



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards
of Competence**

Housekeeping

Level 1

#7 “Chelwood”, 8th Avenue Belleville, St. Michael, Barbados

Telephone: (246) 435-3096 Fax: (246) 429-2060 E-mail: office@tvetcouncil.com.bb
(246) 228-3383/84

Published by:
The Technical and Vocational Education and Training Council
#7, 8th Ave. Belleville
St. Michael
BARBADOS W.I.
Tel: (246) 435-3096
Fax: (246) 429-2060
Email: office@tvetcouncil.com.bb Website: www.tvetcouncil.com.bb

First Published: July, 2005

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of publication. However, TVET Council's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. TVET Council cannot accept any liability for any loss or damage arising from the use of information in this publication.

© TVET Council 2009

Qualification Overview

NVQB

in

Housekeeping

Level 1

NVQB in Housekeeping – Level 1

Qualification Overview

Who is the qualification for?

The NVQ in Housekeeping Level 1 is for individuals whose Housekeeping role requires well developed behavioural competence, but whose scope for independent decision making and for bringing about change is limited. They are likely to be in roles where for example their duties include:

- Cleaning floors
- Vacuuming carpets
- Dusting Furniture
- Cleaning windows and doors
- Cleaning kitchens, bathrooms and public areas
- Preparing beds

Relevant occupations include:

- Cleaner
- Room Maid
- Room Attendant
- Housekeeping Assistant

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

How the qualification is structured:

To achieve the full qualification, candidates must complete six (6) units in total made up of five (5) mandatory units plus one (1) optional unit.

Evidence Requirements

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- All the performance criteria in each element
- All the range in each element
- All the evidence requirements
- All the relevant knowledge and understanding listed

Competence must be demonstrated consistently in the workplace over a period of time.

The candidate must produce varied performance evidence and knowledge evidence derived from different situations over a period of time in the workplace.

Unless otherwise stated within the evidence requirements, all performance evidence must come from **real work** within the workplace. **Work** being defined as real if the provision of a service or product by the candidate that if not carried out, would require the organization to employ someone else to execute the task.

Simulation

Unless otherwise stated in the evidence requirements, simulation is acceptable only as a supplementary form of evidence for certain range statements and performance criteria. These situations may include generic health and safety, fire and contingency activities for which the opportunity for assessment is often minimal in the workplace. It **should not** include routine activities which should be covered by performance evidence.

Where assessment is to be carried out through activities performed under simulation, the internal verifier must agree to the use of simulated activities with the assessor(s) and external verifier before they take place and must sample all performance evidence produced through simulated activities.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

HOUSEKEEPING – LEVEL 1 – A009 01

To achieve the full award, candidates must complete **six (6)** units in total made up of **five (5)** mandatory units plus any **one (1)** of the optional units.

<u>Mandatory Units - Group A (All must be completed)</u>	<u>TVETC Number</u>
1. Create and maintain effective working relationships	U00106
1.1 Gain the trust and support of colleagues and team members	
1.2 Gain the trust and support of one's immediate manager	
2. Maintain customer care	U00206
2.1 Handle customers	
2.2 Handle customer complaints	
2.3 Handle customer incidents	
3. Maintain a safe and secure working environment	U00306
3.1 Maintain personal health and hygiene	
3.2 Carry out procedures in the event of a fire	
3.3 Deal with the discovery of suspicious items/packages	
3.4 Carry out procedures in the event of an accident	
3.5 Maintain a safe work environment for customers, staff and visitors	
3.6 Maintain a secure work environment for customers, staff and visitors	
4. Service furnished areas	U11901
4.1 Clean interior surfaces, furnishings, fixtures and fittings	
4.2 Clean floors and floor coverings	
4.3 Maintain the internal environment	
5. Service toilet, bathroom and public areas	U12001
5.1 Clean toilet appliances	
5.2 Clean bathroom appliances	
5.3 Clean public areas	
5.4 Replenish guest supplies and accessories	

HOUSEKEEPING – LEVEL 1 - A009 01

<u>Optional Units - Group B (Choose 1)</u>	<u>TVETC Number</u>
6. Prepare beds and handle linen and bed coverings	U12101
6.1 Strip beds and handle linen and bed coverings	
6.2 Collect and transport clean linen and bed coverings	
6.3 Prepare beds for guest use	
7. Clean doors, windows, walls, ceilings, fixtures and fittings	U12201
7.1 Clean doors and windows	
7.2 Clean walls	
7.3 Clean ceilings and fixtures	
8. Prepare, maintain and clear function areas	U12301
8.1 Prepare and maintain function areas	
8.2 Clear function areas	
9. Handle and store equipment and materials	U12401
9.1 Handle and store cleaning equipment	
9.2 Handle and store cleaning materials	

U00106

Create and maintain effective working relationships

Unit Descriptor:

This unit describes the competence required to create and maintain effective working relationships.

