stakeholders</i> is documented and circulated 1.3 <i>Procedures for keeping relevant stakeholders informed</i> about key features of the assessment system are established	1.1 Communication techniques 1.2 Assessment system features and procedures 1.3 Enterprise policies and procedures 1.4 Impact of assessment system for training outcomes	1.1 Questioning and communication skills 1.2 Research skills 1.3 Analytical skills 1.4 Ability to research industry information sources 1.5 Networking skills 1.6 Defining the purpose of assessment system
2. Provide support for enterprise assessors	2.1 Assessors meet <i>required competency standards</i> is verified 2.2 <i>Required training for assessors</i> is identified 2.3 <i>Moderation of assessments</i> is provided. 2.4 <i>Feedback to assessors</i> on their performance is provided 2.5 Networking amongst assessors is facilitated	2.1 Communication techniques 2.2 Assessment system features and procedures 2.3 Enterprise policies and procedures 2.4 Moderation of assessment 2.5 Requirements for assessors 2.6 Feedback mechanism	2.1 Questioning and communication skills 2.2 Research skills 2.3 Analytical skills 2.4 Ability to research industry information sources 2.5 Networking skills 2.6 Providing support for enterprise assessors
3. Manage the assessment record keeping system	3.1 The <i>internal records required to support the assessment system</i> is identified and developed	3.1 Communication techniques 3.2 Assessment system features and procedures 3.3 Enterprise policies and procedures	3.1 Questioning and communication skills 3.2 Research skills 3.3 Analytical skills 3.4 Ability to research

ELEMENT	PERFORMANCE CRITERIA <i>Italicized</i> terms are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.2 The requirements for completing the assessment records are described 3.3 The assessment records are filed. 3.4 The assessment record keeping system is reviewed and updated.	3.4 Standards for organizational recordkeeping and audit requirements 3.5 Requirements for completing the assessment records	industry information sources 3.5 Networking skills 3.6 Updating the assessment record keeping system
4. Maintain quality assurance procedures	4.1 Quality assurance procedures for the assessment system are defined 4.2 Internal audits of the assessment system are undertaken 4.3 The results of quality assurance audits to improve the assessment system are used 4.4 The applicability of the existing quality assurance procedures to the dynamic nature of the assessment system is reviewed	4.1 Communication techniques 4.2 Assessment system features and procedures 4.3 Enterprise policies and procedures 4.4 Standards for organizational recordkeeping and audit requirements 4.5 Quality assurance procedures	4.1 Questioning and communication skills 4.2 Research skills 4.3 Analytical skills 4.4 Ability to research industry information sources 4.5 Networking skills 4.6 Defining the quality assurance procedures for the assessment system
5. Report on the contribution made by the assessment system to enterprise training and performance	5.1 The outcomes that the assessment system has produced are identified 5.2 The assessment system is reviewed 5.3 Recommendations for change to the assessment system are made 5.4 A report is produced and circulated 5.5 The existing assessment system on the basis of responses to the report is revised	5.1 Communication techniques 5.2 Assessment system features and procedures 5.3 Enterprise policies and procedures 5.4 Standards for organizational recordkeeping and audit requirements 5.5 Quality assurance procedures 5.6 Preparation of report	5.1 Questioning and communication skills 5.2 Research skills 5.3 Analytical skills 5.4 Ability to research industry information sources 5.5 Networking skills 5.6 Reviewing the assessment system

RANGE OF VARIABLES

VARIABLE	RANGE
1. Purpose of the assessment system	<p>May include:</p> <ul style="list-style-type: none"> 1.1 Recognizing current competencies 1.2 Identifying training needs of staff 1.3 Maintaining workplace skill levels 1.4 Diagnosing employee workplace performance 1.5 Classifying workers in relation to remuneration levels 1.6 Assisting in confirming staff competencies in relation to proposed promotion and/or job re-location 1.7 Issuing internal certificates/awards 1.8 Confirming progress in learning
2. Assessment system features and procedures	<p>May include:</p> <ul style="list-style-type: none"> 2.1 Establishing minimum requirements for competencies and certification of assessors 2.2 Record keeping system requirements, including procedures and policies, and the development of supporting documentation 2.3 Timing and duration arrangements for assessments, including need to integrate assessment with operational issues while maintaining the flexibility and integrity of the internal training and assessment system 2.4 Allowable adjustments to assessments for participants, including language, literacy and innumeracy requirements and the inclusion of candidate assistants 2.5 Access and equity considerations 2.6 Legislated requirements of the host country in relation to employment, workplace safety, workplace licensing requirements and equal opportunity, where applicable 2.7 Arrangements for recognition of competencies gained via other training providers 2.8 Location of assessments, including in-house and external assessment, where applicable 2.9 Review and evaluation processes for assessment procedures 2.10 Enterprise policies and procedures related to assessment, including grievances, re-assessment and the relationship between competency and remuneration
3. Relevant stakeholders	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Trainers and assessors, including external trainers and assessors, where applicable 3.2 Team leaders, supervisors, managers and business owners 3.3 Training and assessment coordinators, where applicable 3.4 Candidates, including a representative sample of past candidates and existing learners 3.5 Technical experts, relative to specialist areas in which assessments are conducted

VARIABLE	RANGE
4. Procedures for keeping relevant stakeholders informed	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Regular scheduled meetings specific to assessment issues, including the use of special meetings as the need dictates 4.2 Standing agenda item at all staff meetings regarding assessment issues 4.3 Preparation of a dedicated newsletter, either paper-based or electronic format 4.4 Development of an internal network of assessors
5. Required competency standards	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Externally imposed accredited competency standards as required by training providers and other relevant agencies, where relevant 5.2 Internally described competencies, which may or may not include formal assessor qualifications 5.3 Currency of qualifications 5.4 Relevance of industry experience to the areas being assessed
6. Required training for assessors	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Externally provided accredited training, including initial assessor training and identified additional training, where relevant 6.2 Provision of refresher training for assessors who have been identified as requiring such training 6.3 Providing gap training for assessors on the basis of identified need 6.4 Provision of job-specific training to enable assessors to assess areas with which they are not familiar
7. Moderation of assessments	<p>May include:</p> <ul style="list-style-type: none"> 7.1 Analysing results of assessments with a view to identifying issues that require attention 7.2 Developing a standard assessment matrix against which to conduct assessments 7.3 Confirming the material that will be counted as evidence for the purpose of making a decision regarding candidate competency 7.4 Confirming the operation of internal assessments against external requirements 7.5 Evaluating assessment methods and tools 7.6 Modifying existing assessment arrangements on the basis of valid conclusions reached as a result of the moderation process
8. Feedback to assessors	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Analysing their assessments, including results and materials/tools as part of the assessment process 8.2 Developing feedback instruments for candidates to complete following assessments 8.3 Providing observation sessions while assessors conduct

VARIABLE	RANGE
	assessments 8.4 Identifying specific foci for evaluation and feedback 8.5 Encouraging self-evaluation as part of the feedback process 8.6 Recognising effort and positive outcomes 8.7 Supporting assessors where feedback identifies negative outcomes
9. Internal records required to support the assessment system	May include: 9.1 Personal information relating to candidates 9.2 Evidence that required training has been delivered prior to assessment being attempted 9.3 Assessment tools and assessment items 9.4 Copies of relevant training curricula/training plans 9.5 Training rolls 9.6 Evidence captured as part of the assessment process 9.7 Documentation used to record the resources used and costs involved as part of the assessment process
10. The requirements for completing the assessment records	May include: 10.1 Explaining record keeping requirements to assessors 10.2 Providing examples of acceptable records 10.3 Monitoring the compilation of records completed by assessors on an on-going basis 10.4 Highlighting applicable time-related issues that apply to the completion, collection and forwarding of assessment records, including forwarding to internal locations 10.5 Defining the security and confidentiality arrangements that assessors must comply with
11. Assessment records	May include: 11.1 Creating a dedicated filing system for assessment records, such as paper-based, electronic or a combination of both 11.2 Complying with external requirements relating to filing of assessment records 11.3 Maintaining security and confidentiality of assessment records 11.4 Enabling easy access to existing records 11.5 Enabling easy up-dating of records and files 11.6 Integrating assessment records with training records in keeping with identified internal requirements 11.7 Establishing processes to enable validation of assessment records
12. Quality assurance procedures for the assessment system	May include: 12.1 Identification of relevant documentation 12.2 Establishment of relevant benchmarks 12.3 Identification of appropriate 'best practice' as it applies to the enterprise, including any externally imposed 'best practice' requirements 12.4 Nomination of relevant timeframes, including timelines for remitting results, forwarding documentation, undertaking reviews, conducting audits 12.5 Identification of specific quality assurance procedures that