- Communicating effectively
- Developing new skills to improve performance
- Problem solving
- Operating within organisational procedures
- Time management

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Gain the trust and support of colleagues and team members | <p>1.1 Communication with colleagues and team members about proposed activities take place at appropriate times and in a manner which encourages open, frank discussion.</p> <p>1.2 Colleagues and team members are sufficiently informed about organisation plans and activities.</p> <p>1.3 Commitments made to colleagues and team members are realistic and honoured.</p> <p>1.4 The manner in which colleagues and team members are treated shows respect for individuals and the need for confidentiality.</p> <p>1.5 Colleagues and team members receive sufficient support to achieve work objectives.</p> <p>1.6 Evaluations of output and behaviour at work are discussed with colleagues and team members promptly and directly.</p> <p>1.7 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.</p> |
|--|---|

2. Gain the trust and support of one's immediate manager
- 1.8 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
 - 2.1 The **immediate manager** receives timely and accurate reports on activities, issues, progress, results and achievements.
 - 2.2 The immediate manager receives clear, accurate and timely information about emerging threats and opportunities.
 - 2.3 The immediate manager is consulted about organisational policies and ways of working at appropriate times.
 - 2.4 **Proposals** for action are realistic, clear and presented at an appropriate time.
 - 2.5 Where there are **disagreements** with the immediate manager, constructive efforts are made to resolve them.
 - 2.6 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.7 All work is carried out in an organized and efficient manner in accordance with organizational procedures

RANGE STATEMENT

You must cover the items below:

Element 1: Gain the trust and support of colleagues and team members**A. Colleagues:**

- (i) persons working at a lower level
- (ii) persons working at a higher level
- (iii) persons working at the same level

B. Team members:

- (i) persons with whom individual works to fulfill line responsibilities
- (ii) persons with whom individual works to fulfill functional responsibilities

Element 2: Gain the trust and support of one's immediate manager**C. Immediate manager:**

- (i) the persons to whom the individual reports
- (ii) the organization or authority to which the person reports

D. Proposals:

- (i) oral
- (ii) written

E. Disagreements:

- (i) actual
- (ii) potential

UNDERPINNING KNOWLEDGE AND SKILLS**Working Relationships**

1. Why gaining the trust and support of colleagues and team members are important for effective performance.
2. How to encourage good working relationships and a feeling that colleagues and team members are respected.
3. Why gaining the trust and support of one's immediate manager is important to effective performance.
4. What types of emerging threats and opportunities the manager needs to be informed about and the degree of urgency attached to these.

Planning

5. Why commitments to colleagues need to be realistic and why they should be honoured.
6. What types of support colleagues and team members may require to achieve their objectives and how to respond effectively to these needs.

Communication

7. How to select appropriate times, methods and styles of consultation according to a range of issues and contexts.
8. What range of issues about which colleagues and team members need to be informed.
9. What range of communication methods is available and how to select methods appropriate to a range of issues and contexts.
10. What types of information concerning colleagues and team members need to be treated confidentially and what procedures need to be followed to achieve this.
11. How to provide feedback in a way which will lead to a constructive outcome.
12. What types of disagreements may occur with the immediate manager and what are the methods of handling these in any appropriate manner.
13. Why the immediate manager needs to be kept informed of activities, progress, results and achievements.
14. How to develop and present proposals in a way, which is realistic, clear and likely to influence the immediate manager's decision-making positively.

15. What range of communication methods can be used to keep the immediate manager informed and how to select an appropriate method according to the range of issues and contexts?