VARIABLE	RANGE
	<p>apply to assessments, including development of a formal quality assurance section dedicated to assessment and training, where appropriate</p> <p>12.6 Communication to assessors of the quality assurance requirements, including training relevant to the implementation of identified procedures</p>
<p>13. Internal audits of the assessment system</p>	<p>May include:</p> <p>13.1 Scheduling audits</p> <p>13.2 Defining the topics that will be addressed at each audit, including the possibility of cyclical audits and full audits</p> <p>13.3 Training staff in undertaking audits</p> <p>13.4 Allocating resources for the conduct of audits</p> <p>13.5 Designing and/or obtaining necessary documentation to record audit information/data</p> <p>13.6 Capturing audit information</p> <p>13.7 Ensuring captured data allows satisfactory analysis and evaluation of identified topics/areas, including the gathering of supplementary information as necessary</p>
<p>14. The results of quality assurance audits</p>	<p>May include:</p> <p>14.1 Ensuring recommendations for change are based on hard evidence</p> <p>14.2 Applying audit results to all aspects of the assessment system, including documentation and record keeping, assessment methods and tools, assessors, timing and duration of assessments, locations used for assessments</p> <p>14.3 Revising written policies and procedures to reflect changes, including confirming changes with management, and advising trainers and assessors as appropriate in relation to the changes.</p> <p>14.4 Identify the outcomes that the assessment system has produced may relate to:</p> <p>14.5 Aligning outcomes with identified purposes of the assessment system</p> <p>14.6 Quantifying the benefits that the assessment system has brought to the enterprise, including identification of competencies attained, certificates issued, examples of flexibility and options that assessment has provided to the business.</p>
<p>15. Assessment system</p>	<p>15.1 May include:</p> <p>15.2 Comparing actual outcomes with identified key performance indicators established for the assessment system, where applicable</p> <p>15.3 Reviewing performance of assessors</p> <p>15.4 Reviewing effectiveness of assessment tools and methods</p> <p>15.5 Detailing the expenses that were incurred in implementing the assessment system</p> <p>15.6 Reviewing complaints and grievances lodged by candidates</p>

VARIABLE	RANGE
	15.7 Quantifying and evaluating the number of reassessments required 15.8 Integrating qualitative feedback from assessors and candidates on the operation of the assessment system
16. Recommendations for change	16.1 May include: 16.2 Continuing with the existing assessment system, including implementation of minor modifications to accommodate identified issues 16.3 Expanding the existing assessment system 16.4 Reducing the scope of the existing assessment system 16.5 Winding up the existing assessment system, including movement to total assessment service provision by external providers
17. Existing assessment system	17.1 May include: 17.2 Revising assessment-related policies and procedures 17.3 Revising assessment tools 17.4 Revising assessment times and locations 17.5 Communicating changes to the assessment system to relevant stakeholders, including the provision of training, as appropriate

EVIDENCE GUIDE

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Understood host enterprise policies and procedures in regard to training and assessment</p> <p>1.2 Demonstrated ability to identify the purpose(s), features and procedures for a nominated assessment system</p> <p>1.3 Demonstrated ability to generate effective procedures to enable communication of key features of a nominated assessment system with relevant stakeholders</p> <p>1.4 Demonstrated ability to provide support for assessors in a nominated workplace context, including:</p> <ul style="list-style-type: none"> ▪ Verified assessors meet stated competency requirements ▪ Identified whether training assessors may need to attain required assessor competencies ▪ Arranged and supervised an identified moderation session of the candidate's choosing ▪ Provided verbal feedback to one assessor on their work-related assessment performance <p>1.5 Demonstrated ability to identify and develop appropriate, effective and comprehensive internal assessment records for a nominated workplace context, including:</p> <ul style="list-style-type: none"> ▪ Description of how assessors would be advised on how to complete and maintain such records ▪ Description of the filing system to be used by assessors to store such records <p>1.6 Demonstrated ability to identify and apply quality assurance procedures to a nominated workplace assessment system</p> <p>1.7 Demonstrated ability to prepare a comprehensive report that outlines the contribution that a nominated workplace assessment system has made to enterprise training and overall business performance</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Access to a real or simulated workplace</p> <p>2.2 Access to workplace standards, procedures, policies, guidelines,</p> <p>2.3 tools and equipment.</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation of practical candidate performance</p> <p>3.2 Oral and written questions</p> <p>3.3 Portfolio evidence, including copies of assessment and training policies and procedures, assessment tools, assessment records, feedback forms relating to assessment, samples of evidence captured, reports and recommendations on the assessment system</p> <p>3.4 Third party reports completed by a supervisor</p> <p>3.5 Project and assignment work</p>
<p>4. Context for Assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center.</p>

CORE COMPETENCIES

UNIT OF COMPETENCY : PLAN AND SCHEDULE ROUTINE MAINTENANCE, REPAIRS OF PHYSICAL ASSETS

UNIT CODE : TRS515305

UNIT DESCRIPTOR : This unit covers the knowledge, skills, and attitudes required to plan and schedule maintenance, repairs and modifications to fixtures, furniture and equipment and other physical assets that may be found in guest rooms and public areas of accommodation establishments

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Determine job requirements	1.1 Replacement or repair of tools and equipment/fixtures is assessed or confirmed in accordance with nature of fault, type, and economic feasibility. 1.2 Existing warranties and service agreements are checked to establish maintenance requirement 1.3 Estimates and quotations for cost detailing work to be carried out are provided 1.4 Approval for work is received in writing from appropriate personnel. 1.5 Details to specific site requirements are organized and confirmed with relevant personnel . 1.6 Labor, tools and equipment required for the job are identified and checked.	1.1 Standards operational policies and procedures 1.2 Characteristics of enterprise 1.3 Understanding of systems and functions 1.4 Basic Occupational Safety and Health (BOSH) 1.5 Labor code 1.6 Policies on Green Practices	1.1 Communication, including liaison, report writing, consultation, interpersonal, listening, questioning, gaining feedback, giving information 1.2 Reading and interpreting plans and specifications 1.3 Planning skills 1.4 Decision making skills 1.5 Analytical skills 1.6 Problem solving skills
2. Allocate and order resource requirements	2.1 Relevant skills, qualifications and licenses of labor force are checked to ensure	2.1 Standards operational policies and procedures	2.1 Project planning 2.2 Allocating work 2.3 Methodical organization of

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>job requirements are fulfilled.</p> <p>2.2 Labor force is scheduled to be available when required for work.</p> <p>2.3 Details of job required concerning the department are organized and communicated</p>	<p>2.2 Understanding systems and functions</p> <p>2.3 Basic Occupational Safety and Health (BOSH)</p> <p>2.4 Policies on Green Practices</p>	<p>work</p> <p>2.4 Financial management and budgeting skills</p> <p>2.5 Analytical skills</p> <p>2.6 Decision Making skills</p> <p>2.7 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</p> <p>2.8 Problem solving skills</p>
3. Schedule work	<p>3.1 Work schedules are prepared to maximize productivity and meet company requirements.</p> <p>3.2 Weather disruptions and other work contingencies are identified, assessed and considered in work schedule.</p> <p>3.3 Urgent work requirements are scheduled and prioritized</p>	<p>3.1 Standards operational policies and procedures</p> <p>3.2 General knowledge about OHS</p> <p>3.3 Understanding systems and functions</p> <p>3.4 Policies on Green Practices</p>	<p>3.1 Time management</p> <p>3.2 Planning skills</p> <p>3.3 Decision making skills</p> <p>3.4 Analytical skills</p> <p>3.5 Coordination skills</p>
4. Document work order	<p>4.1 Details of schedule of job and resource requirements are clearly stated in work order.</p> <p>4.2 Work order related to personnel in accordance with company requirements is evaluated.</p>	<p>4.1 Standard operational policies and procedures</p> <p>4.2 General knowledge about OHS</p> <p>4.3 Principles of Program Evaluation</p> <p>4.4 Methods of Program Evaluation</p> <p>4.5 Understanding systems and functions</p>	<p>4.1 Analytical skills in terms of evaluating programs</p> <p>4.2 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management</p> <p>4.3 Time management</p> <p>4.4 Coordination skills</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		4.6 Policies on Green Practices	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Equipment/fixture	May include: 1.1 Telephones 1.2 Control panels 1.3 Locks and locking systems 1.4 Electrical (Lighting, Electronics) 1.5 Furniture and Fixture (tissue holder, TV rack and shower fitting)
2. Relevant personnel	May include: 2.1 Outside Contractor e.g. installer 2.2 Supervisor 2.3 Manager 2.4 Housekeeping/Engineering personnel

<p>3. Tools and equipment</p>	<p>May include:</p> <ul style="list-style-type: none"> 3.1 Computer hardware 3.2 Computer Software 3.3 Test equipment 3.4 Hand tools 3.5 Power tools 3.6 Fixing tools 3.7 Anti – skid Strips 3.8 Internet Router 3.9 File 3.10 Drill 3.11 Lockpick/Electronic Lock Decoder 3.12 Pick gun 3.13 Soldering iron 3.14 Welder 3.15 Crimp tools 3.16 Ladder 3.17 Hoist 3.18 Batteries 3.19 Personal protective equipment 3.20 Communication equipment
<p>4. Work schedules</p>	<p>May include:</p> <ul style="list-style-type: none"> 4.1 Daily timeframe 4.2 Weekly timeframe 4.3 Monthly timeframe 4.4 Annual timeframe
<p>5. Work contingencies</p>	<p>May include:</p> <ul style="list-style-type: none"> 5.1 Industrial disputes 5.2 Building delays 5.3 Public holidays 5.4 Shut-down periods 5.5 Natural occurrences e.g. Typhoon, 5.6 Earthquake
<p>6. Details of schedule of job resource requirements</p>	<p>May include:</p> <ul style="list-style-type: none"> 6.1 Ingress and egress points 6.2 Time of access 6.3 Access codes 6.4 Metal Keys and Electronic Key Cards 6.5 Passes e.g Gate Pass 6.6 Security clearance 6.7 Union requirements 6.8 OHS requirements 6.9 Building codes and regulations 6.10 Environmental requirements 6.11 Noise control

7. Work order	<p>May include but is not limited to:</p> <ul style="list-style-type: none"> 7.1 Work schedule 7.2 Completion dates 7.3 Job requirements and tasks 7.4 Specific client requirements 7.5 Access to site and specific site requirements 7.6 Resource requirements 7.7 OHS requirements and compliance with relevant legislation 7.8 Company requirements 7.9 Budget allocations
8. Details of schedule and job resource requirements	<p>May include:</p> <ul style="list-style-type: none"> 8.1 Ingress and egress points 8.2 Time of access 8.3 Access codes 8.4 Metal Keys and Electronic Key Cards 8.5 Passes e.g Gate Pass 8.6 Security clearance 8.7 Union requirements 8.8 OHS requirements 8.9 Building codes and regulations 8.10 Environmental requirements 8.11 Noise control

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <p>1.1 Clearly identified job requirements.</p> <p>1.2 Efficiently organized and allocated labor, tools and equipment and equipment/fixture required for work.</p> <p>1.3 Prepared realistic work schedules, which include consideration of contingencies.</p> <p>1.4 Prepared work order.</p>
<p>2. Resource implications</p>	<p>The following resources MUST be provided:</p> <p>2.1 Maintenance/repairs/modifications requirements information for review</p> <p>2.2 List of available resources</p> <p>2.3 Company pro forma maintenance schedules</p>
<p>3. Methods of assessment</p>	<p>Competency may be assessed through:</p> <p>3.1 Demonstration with oral questioning</p> <p>3.2 Review of portfolio of evidence of on-the-job performance by the candidate.</p>
<p>4. Context for assessment</p>	<p>4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center</p>

UNIT OF COMPETENCY : PLAN AND MANAGE HOUSEKEEPING SERVICES FOR GUESTS

UNIT CODE : TRS515306

UNIT DESCRIPTOR : This unit deals with knowledge, skills and attitudes required to plan and manage to deliver housekeeping services in an accommodation facility.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish requirements needed in providing housekeeping services to guests	1.1 Housekeeping service requirements in accordance with the establishments' policies and procedure are identified. 1.2 Housekeeping requests and service items available according to establishments' requirements are recorded. 1.3 Required housekeeping personnel to service the guest rooms are identified.	1.1 Standards operational policies and procedures 1.2 General knowledge about OHS 1.3 Characteristics of enterprise 1.4 Updates on systems and processes	1.1 Planning skills 1.2 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.3 Analytical skills 1.4 Decision making skills 1.5 Recording and monitoring
2. Manage housekeeping services provided to guests	2.1 Recorded Housekeeping requests are monitored. 2.2 Provision/delivery of identified services for guests is ensured. 2.3 Services are coordinated/liased with other staff.	2.1 Standards operational policies and procedures 2.2 General knowledge about BOSH 2.3 Updates on systems and processes 2.4 Policies on Green Practices	2. 1 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 2.2 Problem solving skills 2.3 Decision making skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Implement provisions of housekeeping services	3.1 Service delivery standards are planned and enhanced 3.2 Housekeeping services to guests are liaised with other departments 3.3 Housekeeping services for guests are monitored and evaluated.	3.1 Standards operational policies and procedures 3.2 General knowledge about OHS 3.3 Updates on systems and processes 3.4 Policies on Green Practices	2.1 Planning skills 3.2 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 3.3 Coordination skills 3.4 Teamwork 3.5 Decision making skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Housekeeping services	May include: 1.1 Normal room and remedial services such as – general cleaning 1.2 Removing unwanted or defective items from rooms 1.3 Provision of extra equipment for additional guests 1.4 Replenishment of items 1.5 Giving information regarding in-house services and products, local services, attractions, transport, shops and entertainment
2. Housekeeping requests	May include: 2.1 Provision of extra equipment/ amenities 2.2 Room food service 2.3 Make up room 2.4 Laundry service 2.5 Change of room 2.6 Technical assistance

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to plan and manage provision of housekeeping services to guests.
2. Resource Implications	The following resources must be provided: 2.1 Project or work activities conducted over a period of time and which allow the candidate to establish and monitor housekeeping services to guests 2.2 Involvement and interaction with the housekeeping team
3. Method of Assessment	Competency may be assessed through: 3.1 Demonstration with oral questions 3.2 Portfolio
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : MANAGE LOST AND FOUND PROCEDURES

UNIT CODE : TRS515307

UNIT DESCRIPTOR : This unit deals with knowledge, skills and attitudes required for establishing policies and procedures for lost and found items, monitoring of handling of claimed and unclaimed items in accordance with established standards.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish lost and found policies and procedures	1.1 In-house lost and found policies and procedures are developed according to establishment's standards 1.2 Legal requirements that apply to lost and found items are identified. 1.3 Lost and found register is established.	1.1 Standards operational policies and procedures 1.2 General knowledge about OHS 1.3 Updates on systems and processes 1.4 Policies on Green Practices	1.1 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 1.2 Planning skills
2. Monitor lost and found items	2.1 Lost and found items are periodically checked as to safe keeping 2.2 List of lost and found items are disseminated to authorized personnel 2.3 Stored items are checked according to type/category	2.1. Standards operational policies and procedures for lost and found 2.2. Legal regulations for unsafe and illegal items 2.3. BOSH 2.4. Inventory of Lost and Found Items 2.5. Policies on Green Practices	2.1 Applying establishment's policies and procedures in 2.2 Ability to distinguish items between valuable and non-valuable 2.3 Applying legal regulations for unsafe and illegal items 2.4 Applying BOSH
3. Monitor claim for lost item	3.1 Claimant's inquiry either by phone, personal or in writing are assessed 3.2 Claimants Ownership of property is verified in accordance to workplace standards 3.3 Approval for the return of lost and found items are accomplished in accordance with workplace standards	3.1 Standards operational policies and procedures for lost and found 3.2 Legal regulations for unsafe and illegal items 3.3 BOSH 3.4 Inventory of Lost and Found Items 3.5 Policies on Green Practices	3.1 Applying establishment's policies and procedures in 3.2 Ability to distinguish items between valuable and non-valuable 3.3 Applying legal regulations for unsafe and illegal items

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Lost and found registry is verified		3.4 Applying BOSH 3.5 Communication skills
4. Monitor unclaimed items	<p>4.1 <i>Policies and procedures</i> for unclaimed items are complied with according to workplace standards</p> <p>4.2 Legal obligations for unclaimed, unsafe and illegal items are complied with.</p> <p>4.3 Unclaimed items from storage facility are documented and removed for releasing according to establishment standards</p>	<p>4.1 Standards operational policies and procedures for lost and found</p> <p>4.2 Legal regulations for unsafe and illegal items</p> <p>4.3 BOSH</p> <p>4.4 Inventory of Lost and Found Items</p> <p>4.5 Policies on Green practices</p>	<p>4.1 Ability to distinguish items between valuable and non-valuable</p> <p>4.2 Applying legal regulations for unsafe and illegal items</p> <p>4.3 Applying BOSH</p>

RANGE OF VARIABLES

VARIABLE	RANGE
1. Lost and found policies and procedures	May include: 1.1 Handling Procedure 1.2 Recording Procedure 1.3 Storage Procedure 1.4 Disposal Procedures
2. Authorized personnel	May include: 2.1 Housekeeping Supervisor 2.2 Duty Manager (Front Office) 2.3 Security 2.4 Government entities (PDEA, PNP)
3. Ownership of property	May include : 3.1 Valid Identification Card 3.2 Accomplished Lost and Found Form 3.3 Notarized Authorization Letter/Certificate 3.4 Guest folio
4. Policies and procedures	May include: 4.1 Storage holding period 4.2 Follow up procedures 4.3 Policy on finder's right to claim

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to establish lost and found policies and procedures. 1.2 Demonstrated the ability to handle claimed and unclaimed lost and found items
2. Resource Implications	The following resources must be provided: 2.1 Project or work activities that allow the candidate to develop policies and procedures for lost and found items.
3. Method of Assessment	Competency may be assessed through: 3.1 Demonstration with oral questioning. 3.2 Review of portfolios of evidence of on-the-job performance by the candidate. 3.3 Case study
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : **MANAGE INVENTORY, STORAGE AND ISSUANCE OF LINEN AND UNIFORM**