Organisational Policies and Procedures

16. What types of organisational policies and way of working the manager needs to be informed about and what the appropriate methods of doing so are.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation and products of work **or** performance evidence to cover all of the performance criteria and a minimum of two (2) items from the range of A and one (1) item from the range of B **and** supplementary evidence in the form of questioning, and/or personal statement and/or witness testimony to cover the rest of the range.
- Totally through performance evidence in the form of observation and products of work **or** performance evidence to cover all of the performance criteria and a minimum of one (1) item from the range of A, one (1) item from the range of B and one (1) item from the range of C **and** supplementary evidence in the form of questioning and/or personal statements and/or witness testimony to cover the rest of the range.
- Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by assessor of how you would gain the trust and support of colleagues and team members.
- Copies of written communication to and from colleagues and team members.
- Observation reports by assessor of how you gain the trust and support of one's immediate manager.
- Copies of written communication to and from one's immediate manager.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you gain trust and support of colleagues and team members.
- A personal statement describing how you gain the trust and support of colleagues and team members in the workplace.

- Witness statements from colleagues, line managers that provide evidence of how you gain trust and support of one's immediate manager.
- A personal statement, describing how you gain the trust and support of one's immediate manager.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U00206

Maintain customer care

Unit Descriptor:

This unit describes the competence required to effectively maintain customer care.

The unit describes the essential abilities of:

- Responding to customer needs and feelings
- Communicating effectively
- Problem solving
- Working with organisational policies/limitations

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|-------------------------------|-----|---|
| 1. | Deal with customers | 1.1 | Customers are dealt with in a polite and helpful manner at all times. |
| | | 1.2 | Customers' needs and requirements are acted upon without delay. |
| | | 1.3 | Accurate information is given in answer to all customers' enquiries or customer is referred to the relevant alternative information source. |
| | | 1.4 | Information given is within scope of the individual's authority. |
| | | 1.5 | Customers' comments are politely acknowledged and passed on where necessary. |
| | | 1.6 | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary. |
| | | 1.7 | All work is carried out in an organised and efficient manner in accordance with organisational procedures. |
| 2. | Deal with customer complaints | 2.1 | Dissatisfied customers are acknowledged immediately and are attended without delay. |

- 2.2 Customers are dealt with in a polite and helpful manner and at all times.
 - 2.3 Nature of customer complaint is quickly identified and priorities are established.
 - 2.4 Customers are assured that **complaints** will receive immediate attention.
 - 2.5 Complaints which can be resolved within the individual's authority are dealt with immediately.
 - 2.6 Complaints which cannot be resolved within the individual's authority are referred to the appropriate person(s).
 - 2.7 Complaints are reported and dealt with in accordance with organisational procedures.
 - 2.8 Follow up action is taken in a timely manner and in accordance with organisational procedures.
 - 2.9 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.10 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
3. Handle customer incidents
- 3.1 Nature of customer incident is quickly identified and priorities are established.
 - 3.2 **Customers** are dealt with in a polite and helpful manner at all times.
 - 3.3 Customers are assured that incident will receive immediate attention.
 - 3.4 **Customers' incidents** which can be resolved within the individual's authority are dealt with as soon as possible in a calm manner.
 - 3.5 Customers' incidents which cannot be resolved within the individual's authority are referred to the appropriate authority.

- 3.6 Customers' incidents are dealt with and reported in accordance with organisational and legal requirements.
- 3.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.8 All work is carried out in an organised and efficient manner in accordance with organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Handle customers**A. Customers:** *(also applies to Elements 2 and 3)*

- (i) adults
- (ii) children
- (iii) persons with special needs
(e.g. visually impaired, hearing impaired, mobility impaired, persons with medical conditions, e.g. diabetic)

B. Unexpected situations:

- (i) customers complaints
- (ii) customer incidents

Element 2: Handle customer complaints**C. Complaints:**

- (i) unusual situations, e.g. weather
- (ii) service related incidents
- (iii) physical facilities

Element 3: Handle customer incidents**D. Customer incidents:**

- (i) spillage
- (ii) breakage
- (iii) lost property
- (iv) equipment faults
- (v) sudden illness/injury

E. Report format:

- (i) written
- (ii) oral

UNDERPINNING KNOWLEDGE AND SKILLS**Health and safety**

1. Why it is important to comply with health and safety regulations.
2. Where and from whom information on current health and safety regulations can be obtained.