UNIT CODE : **TRS515308**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to establish stock inventory control, storage and issuance of linen and uniforms. It focuses on the skills required by managers to establish systematic procedures in linen and uniform handling.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish an effective system of storing linen and uniforms	1.1 System in storing of linen and uniform in the workplace is developed 1.2 Linen and uniform storage is monitored. 1.3 Space in storage is monitored for optimized use and maintenance	1.1. Standards operational policies and procedures 1.2. General knowledge about BOSH	1.1 Applying BOSH 1.2 Reporting and monitoring skills
2. Establish inventory, storage and issuance of linen and uniform control system	2.1 Stock control systems are developed and implemented 2.2 Systems are monitored in the workplace and adjustments are made according to feedback and operational experience 2.3 Training of staff to minimize stock wastage is initiated.	2.1 Standards operational policies and procedures 2.2 General knowledge about OHS 2.3 Updates on systems and processes 2.4 Policies on Green Practices 2.5 Gender and Development	2.1 Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management 2.2 Documentation skills 2.3 Training and mentoring skills 2.4 Reporting and monitoring skills 2.5 Financial control measures
3. Develop a system for issuance of linen and uniforms	3.1 System for issuance procedures for linens and uniforms are developed 3.2 Monitoring instrument for usage of forms for issuance of linens and uniforms are prepared	3.1 Standards operational policies and procedures 3.2 General knowledge about BOSH 3.3 Updates on systems and processes involving laundry operation	3.1 Conceptualization and planning skills 3.2 Documentation skills 3.3 Analytical and critical skill 3.4 Reporting and monitoring skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Evaluate delivery of linen and uniform stocks	4.1 Internal systems for identifying delivered linen and uniform for laundry are monitored 4.2 Delivered linen and uniform for laundry are verified against relevant documentation 4.3 Variations between the delivered items against documentation are investigated and followed-up 4.4 Requisitions for new stocks are evaluated	4.1 Standards operational policies and procedures 4.2 Computerized stock control system 4.3 Policies on Green Practices	4.1 Stock rotation skills 4.2 Analytical skills 4.3 Calculating cost prices

RANGE OF VARIABLES

VARIABLE	RANGE
1. Systems	May include: 1.1 Systems for receiving, storing and delivery 1.2 Requisitioning 1.3 Controlling issue quantities 1.4 Issuing to authorized persons 1.5 Procedures for stock transfer to other departments. 1.6 Inventory procedures
2. Forms	May include: 1.1 Inventory 1.2 Monitoring 1.3 Staff roster 1.4 Evaluation 1.5 Waste management

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to develop procedures for handling inventory 1.2 Demonstrated ability to institute storage and issuing of linen procedures
2. Resource Implications	The following resources must be provided: 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.
3. Method of Assessment	Competency may be assessed through: 3.1 Case studies 3.2 Demonstration and oral questioning 3.3 Review of portfolios of evidence of on-the-job performance by the candidate
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

UNIT OF COMPETENCY : MANAGE LAUNDRY AND VALET SERVICE

UNIT CODE : TRS515309

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to manage laundry and valet services in an accommodation establishment. This role would generally be undertaken by experienced staff members with sound organizational and interpersonal skills

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Establish requirements for providing laundry and valet service	1.1 Laundry and valet requirements are identified and developed in accordance with the <i>establishments' policies and procedures</i> 1.2 Evaluation for laundry and valet requests is developed 1.3 Policy for laundry personnel is prepared accordingly	1.1 Standards operational policies and procedures 1.2 General knowledge about BOSH 1.3 Updates on systems and processes 1.4 Policies on Green Practices	1.1 Documentation skills 1.2 Customer service skills 1.3 BOSH application
2. Monitor staff response to guest queries for laundry and valet services	2.1 Queries on policies and procedures are monitored in accordance with organizational standards. 2.2 Documentation in relation to the inquiry on laundry and valet services are evaluated.	2.1 Standards operational policies and procedures 2.2 General knowledge about BOSH 2.3 Updates on systems and processes 2.4 Policies on Green Practices	2.1 Communication skills including receiving feedback and reporting, maintaining effective relationships 2.2 Documentation skills 2.3 Customer service skills 2.4 BOSH application

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms are elaborated in the Range of Variables</i>	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Evaluate the implementation of the provisions for laundry and valet services	3.1 Procedures for receiving request for laundry and valet services are assessed 3.2 Procedures for delivery of laundry services to guests are monitored 3.3 Actions undertaken by laundry and valet personnel are evaluated	3.1 Standards operational policies and procedures 3.2 General knowledge about BOSH 3.3 Updates on systems and processed 3.4 Policies on Green Practices	3.1 Planning skills 3.2 Analytical skill 3.3 Decision making skills

RANGE OF VARIABLES

VARIABLE	RANGE
1. Establishments' policies and procedures	May include: 1.1 Schedule for collecting and delivering linen 1.2 Process for delivering linens in guest rooms 1.3 Handling lost and damaged items 1.4 Receiving guest complaints
2. Laundry and valet services	May include: 1.1 Guest clothes laundry 1.2 Ironing/pressing guest clothes 1.3 Sewing of buttons and hem 1.4 Shoe shine 1.5 Car washing

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to apply plan and manage laundry and valet service.
2. Resource Implications	The following resources must be provided: 2.1 Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.
3. Method of Assessment	Competency may be assessed through: 1.1 Case studies 1.2 Demonstration and oral questioning 1.3 Review of portfolios of evidence of on-the-job performance by the candidate
4. Context of Assessment	4.1 Competency may be assessed in actual workplace or at the designated TESDA Accredited Assessment Center

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **HOUSEKEEPING NC IV**.

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

3.1 CURRICULUM DESIGN

TESDA shall provide the training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to accompany their curricula.

Course Title: HOUSEKEEPING NC Level: IV

Nominal Training Duration:	47 Hours (Basic)
	190 Hours (Common)
	<u>120 Hours (Core)</u>
	357 Hours

Course Description:

This course is designed to enhance the knowledge, skills, and attitudes in accordance with industry standards. This covers competencies that a person must achieve in planning and scheduling routine maintenance and repairs of physical assets, managing housekeeping services for guests, lost and found, inventory, storage and issuance of linen and uniforms, supplies and equipment, and laundry and valet services.

Upon completion of the course, the learners are expected to demonstrate the above-mentioned competencies to be employed. To obtain this, all units prescribed for this qualification must be achieved.

**BASIC COMPETENCIES
(47 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
1. Utilize specialized communication skills	1.1 Meet common and specific communication needs of clients and colleagues	<ul style="list-style-type: none"> • Read <ul style="list-style-type: none"> ➤ Communication process ➤ Dynamics of groups and different styles of group leadership • Identify different approaches to meet the needs of clients and colleagues 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Written examination 	1 Hour
	1.2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> • Apply communication skills to fulfill job roles as specified by the organization • Apply communication techniques in communicating with clients and colleagues <ul style="list-style-type: none"> ➤ Active listening ➤ Feedback ➤ Interpretation ➤ Role boundaries setting ➤ Negotiation ➤ Establishing empathy • Describe strategies for internal and external dissemination of information 	<ul style="list-style-type: none"> • Demonstration • Group discussion 	<ul style="list-style-type: none"> • Observation • Oral evaluation 	1 Hour
	1.3. Deliver a technical presentation	<ul style="list-style-type: none"> • Enhance the presentation using appropriate media • Deliver a clear and sequential presentation within given time 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 Hour
	1.4. Represent the organization	<ul style="list-style-type: none"> • Describe criteria for a good presentation • Prepare presentation material for internal or external forums to promote the organization 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	1.5. Facilitate group discussion	<ul style="list-style-type: none"> • Gather relevant information • Apply values in facilitating differences in views 	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Observation 	1 Hour
	1.6. Conduct interview	<ul style="list-style-type: none"> • Describe communication strategies employed in interview situations • Conduct interview • Apply organizations procedure in maintaining records of interviews • Use questioning, listening and nonverbal communication techniques to client groups 	<ul style="list-style-type: none"> • Group discussion • Demonstration 	<ul style="list-style-type: none"> • Oral evaluation • Observation 	1 Hour
2. Develop and lead teams	2.1 Foster individual growth	<ul style="list-style-type: none"> • Discussion on Team Leadership and expectation from team leaders • Case study on learning and development needs of team members • Discussion on organizational requirements from team members • Role play on coaching and mentoring • Discussion on preparation of team members development plan • Role Play on providing feedback on performance 	<ul style="list-style-type: none"> • Observation • Lecture/ Discussion • Case Study • Role Play • Role Play • Case Study • Written Test 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 Hours
	2.2 Foster individual and team growth	<ul style="list-style-type: none"> • Discussion on learning and development program goal setting • Preparation of learning and development program goals • Discussion on learning delivery methods • Role play on the different learning delivery methods • Discussion on workplace learning opportunities • Role play on coaching and mentoring 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	2.3 Monitor and evaluate workplace learning	<ul style="list-style-type: none"> • Discussion on the different levels of learning evaluation. • Discussion on the different methods used to evaluate learning • Develop reporting system for monitoring of performance attributed to learning programs • Gathering of information to evaluate individual performance attributed to learning programs • Case study on modification of learning plan based on performance 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	2 Hours
	2.4 Develop team commitment and cooperation	<ul style="list-style-type: none"> • Discussion on team commitment and cooperation and its impact to attainment of goals • Play games on team commitment and cooperation • Discussion on team dynamics and its relation to team performance • Play games on team dynamics and performance • Development of career plans 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case Study • Role Play 	<ul style="list-style-type: none"> • Observation • Role Play • Case Study • Written Test 	1 Hour
	2.5 Facilitate accomplishment of team goals	<ul style="list-style-type: none"> • Perform team building activities towards improving communication among team members, goal setting and improving performance • Case studies involving collaborative activities to improve attainment of group goals 	<ul style="list-style-type: none"> • Group Activity • Case Study 	<ul style="list-style-type: none"> • Role Play • Case Study • Observation 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
3. Perform higher-order thinking processes and apply techniques in the workplace	3.1 Evaluate effectiveness and efficiency of the workplace systems, processes and procedures	<ul style="list-style-type: none"> • Examine current systems, standards, procedures and protocols in the workplace • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	3.2 Foster the habit of critical inquiry and curiosity in the workplace	<ul style="list-style-type: none"> • Discuss different methods of critical and appreciative inquiry and their relevance to different situations • Form habit of asking questions and taking responsibility for answers • Appreciate importance of why questions for individuals, businesses and communities • Use range of analytical techniques, growth mindset and positive communication strategies • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss insights on workplace effectiveness and efficiency 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test 	1 Hour
	3.3 Develop practical action plans for improving workplace conditions	<ul style="list-style-type: none"> • Use range of analytical techniques, growth mindset and positive communication strategies in developing action plans for efficiency and effectiveness • Examine different strategies and techniques in communicating results, applying critical thinking pathway, assessing effectiveness and efficiency of systems, processes and procedures • Discuss concepts creative negotiation skills, change management and improvement strategies 	<ul style="list-style-type: none"> • Group discussion • Lecture • Demonstration • Role playing 	<ul style="list-style-type: none"> • Case Formulation • Life Narrative Inquiry (Interview) • Standardized test • Project-based learning 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
4. Contribute to the practice of social justice in the workplace	4.1 Update self on local, national and global trends/ issues in the workplace	<ul style="list-style-type: none"> • Explain the local, national and global systems and structures • Discuss issues affecting interaction and connectedness of communities at local, national and global levels • Explain underlying assumptions and power dynamics (politics, understanding political system, social structures, labor laws, labor relations, human right) • Monitor trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity using different media platforms • Analyze trends and issues relevant to human rights, gender equality, culture of peace, global citizenship, and cultural diversity • Engage in discourse about the local, national and global issues 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination (Essay) • Role Playing 	1 Hour
	4.2 Relate local and global trends to workplace context	<ul style="list-style-type: none"> • Discuss the different levels of human identity according to Amber Mayer (2015) • Explain different communities people belong to and how these are connected • Recognize cultural differences and respect for cultural diversity • Recognize differences and commonalities among people • Demonstrate attitudes of empathy, solidarity and respect for diversity • Connect local issues to global trends, and vice versa. 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/ problems involving workplace diversity issues • Written examination (Essay) 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	4.3 Engage and take actions on workplace issues and concerns	<ul style="list-style-type: none"> • Identify the actions that can be taken individually and collectively • Describe ethically responsible behaviour • Explain the importance and benefits of civic engagement • Employ appropriate actions to address workplace issues involving national and global trends • Show concern and willingness to take part in the development efforts to discuss workplace issues and concerns • Apply the attitude of “thinking globally and acting locally” in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Small Group Discussion • Brainstorming • Role-playing 	<ul style="list-style-type: none"> • Demonstration or simulation with oral questioning • Group discussions and interactive activities • Case studies/problems involving workplace diversity issues • Written examination (Essay) • Role Playing 	1 Hour
5. Manage innovative work instructions	5.1 Review and analyze existing workplace practices	<ul style="list-style-type: none"> • Show mastery of basic management concepts according to Gallup, nine dimensions of innovative practices and climate; and different types of innovation • Contextualize innovation to different variables in the organization • Review current organizational practices where innovation is contextualized 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	1 Hour
	5.2 Examine opportunities for	<ul style="list-style-type: none"> • Show mastery of the determinants of innovative behaviors and principles of 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative 	<ul style="list-style-type: none"> • Psychological and behavioral 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	<p>continuous improvement and innovation of practices in the workplace</p>	<p>innovation</p> <ul style="list-style-type: none"> • Review current organizational practices where innovation is contextualized • Evaluate innovative practices in the organization • Assess innovative behaviors for promoting innovation and learning in the workplace 	<p>Inquiry</p> <ul style="list-style-type: none"> • Demonstration • Group work 	<p>Interviews</p> <ul style="list-style-type: none"> • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	
	<p>5.3 Implement innovative ways in the conduct of usual workplace practices</p>	<ul style="list-style-type: none"> • Show mastery of the determinants of innovative behaviors, principles of innovation; and dimensions of innovation climate and strategies and techniques for implementing innovation in the workplace • Evaluate impact of innovative practices in the organization • Demonstrate skills in managing changes in the workplace 	<ul style="list-style-type: none"> • Interactive Lecture • Appreciative Inquiry • Demonstration • Group work 	<ul style="list-style-type: none"> • Psychological and behavioral Interviews • Performance Evaluation • Life Narrative Inquiry • Review of portfolios of evidence and third-party workplace reports of on-the-job performance. • Standardized assessment of character strengths and virtues applied 	<p>1 Hour</p>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
6. Manage and evaluate usage of information	6.1 Review information needs and sources	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Kinds of information ○ Information evaluation issues ○ Information storage requirements and methods • Analyzing record information • Identification of information sources 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.2 Collect and analyze information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Information collection and collation ○ Relevant trends and developments • Collection of information • Analyzation of information 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.3 Use management information systems	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Management information systems ○ Available technology in information management ○ Advance strategies for customer service excellence • Use of available technology in information management 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours
	6.4 Report and disseminate analyzed information	<ul style="list-style-type: none"> • Lecture and discussion on: <ul style="list-style-type: none"> ○ Reporting procedures of the organisation ○ Analysis and display techniques • Using management information systems to store and retrieve data 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Hands on • Demonstration • Practical exercises 	<ul style="list-style-type: none"> • Oral evaluation • Written Test • Observation • Presentation 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
7. Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures	7.1 Assess Occupational Safety and Health (OSH) practices and programs	<ul style="list-style-type: none"> • Case Study in evaluating current OSH programs effectiveness • Practice auditing the workplace 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	1 Hours
	7.2 Recommend OSH program improvement initiatives	<ul style="list-style-type: none"> • Writing and Presenting Action Plans to improve OSH compliance in the workplace and/or increase effectiveness of OSH Programs 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	4 Hours
	7.3 Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	<ul style="list-style-type: none"> • Role play in increasing the OSH awareness • Measuring the impact of the new OHS program or initiative 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Case Study • Group Project 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning Portfolio 	2 Hours
8. Lead towards improvement of environmental work programs, policies and procedures	8.1 Assess environmental work practices and programs	<ul style="list-style-type: none"> • Discussion of Green structural change and retraining needs <ul style="list-style-type: none"> - What is green structural change and where is it happening - Workforce restructuring and adjustment - Employment effects of Environment - Sectors most affected by green restructuring 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
		<ul style="list-style-type: none"> - Retraining and skills upgrading - Effective and equitable restructuring: Good practices and programs by public and private sector actors • Perform Impact Assessment • Discussions of Gender Implications 			
	8.2 Recommend environmental program improvement initiatives	<ul style="list-style-type: none"> • Practicing Leadership skills: The biggest challenge in transition to a low-carbon economy or environment friendly activities • Practicing Basic Business planning • Opportunities Management - Identification of low-carbon and Resource scarcity risks • Perform Cost–benefit Analysis 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour
	8.3 Implement recommended improvements on environmental programs, policies and procedures	<ul style="list-style-type: none"> • Practicing Environmental Awareness Raising (Communication/ Implementation campaigns) • Teaching and training personnel - necessary skills and methods to impart environmental knowledge, to create awareness and to react flexibly to ever-changing labor market needs. 	<ul style="list-style-type: none"> • Lecture • Group Discussion • Demonstration • Case Study • Reporting 	<ul style="list-style-type: none"> • Written Exam • Demonstration • Observation • Interviews / Questioning • Third Party Reports 	1 Hour
9. Sustain entrepreneurial skills	9.1 Enhance one's business skills	<ul style="list-style-type: none"> • Discussion on entrepreneurial skills • Identifying market trends • Case studies on new technologies, products and processes • Practice gathering information on new trends 	<ul style="list-style-type: none"> • Lecture/ Discussion • Case study • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	2 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Method	Nominal Duration
	4. Manage entrepreneurial practices	<ul style="list-style-type: none"> • Discussion on continuous improvement • Presentation of plans for continuous improvement • Evaluation of new products and services 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Written Report • Case problem 	1 Hour
	9.2 Expand markets and clientele	<ul style="list-style-type: none"> • Prepare business plan and proposal 	<ul style="list-style-type: none"> • Lecture discussion • Group work 	<ul style="list-style-type: none"> • Portfolio 	1 Hour