Customer Care

3. Why it is important that information given to customers is accurate and disclosable.
4. Why customer comments should be reported to the appropriate person.
5. Why customer complaints should be dealt with without delay.
6. How to source relevant information to deal with customer enquiries.

Communication

7. When to seek assistance and when to use own initiative in meetings customer's needs.
8. What the formal and informal methods to satisfy customer needs within the resources available are and when it is appropriate to use them.
9. How to interpret customer feelings through body language, sensitive questioning and observation.
10. What customer complaints should be dealt with without delay.
11. Why it is important to establish priorities when dealing with customer complaints.

Customer Incidents

12. Why customer incidents should be dealt with without delay.
13. Why and to whom all customer incidents should be reported.

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, and a minimum of two (2) item from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1- 8 and a minimum of two (2) items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation **and/or** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Methods of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by your assessor of how you deal with customers.
- Observation reports by your assessors of how you deal with customer incidents.
- Copies of written communication to and from customers.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessors.
- Witness statements from customers, colleagues, line managers that provide evidence of how you deal with customers.
- Witness statements from customers, colleagues, line managers that provide evidence of how you dealt with customer complaints.
- Witness statements from customers, colleagues, line managers that provide evidence of how you deal with customer incidents.
- A personal statement describing how you deal with customers.
- A personal statement describing how you dealt with customer complaints.
- A personal statement describing how you dealt with customer incidents.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U00306: Maintain a safe and secure working environment

Unit Descriptor:

This unit describes the competence required to contribute to maintaining a safe and secure working environment.

The unit addresses the essential abilities of:

- Communicating effectively
- Working in a safe and hygienic manner
- Problem solving
- Keeping records
- Operating within organisational procedures
- Meeting legal requirements

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Maintain personal health and hygiene	1.1 Clean, smart and appropriate clothing is worn.
	1.2 Hair is neat and tidy and worn in accordance with organisational requirements.
	1.3 Jewellery, perfume and cosmetics are worn in line with organisational requirements.
	1.4 Cuts, grazes and wounds are correctly treated by the appropriate person.
	1.5 Illness and infections are reported promptly to the appropriate person.
	1.6 All work is carried out in accordance with hygiene practices that must be adhered to within the working environment.
	1.7 All work is carried out in an efficient and organised manner in accordance with appropriate organisational procedures and legal requirements .

2. Carry out procedures in the event of a fire
 - 2.1 In the event of a **fire**, the alarm is raised immediately.
 - 2.2 **Fire fighting equipment** is correctly used in accordance with manufacturer's instructions and organisation's procedures.
 - 2.3 All safety and emergency signs and notices are adhered to.
 - 2.4 Correct evacuation procedures are followed in a calm, orderly manner and in accordance with organisational procedures.
 - 2.5 Designated assembly points are reached and registration done.
 - 2.6 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
 - 2.7 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
3. Dealing with the discovery of suspicious items/packages
 - 3.1 **Suspicious items and packages** are left untouched.
 - 3.2 Suspicious items and packages are reported in accordance with organisational procedures.
 - 3.3 Correct safety and security procedures are followed in calm and orderly manner and in accordance with organisational procedures.

- 3.4 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.5 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
- 4. Carry out procedures in the event of an accident
 - 4.1 In the event of an **accident, basic first aid** is performed following recommended procedures.
 - 4.2 Assistance from the appropriate **person responsible** for first aid is sought immediately.
 - 4.3 Emergency services are contacted in accordance with organisational procedures.
 - 4.4 **Appropriate action** is taken to ensure safety of injured and uninjured persons.
 - 4.5 Comfort and reassurance are given to injured persons.
 - 4.6 Accidents are reported and documented in accordance with organisational procedures.
 - 4.7 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
 - 4.8 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

5. Maintain a safe work environment for customers, staff and visitors
- 5.1 **Hazards and potential hazards** to the safety of customers, staff and visitors are promptly identified and rectified.
 - 5.2 Customers, staff and visitors are made aware of all hazards and potential hazards in accordance the organisaional with procedures.
 - 5.3 Cautionary measures are taken to warn customers, staff and visitors of hazards and potential hazards.
 - 5.4 **Accidents**, damage and non-rectifiable hazards are reported promptly to the appropriate person.
 - 5.5 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
 - 5.6 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.
6. Maintain a secure work environment for customers, staff and visitors
- 6.1 Potential **security risks** are identified and reported to the appropriate person in accordance with organisational procedures.
 - 6.2 **Customer and staff areas** are correctly secured against unauthorized access.
 - 6.3 All establishment **storage and security facilities** are secured against unauthorized access.
 - 6.4 Establishment, staff or customer lost property is promptly reported to the appropriate person.
 - 6.5 Suspicious individuals are politely challenged or reported promptly to the appropriate person.

- 6.6 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 6.7 All work is carried out in an organised and efficient manner in accordance with safety and health **regulations** and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Maintain personal health and hygiene**A. Legal requirements:**

- (i) current relevant legislation relating to safe and hygienic working practices

Element 2: Carry out procedures in the event of a fire**B. Fire:**

- (i) all types of fires

C. Fire Fighting Equipment:

- (i) fire hose
- (ii) fire blanket
- (iii) foam extinguisher
- (iv) water extinguisher
- (v) sand
- (vi) wet blanket
- (vii) carbon dioxide extinguisher

D. Regulations:

- (i) legislation
- (ii) manufacturer
- (iii) supplier

Element 3: Deal with the discovery of suspicious items/packages**E. Suspicious items and packages:**

- (i) all unattended bags, packages and parcels
- (ii) unusual and unaccounted for deliveries

F. Regulations:

- (i) legislation
- (ii) organisational

Element 4: Carry out procedures in the event of an accident**G. Accidents:** *(also applies to Element 5)*

- (i) all accidents involving injury

H. Basic first aid application:

- (i) bandaging
- (ii) cold pack
- (iii) Heimlich manoeuvre

I. Appropriate action:

- (i) removing and lifting injured person
- (ii) rendering basic first aid

J. Responsible person:

- (i) company nurse
- (ii) safety officer

K. Regulations:

- (i) legislation
- (ii) manufacturer
- (iii) organisational

Element 5: Maintain a safe work environment for customers, staff and visitors**L. Hazards and potential hazards:**

- (i) suspicious items
- (ii) areas and incidents which threaten the safety of customers, staff and visitors

M. Regulations:

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a safe environment for customers, staff and visitors
- (ii) manufacturer
- (iii) supplier

Element 6: Maintain a secure environment for customers, staff and visitors**N. Security risks:**

- (i) prohibited areas
- (ii) suspicious items
- (iii) unauthorized open entrances/exits
- (iv) missing keys

O. Customer and staff areas:

- (i) public facilities
- (ii) public areas
- (iii) work areas
- (iv) staff facilities

P. Storage and security facilities:

- (i) storerooms
- (ii) safes
- (iii) cash boxes

Q. Regulations:

- (i) current relevant legislation relating to safe and hygienic working practices when maintaining a secure environment for customers, staff and visitors.

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. Why it is important to comply with health and safety legislation.
2. Where and from whom information on current health and safety legislation can be obtained.
3. What general hygienic practices must be adhered to in own work environment.
4. Why the correct clothing, footwear and headgear should be worn at all times.
5. Why and to whom illness and infections should be reported.
6. Why it is important to maintain good personal hygiene.
7. What the possible causes are of fire in the working environment.
8. What preventative actions can be taken to minimise risk of fire.
9. What organisational procedures should be followed in the event of fire.
10. Where alarms are located and how to activate them.
11. Why a fire should never be approached unless it is safe to do so.
12. Why suspicious items and packages should be left untouched.
13. Why suspicious items and packages should be reported.
14. What basic first aid should be applied in the event of an accident.
15. Who is the person responsible for first aid.
16. What emergency services are available in the event of an accident and why it is important to contact them.
17. What action should be taken to ensure the safety of the injured and uninjured.
18. What are the organisational procedures for reporting an accident.
19. What cautionary measures can be taken to warn customers, staff and visitors of potential hazards.
20. What the potential hazards are within own working environment.
21. Why suspicious items and packages must not be approached or tampered with.
22. Where first aid equipment and the accident register are located.
23. Why it is important to use correct lifting techniques.
24. What the employee's responsibility is in relation to health and safety regulations.

- 25. Which keys, property and areas should be secured from unauthorised access at all times.
- 26. Why it is essential to be aware of potential security risks.
- 27. Why procedures relating to lost property must be adhered to.

Communication

- 28. Why only disclosable information should be given to customers.
- 29. Why it is important to report all unusual/non-routine incidents to the appropriate person.