**COMMON COMPETENCIES
(190 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Maintain hospitality industry knowledge	1.1 Seek information on the hospitality industry	<ul style="list-style-type: none"> • Identify and access sources of information on the hotel and travel industries, appropriately and correctly • Obtain information on the hotel and travel industries to assist effective work performance within the industries • Access and update specific information on relevant sector(s) of work • Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance • Obtain information on other industries to enhance quality of work performance 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	5 hours
	1.2 Source and apply information on legal and ethical issues for the hospitality industry	<ul style="list-style-type: none"> • Obtain information on legal issues and ethical issues to assist effective work performance • Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	5 hours
	1.3 Update hospitality industry knowledge	<ul style="list-style-type: none"> • Identify and use a range of opportunities to update general knowledge of the hotel and travel industries • Monitor current issues of concern to the industries • Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
2. Perform child protection duties relevant to the tourism industry	2.1 Identify the issue of sexual exploitation of children by tourists	<ul style="list-style-type: none"> Define the problem of child sexual exploitation of children by tourists (otherwise known as child-sex tourism) Describe the impact of child sexual exploitation on children, communities and the hotel and travel industries Identify suspicious behaviors that may be exhibited by child sex tourists 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 hours
	2.2 Describe national, regional and international actions to prevent the sexual exploitation of children by tourists	<ul style="list-style-type: none"> Locate and become familiar with the United Nations Convention on the Rights (UNCRC) of the Child and the main UN Articles relating to the rights of all children to be safe from sexual exploitation Examine national, regional and international initiatives to prevent the sexual exploitation of children by tourists Identify reporting mechanisms if suspicious behaviors is observed 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 hours
	2.3 Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists	<ul style="list-style-type: none"> Prepare a list of actions that can be taken by staff working in each labor division of the hotel and travel industries to prevent the sexual exploitation of children by tourists Select the best action to take by a staff for particular situations in preventing the sexual exploitation of children by tourists Participate in national and regional campaigns to promote greater public awareness and action to prevent child sexual exploitation in tourism destinations 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 hours
3. Develop and supervise operational approaches	3.1 Communicate work roles	<ul style="list-style-type: none"> Identify, develop and communicate operational plans and objectives to team members Match skills of team members to tasks and 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group 	<ul style="list-style-type: none"> Observation Demonstration Written Examination 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		duties and develop job responsibilities in line with enterprise guidelines <ul style="list-style-type: none"> • Communicate requirements of jobs and tasks clearly to team members 	discussion <ul style="list-style-type: none"> • Simulation 	<ul style="list-style-type: none"> • Interview 	
	3.2 Coordinate activities	<ul style="list-style-type: none"> • Develop work plans that establish appropriate targets and task objectives • Prioritize work activities to ensure completion of tasks in accordance with work requirements • Identify and incorporate training and learning opportunities into work activities • Maintain clear supervisory and reporting responsibilities in line with organizational requirements 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	10 hours
	3.3 Maintain effective working relations	<ul style="list-style-type: none"> • Recognize and address problems with team members • Seek assistance of team members when difficulties arise to achieve allocated tasks. • Communicate requirements of work activities using a participative approach • Manage disagreements and conflicts constructively using appropriate conflict management strategies 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	10 hours
	3.4 Provide feedback	<ul style="list-style-type: none"> • Provide clear, constructive feedback to individuals to support achievement of outcomes • Monitor team and individual performances to ensure team members are able to achieve goals • Identify opportunity for individual development • Maintain clear supervisory and reporting 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Simulation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Interview 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		responsibilities in line with organizational requirements			
4. Manage quality customer service	4.1 Develop approaches to enhance customer service quality	<ul style="list-style-type: none"> Identify options to improve service levels 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	6 hours
	4.2 Manage the delivery of quality service	<ul style="list-style-type: none"> Assist colleagues to meet and exceed customer service standards by providing appropriate professional development 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	4 hours
	4.3 Monitor and adjust customer service	<ul style="list-style-type: none"> Compare systems, records and reporting procedures in order to identify and report on any changes in customer satisfaction Evaluate and report on customer service evaluation outcomes to designated groups or individuals 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Simulation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Interview 	5 hours
5. Manage finances within a budget	4.7 Allocate budget resources	<ul style="list-style-type: none"> Funds are allocated according to agreed priorities. Changes in income and expenditure priorities are discussed with appropriate colleagues prior to implementation All relevant personnel are consulted and informed in relation to resource decisions Awareness of the importance of budget control is promoted Detailed records of resource allocation are 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	6 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		maintained in accordance with enterprise control systems.	<ul style="list-style-type: none"> • Self-paced handouts or module • Group reporting 		
	4.8 Monitor financial activities against budget	<ul style="list-style-type: none"> • Actual income and expenditure are checked against budgets accurately and at regular intervals. • Financial commitments are included in all documentation to ensure accurate monitoring. • Deviations are identified and reported according to company policy and significance of deviation. • Appropriate options for more effective management of deviations are investigated. • Appropriate colleagues are advised of budget status in relation to targets within agreed timeframes. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	4 hours
	4.9 Identify and evaluate options for improved budget performance	<ul style="list-style-type: none"> • Existing costs and resources are assessed and areas for improvement are identified. • Desired outcomes are discussed with relevant colleagues. • Appropriate <i>research</i> is conducted to investigate new approaches. • Benefits and disadvantages of new approaches are defined and clearly communicated. • Impacts on customer service levels and colleagues are considered when developing new approaches. • Recommendations are presented clearly 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		and logically to the appropriate person/ department.	<ul style="list-style-type: none"> • module • Group reporting 		
	4.10 Complete financial reports	<ul style="list-style-type: none"> • All required financial reports are completed accurately and within designated timelines. • Clear and concise information are produced to enable informed decision-making. • Reports are promptly forwarded to the appropriate person/department. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	5 hours
6. Plan and implement a series of training events	6.1 Plan a series of training events	<ul style="list-style-type: none"> • Verify identified training need • Prioritize identified training need • Determine resources available to support training events to address identified training need • Identify training events that will address identified workplace training need • Determine availability of learners to attend and participate in identified training events • Involve stakeholders in planning activities • Develop a schedule for implementing identified training events • Develop an operational plan to support the implementation of identified training events • Share the implementation plan for training 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		events with stakeholders <ul style="list-style-type: none"> • Encourage identified learners to engage with established training events 			
	6.2 Implement a series of training events	<ul style="list-style-type: none"> • Provide identified support for learners to attend identified training events. • Provide required resources for supervisors to maintain required service levels during identified training events • Advise learners of attendance requirements as required by the organization • Capture feedback from learners on individual training events. • Modify planned schedule of training events on the basis of feedback and other issues arising • Attend training events to monitor and evaluate their implementation • Maintain contact with training event organizers/providers 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours
	6.3 Review planning and implementation of a series of training events	<ul style="list-style-type: none"> • Evaluate the impact of attendance at training event. • Assess the value-for-money provided by engagement with training events • Identify ways in which more cost-effective use of training events could be effected • Prepare a report on the use of training events within the organization 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
7. Use the assessment system for training outcomes	7.1 Communicate the assessment system	<ul style="list-style-type: none"> Define the purpose of the assessment system Document and circulate assessment system features and procedures to relevant stakeholders Establish procedures for keeping relevant stakeholders informed about key features of the assessment system 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	10 hours
	7.2 Provide support for enterprise assessors	<ul style="list-style-type: none"> Verify assessors meet required competency standards Identify required training for assessors Provide for moderation of assessments Provide feedback to assessors on their performance Facilitate networking amongst assessors 	<ul style="list-style-type: none"> Discussion Demonstration Lecture Group discussion Power Point presentation Simulation Video presentation Self-paced handouts or module Group reporting 	<ul style="list-style-type: none"> Observation Demonstration Written Examination Oral Examination Practical Examination Interview Oral Questioning 	10 hours
	7.3 Manage the assessment record keeping	<ul style="list-style-type: none"> Identify and develop the internal records required to support the assessment system Describe the requirements for completing the 	<ul style="list-style-type: none"> Discussion Demonstration Lecture 	<ul style="list-style-type: none"> Observation Demonstration Written 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	system	assessment records <ul style="list-style-type: none"> • File the assessment records • Review and up-date the assessment record keeping system 	<ul style="list-style-type: none"> • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	Examination <ul style="list-style-type: none"> • Oral Examination • Practical Examination • Interview • Oral Questioning 	
	7.4 Maintain quality assurance procedures	<ul style="list-style-type: none"> • Define quality assurance procedures for the assessment system • Undertake internal audits of the assessment system • Use the results of quality assurance audits to improve the assessment system • Review the applicability of the existing quality assurance procedures to the dynamic nature of the assessment system 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination • Interview • Oral Questioning 	10 hours
	7.5 Report on the contribution made by the assessment system to enterprise training and	<ul style="list-style-type: none"> • Identify the outcomes that the assessment system has produced • Review the assessment system • Make recommendations for change to the assessment system • Produce and circulate a report • Revise the existing assessment system on 	<ul style="list-style-type: none"> • Discussion • Demonstration • Lecture • Group discussion • Power Point presentation 	<ul style="list-style-type: none"> • Observation • Demonstration • Written Examination • Oral Examination • Practical Examination 	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	performance	the basis of responses to the report	<ul style="list-style-type: none"> • Simulation • Video presentation • Self-paced handouts or module • Group reporting 	<ul style="list-style-type: none"> • Interview • Oral Questioning 	