EVIDENCE GUIDE**1. Critical Aspects of Evidence**

Performance evidence is also required for performance criteria 2 and 3 of Element 5. 6 showing evidence of dealing with at least one type of **security risk**; working in two types of **customer and staff areas**; and dealing with two types of **storage and security facilities**.

For all other performance criteria and ranges a combination of performance evidence and supplementary evidence for example questioning, witness testimony, case histories can be used to provide evidence.

Underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.

2. Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Performance evidence for this unit could include:

- Observation reports from your assessor
- Photographs of yourself at work
- Entries made by you into the organisation's incident book.
- Correspondence written by you drawing attention to health and safety issues.

Supplementary evidence for this unit could include:

- Witness testimony from customers and line managers
- Personal statements from yourself describing how you carry out your duties
- Answers to oral or written questions.

3. Context of Assessment

Evidence of competence should be demonstrated totally through performance evidence if possible.

Simulation may be used to provide performance evidence for Elements 5.2, 5.3 and 5.4.

At a minimum, performance evidence must be provided to cover performance criteria 1-3 of Element

U11901**Service furnished areas**

Unit Descriptor:

This unit describes the competence required to effectively service furnished areas.

The unit describes the essential abilities of:

- Communicating effectively
- Problem solving
- Working within organizational procedures
- Knowing what factors influence choice of cleaning equipment and materials when cleaning interior surfaces, furnishings, fixtures and fittings
- Knowing which cleaning processes are appropriate to the given range of interior surfaces, furnishings, fixtures and fittings

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|---|
| 1. | Clean interior surfaces, furnishings, fixtures and fittings | 1.1 | Guests are dealt with in a polite and helpful manner. |
| | | 1.2 | Preparation of work area has been correctly carried out ready for cleaning. |
| | | 1.3 | Interior surfaces, furnishings, fixtures and fittings are free from dust, dirt, debris and removable marks. |
| | | 1.4 | Correct tools, cleaning equipment and cleaning materials are used in accordance with manufacturers' instructions. |
| | | 1.5 | Cleaning equipment is cleaned correctly and stored after use. |
| | | 1.6 | Cleaning equipment is checked in accordance with manufacturers' instructions. |
| | | 1.7 | Maintenance requirements are reported to the appropriate person or department. |

- 1.8 Cleaning process avoids damage to surfaces.
 - 1.9 Waste or dirty water is disposed of correctly and kept away from electricity.
 - 1.10 Items removed for safekeeping or convenience are replaced in correct locations.
 - 1.11 Appropriate safety measures are applied in dealing with situations that may contribute to accidents.
 - 1.12 **Unexpected situations** are dealt with effectively and the appropriate persons are informed where necessary.
 - 1.13 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
2. Clean floors and floor coverings
- 2.1 **Preparation of work area** has been correctly carried out ready for cleaning.
 - 2.2 Correct **cleaning equipment** and **cleaning materials** are prepared and appropriate to the type of **floors and floor coverings** in accordance with manufacturers' instructions.
 - 2.3 Floors and floor coverings are cleaned safely and systematically.
 - 2.4 Finished floors and floor coverings are dry and free from dust, dirt, debris and removable marks.
 - 2.5 Cleaning process avoid damage to surfaces.
 - 2.6 Items removed for safekeeping or convenience are replaced in correct locations.

- 2.7 Waste or dirty water is disposed of correctly and kept away from electricity
- 2.8 Cleaning equipment is cleaned correctly and stored after use.
- 2.9 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.10 All work is carried out in an organized and efficient manner in accordance with organisational procedures.
- 3. Maintain internal environment
 - 3.1 Guests are dealt with in a polite and helpful manner.
 - 3.2 **Environment control systems** are checked and set in accordance with service operations.
 - 3.3 Furnished areas are free from unpleasant odours
 - 3.4 Waste bins are emptied and left clean and ready for use.
 - 3.5 Waste is handled correctly ready for **appropriate dispatch methods.**
 - 3.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
 - 3.7 All work is prioritised carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures

RANGE STATEMENT

You must cover the items below:

Element 1: Clean interior surfaces, furnishings, fixtures and fittings**A. Preparation of work area:** *(applies to Element 2 also)*

- (i) protective clothing worn
- (ii) hazard warning signs used
- (iii) protection of surrounding area