**CORE COMPETENCIES
(120 Hours)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
1. Plan and schedule routine maintenance, repairs of physical assets	1.1 Determine job requirements	<ul style="list-style-type: none"> Assess the need for replacement or repair in accordance with nature of fault, type of equipment/fixture, and economic feasibility Check existing warranties and service agreements to establish if any identified maintenance requirement is covered by such documents Provide an estimate and quote detailing work to be carried out and costs Organize and confirm details relating to access to site and specific site requirements with relevant personnel Identify Labor, tools and equipment required for the job 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	8 Hours
	1.2 Allocate and order resource requirements	<ul style="list-style-type: none"> Check relevant skills, qualifications and licenses of labor to ensure job requirements are fulfilled Check equipment/fixture required for job to ensure availability, and order in advance needs where required Check and ensure availability of tools and equipment required for job in advance Schedule labor or manpower when required for work. 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	6 Hours
	1.3 Schedule work	<ul style="list-style-type: none"> Prepare work schedules to maximize productivity and meet 	<ul style="list-style-type: none"> Individual learning 	<ul style="list-style-type: none"> Written Examination 	6 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		company requirements <ul style="list-style-type: none"> Plan times for installation to minimize disruption to guests. Identify and asses proper timing, weather and other contingencies and incorporate in work schedule Prioritize requirements for emergency and urgent work requirements 	<ul style="list-style-type: none"> Group Discussion Presentation 	<ul style="list-style-type: none"> Oral Questioning 	
	1.4 Document work order	<ul style="list-style-type: none"> Identify details of schedule as well as job and resource requirements Promptly complete work order and provide relevant personnel in accordance with company requirements 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	4 Hours
2. Plan and manage housekeeping services for guests	2.1 Establish requirements needed in providing housekeeping services to guests	<ul style="list-style-type: none"> Housekeeping requirements are identified in accordance to enterprise policies and procedure. Record housekeeping requests according to enterprise requirements Identify needed housekeeping personnel to service housekeeping department 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	6 Hours
	2.2 Manage housekeeping services provided to guests	<ul style="list-style-type: none"> Manage housekeeping requests from guests Record housekeeping services provided to guests according to enterprise requirements Ensure timely provision/delivery of identified services for guests Liaise with other staff to obtain and/or deliver housekeeping services 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	14 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
	2.3 Implement provisions of housekeeping services	<ul style="list-style-type: none"> Participate in planning to enhance service delivery standards Liaise with other departments in carrying out housekeeping services to guests Monitor and document housekeeping services provided for guests 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	4 Hours
3. Manage lost and found procedures	3.1 Establish lost and found policies and procedures	<ul style="list-style-type: none"> Develop an in-house lost and found policies and procedures Identify the legal requirements that apply to lost and found items Communicate the location and function of the lost and found facility to guests and staff Establish lost and found register 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	12 Hours
	3.2 Monitor lost and found items	<ul style="list-style-type: none"> Monitor lost and found items Monitor the maintenance of lost and found items Recognize application of legal requirements for lost and found items 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	4Hours
	3.3 Monitor claim for lost item	<ul style="list-style-type: none"> Identity of lost property claimed is assessed Determine the authenticity of ownership of property claimed Evaluate the compliance with establishment policies as to BOSH, green practices and legal obligations 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	4 Hours
	3.4 Monitor unclaimed items	<ul style="list-style-type: none"> Check the inventory of unclaimed items according to policies and standards Document the removal or releasing of unclaimed lost and found items 	<ul style="list-style-type: none"> Individual learning Group Discussion Presentation 	<ul style="list-style-type: none"> Written Examination Oral Questioning 	4 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
4. Manage inventory, storage and issuance of linen and uniform	4.1 Evaluate delivery of linen and uniform stocks	<ul style="list-style-type: none"> • Monitor and verify incoming linen and uniform stock • Monitor area to receive linen and uniform stock • Manage excess stock within the department • Request new stock to replace damaged linen/uniforms 	<ul style="list-style-type: none"> • Individual learning • Group Discussion • Presentation 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	4 Hours
	4.2 Establish inventory, storage and issuance of linen and uniform control system	<ul style="list-style-type: none"> • Develop stock control systems • Monitor systems in the workplace • Minimize stock wastage 	<ul style="list-style-type: none"> • Individual learning • Group Discussion • Presentation 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	8 Hours
	4.3 Establish an effective system of storing linen and uniforms	<ul style="list-style-type: none"> • Develop system in storing linen and uniform • Monitor linen and uniform storage • Optimize space storage 	<ul style="list-style-type: none"> • Individual learning • Group Discussion • Presentation 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	6 Hours
	4.4 Develop a system for issuance of linen and uniforms	<ul style="list-style-type: none"> • Develop issuance procedures for linens and uniforms • Ensure proper usage of forms for issuance of uniforms 	<ul style="list-style-type: none"> • Individual learning • Group Discussion • Presentation 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	6 Hours
5. Manage laundry/valet service	5.1 Establish requirements needed in providing laundry/ valet service	<ul style="list-style-type: none"> • Establish requirements needed in providing laundry/valet service • Identify laundry/ valet requirements • Record laundry/ valet request • Identify needed housekeeping personnel 	<ul style="list-style-type: none"> • Individual learning • Group Discussion • Presentation 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	16
	5.2 Respond to inquiries on laundry/valet services	<ul style="list-style-type: none"> • Process inquiries on policies and procedures 	<ul style="list-style-type: none"> • Individual learning 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	4

Unit of Competency	Learning Outcomes	Learning Activities	Methodologies	Assessment Methods	Nominal Duration
		<ul style="list-style-type: none"> • Obtain/review documentation in relation to the inquiry on laundry valet services 	<ul style="list-style-type: none"> • Group Discussion • Presentation 		
	5.3 Implement provisions of laundry/ valet services	<ul style="list-style-type: none"> • Review procedures for delivery services of guests • Monitor actions undertaken by laundry valet personnel 	<ul style="list-style-type: none"> • Individual learning • Group Discussion • Presentation 	<ul style="list-style-type: none"> • Written Examination • Oral Questioning 	4

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.
 - a. Course design is based on competency standards set by the industry or recognized industry sector; **(Learning system is driven by competencies written to industry standards)**
 - b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;
 - c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology.
 - d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;
 - e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.
 - f. Training program allows for recognition of prior learning (RPL) or current competencies;
 - g. Training completion is based on satisfactory completion of all specified competencies not on the specified nominal duration of learning.
2. The competency-based TVET system recognizes various types of delivery modes, both on-and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

2.1 Institution- Based:

- Dual Training System (DTS)/Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP;

- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology that can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.
- The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

2.2 Enterprise-Based:

- Formal Apprenticeship – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.
- Informal Apprenticeship - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.
- Enterprise-based Training- where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 Community-Based

- Community-Based – short term programs conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who wish to enter this training should possess the following requirements:

- Must have completed Senior High School or an Alternative Learning System (ALS) Certificate of Completion
- Can communicate in intermediate English in both oral and written form
- Must be computer literate
- Can perform mathematical computation
- Must be competent in Housekeeping NC III qualification gained through training or experience or certification

3.4

LIST OF TOOLS AND EQUIPMENT AND MATERIALS

Recommended list of tools, equipment and materials for the training of a minimum of 25 trainees for HOUSEKEEPING NC IV are as follows:

SUPPLIES		EQUIPMENT		REFERENCE MATERIALS	
QTY		QTY		QTY	
2 rims	A4 paper	25 unit s	Computer with internet connection	25	Inventory forms for tools, equipment and supplies
2 rims	Legal Bond paper	1 unit	LCD projector	1	HACCP
2set s	printer ink	2 unit	Printer	1	BOSH
				1	Internal policies on green practices
				50	Guest feedback form
				25	Staff roster worksheet
				25	Monitoring sheet for waste management and disposal
				25	Evaluation forms for Housekeeping staff
				1	GAD Manual/handbook
				25	Lost and found inventory forms
				25	Return/Release Lost and Found forms
				25	Unclaimed Lost and found inventory forms
				25	Maintenance Checklist for Lost and Found Facilities
				25	Laundry Service forms
				25	Laundry Service inventory forms
				25	Monitoring Sheet for Laundry service
				25	Price list of laundry items
				25	Maintenance Checklist for Laundry Facilities

NOTE: Implementation of the training program can be facilitated through a Memorandum of Agreement between the training provider and industry partner/s regarding the use of facilities. This is in response to the high cost of facilities and equipment. Airconditioned vehicles can be hired on a per trip basis subject to requirement.

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees.

Space Requirement	Size in Meters	Area in Sq. Meters	Total Area in Sq. Meters
Practical Work Area per Trainee	1 x 1 m	1 sq. m.	25 sq. m
Contextual Learning Area	5 x 5 m	25 sq. m.	25 sq. m
Distance Learning /Computer Center	6.8 x 5 m	34 sq. m.	34 sq. m.
Learning Resource Area	2 x 5 m	10 sq. m.	10 sq. m
Storage Area	2 x 5 m	10 sq. m.	10 sq. m.
Total workshop area:			104 sq. m.

3.6 TRAINER'S QUALIFICATIONS

- Holder of National TVET Trainer Certificate (NTTC) Level I in Housekeeping NC IV
- Must have at least two (2) years industry experience as Assistant Executive Housekeeper/Manager

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1.1 A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.
- 4.1.2 Candidate wanting to be certified will have to be assessed in accordance with the requirements identified in the evidence guide of the relevant unit/s of competency.
- 4.1.3 Holders of valid National Certificate (NC) under Housekeeping NC IV will have to undergo assessment to the amended TR for Housekeeping NC IV.
- 4.1.4 Recognition of Prior Learning (RPL). Candidates who have gained competencies through informal training, previous work or life experiences may apply for recognition in a particular qualification through competency assessment.
- 4.1.5 The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:
 - a. Entry requirements for candidates
 - b. Evidence gathering methods
 - c. Qualification requirements of competency assessors
 - d. Specific assessment and certification arrangements as identified by industry

4.2 COMPETENCY ASSESSMENT REQUISITE

- 4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.
This document can:
- a. Identify the candidate's skills and knowledge
 - b. Highlight gaps in candidate's skills and knowledge
 - c. Provide critical guidance to the assessor and candidate on the evidence that need to be presented
 - d. Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior`
- 4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.
- 4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

**COMPETENCY MAP - TOURISM Sector
(Hotel and Restaurant)
HOUSEKEEPING NC IV**

BASIC COMPETENCIES	Lead workplace communication	Lead small teams	Apply critical thinking and problem-solving techniques in the workplace	Work in a diverse environment	Propose methods of applying learning and innovation in the organization	Use information systematically	Evaluate occupational safety and health work practices	Evaluate environmental work practices	Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
	Receive and respond to workplace communication	Work with others	Solve/address routine problems	Enhance self-management skills	Support Innovation	Access and maintain information	Follow occupational safety and health policies and procedures	Apply environmental work standards	Adopt entrepreneurial mindset in the workplace
	Participate in workplace communication	Work in Team Environment	Solve/address general workplace problems	Develop career and life decisions	Contribute to workplace innovation	Present relevant information	Practice occupational safety and health policies and procedures	Exercise efficient and effective sustainable practices in the workplace	Practice entrepreneurial skills in the workplace

BASIC COMPETENCIES

Utilize specialize specialized communication skill	Develop and lead teams	Perform higher order thinking processes and apply techniques in the workplace	Contribute to the practice of social justice in the workplace	Manage innovative work instructions	Manage evaluate usage of information	Lead in improvement of Occupational Safety and Health Program, Policies and Procedures	Lead towards improvement of environmental work programs, policies and procedures	Sustain entrepreneurial skills
Manage and sustain effective communication strategies	Manage and sustain high performing teams	Evaluate higher order thinking skills and adjust problem solving techniques	Advocate strategic thinking for global citizenship	Incorporate innovation into work procedures	Develop systems in managing, and maintaining information	Manage Implementation of OSH programs in the workplace	Manage implementation of environmental program in the workplace	Develop and sustain a high-performing enterprise

COMMON COMPETENCIES	Receive and resolve customer complaints	Work cooperatively in a general administration environment	Maintain quality customer/ guest service	Roster staff	Control and Order stock*	Prepare and deliver training sessions	Plan, conduct and evaluate staff performance assessment		
	Maintain hospitality industry knowledge	Perform child protection duties relevant to the tourism industry	Develop and supervise operational approaches	Manage quality customer service	Manage finances within a budget	Plan and implement a series of training events	Use the assessment system for training outcome		
	Develop and update tourism industry knowledge	Develop protective environments for children in tourism destinations	Establish and maintain a business relationship	Gather and present product information	Maintain quality customer/guest service	Manage and resolve conflict situations	Manage financial performance within a budget	Monitor and evaluate the effectiveness of training outcome	Evaluate the effectiveness of assessment system

CORE COMPETENCIES	Provide housekeeping services to guests	Clean and prepare rooms for incoming guests	Provide valet/butler service	Laundry linen and guest clothes	Clean public areas, facilities and equipment
	Deal with/Handle intoxicated guests	Supervise room cleaning and maintenance requirement	Supervise housekeeping services to guests	Implement lost and found procedures	Supervise laundry of linen, uniform and guest clothes
	Plan and schedule routine maintenance, repairs of physical assets	Plan and manage housekeeping services for guests	Manage lost and found procedures	Manage inventory, storage and issuance of linen and uniforms	Manage laundry/valet Service

GLOSSARY OF TERMS

1. BOSH Basic Occupational Safety and Health
2. CCTV Closed Circuit Television
3. Chemical A product, normally in liquid form, used to clean a surface/for laundry
4. Clean Free from dirt, dust and any foreign matters
5. Computer Literate Is defined as the knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to computer programming and advanced problem solving.
6. Computer Room/Laboratory This area has an array of computer units where trainees are provided to learn and gain appropriate IT competencies as may be prescribe in the competency standard and curriculum. Computer units are in a LAN environment holed to an ISP for internet access.
7. Condemning linen Removal of worn out or damaged linen from circulation
8. Contextual Learning this facility ensures that the underpinning knowledge, the science, mathematics and communication principles as applied to the technology are provided to the trainee.
9. Deodorizer A product used to absorb odour and any unpleasant smell
10. Disinfectant Any chemical agent used to destroy the growth of harmful organisms
11. Distance Learning Area This is to enable the learning provision outside and away from the training institution in term of print and non-print media.
12. Dry Cleaning The process of cleaning of delicate garments, fabrics, etc., with the use of chemicals rather than water
13. Duvet A set of quilt usually down-filled used for bed making
14. Emergency Management Plan A document detailing the response of the venue/staff members when a variety of emergency situations arise
15. External regulations Referring to policies and guidelines issued by related government agencies
16. ETA Estimated time of arrival
17. ETD Estimated time of departure
18. Extraction equipment The equipment used for the removal of moisture from linens by way of high speed rotations
19. Fittings Anything attached to a ceiling wall or floor to house a room equipment
20. Folding Machine or Automatic Folder The machine which folds linen in a pre-determined way
21. Formula The combination of water, temperature and chemicals to successfully launder different categories of linen
22. Furnishings Movable items of furniture in a guest room, such as chairs and tables
23. HACCP Hazard Analysis Critical Control Point
24. Kitchenette A small kitchen or part of another room equipped with kitchen tools

25. KPIs	Key Performance Indicators
26. KRAs	Key Result Areas
27. Laundry	Articles of clothing, linens, etc., that have been or are to be washed
28. Learning Resource Center	This area is providing the trainee with the knowledge requirements in the various modules responding to the competencies. The area has an array of learning materials in print or soft-copies from a multimedia environment.
29. Linens	Refers to all items that includes bed linen, food service linen and such other hotel clothing materials for laundry
30. Lint	Loose fibres from the laundered linen that are to be removed through processing
31. Malfunction	Failure to function properly
32. Outsource laundry	Patronize external laundry contractor for the laundry of hotel linens
33. OSH	OSH refers to 'Occupational Safety and Health. It relates to workplace health and safety policies, procedures and practices
34. Par stock	The amount of linen required for the days operation
35. Polish	Used to enhance the smoothness and the glossy appearance of furniture and fixtures with a cloth and an appropriate chemical
36. PPE	Personal protective equipment (includes the uniform and the safety materials)
37. Practical work area	This area is where the trainee acquires the skills and knowledge components of the competencies prescribed by the standard.
38. SOP	Standard Operating Procedure
39. Suite room	Hotel accommodation with two rooms: receiving and bedroom
40. Housekeeping trolley	A transport equipment used to move housekeeping supplies and linens from room to room
41. Turndown service	Is the evening service to prepare the room for guest sleep that includes tidying the room, dimming the light and fixing the bed linen
42. Twin room	Two beds in a room
43. UHF	Ultra-high frequency



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