B. Interior surfaces, furnishings and fixtures:

- (i) wood
- (ii) glass
- (iii) plastic
- (iv) wall coverings
- (v) metal
- (vi) painted surfaces
- (vii) fabric
- (viii) drapes
- (ix) curtains
- (x) cushions
- (xi) headboard

C. Cleaning equipment:

- (i) brush
- (ii) scraper
- (iii) wet and dry vacuum cleaner
- (iv) feather duster

D. Cleaning materials: *(applies to Element 2 also)*

- (i) neutral detergent – (general purpose cleaners)
- (ii) alkali detergent – (hard surface cleaners)
- (iii) wood polish
- (iv) metal polish

E. Unexpected situations: *(applies to Element 2 also)*

- (i) customer incidents
- (ii) faulty/unsafe electrical appliances
- (iii) irremovable stains

Element 2: Clean floors and floor coverings**F. Cleaning equipment:**

- (i) wet mops
- (ii) brush
- (iii) wet and dry vacuum cleaner
- (iv) polisher
- (v) broom

G. Floors and floor coverings:

- (i) porous – (wood, cork, concrete)
- (ii) semi-porous – (vinyl, linoleum)
- (iii) non-porous – (marble, ceramic tiles)
- (iv) carpets

Element 3: Maintain internal environment**H. Environmental control systems:**

- (i) heating
- (ii) ventilation/air conditioning
- (iii) lighting

I. Waste disposal:

- (i) paper
- (ii) cigarettes
- (iii) matches and ash
- (iv) food waste

J. Appropriate dispatch methods:

- (i) external collection
- (ii) incineration/compression
- (iii) recycling

K. Unexpected situations:

- (i) customer incidents
- (ii) faulty environmental control systems

UNDERPINNING KNOWLEDGE AND SKILLS**Health and safety**

1. Why protective clothing should be worn at all times.
2. Why it is important to place hazard warning signs.
3. Why cleaning materials should not be mixed.
4. Why cleaning materials should be used at the correct strength.
5. Why manufacturers' instructions should be followed when using cleaning equipment and materials.
6. What precautions to take to reduce risk of electrocution when cleaning interior surfaces, furnishings, fixtures and fittings.
7. Why all traces of cleaning materials should be removed from interior surfaces, furnishings, fixtures and fittings.
8. What dangers are caused by water coming into contact with electricity supplies or batteries when cleaning floors and floor coverings.
9. What precautions to take to reduce risk of electrocution when cleaning floors and floor coverings.
10. Why manufacturers' instructions should be followed when using cleaning equipment and materials to clean floors and floor coverings.
11. Why it is important to maintain the internal environment.
12. Why waste should be handled and disposed of correctly.
13. Why it is important to correctly identify waste.
14. Why waste or dirty water should be disposed of correctly and kept away from electricity.

Product Knowledge

15. What factors influence choice of cleaning equipment and materials when cleaning interior surfaces, furnishings, fixtures and fittings.
16. Which cleaning processes are appropriate to the given range of interior surfaces, furnishings, fixtures and fittings.
17. Why surrounding areas should be protected when cleaning interior surfaces, furnishings, fixtures and fittings.

18. What factors influence choice of cleaning equipment and materials when cleaning floors and floor coverings.
19. Which cleaning processes are appropriate to the given range of floor and floor coverings and level of soilage.

Customer Incidents

20. Why customer incidents should be dealt with without delay.
21. Why and to whom all customer incidents should be reported.

EVIDENCE GUIDE**(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 5 and a minimum of two (2) items from range A, four (4) items from range B, two (2) items from range C, two (2) items from range D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1- 6 and a minimum of two (2) items from the range of A, three (3) items from the range of B, three (3) items from the range of C, two (2) items from the range of D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1- 4 and a minimum of two (2) items from the range of A, two (2) items from the range of B, one (1) item from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and the rest of the range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by your assessor of how you clean interior surfaces, furnishings, fixtures and fittings.
- Observation reports by your assessors of how you clean floors and floor coverings.
- Observation reports by your assessors of how you maintain the internal environment.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you can clean interior surfaces, furnishings, fixtures and fittings.
- Witness statements from colleagues, line managers that provide evidence of how you maintain the internal environment.
- Witness statement from colleagues, line managers that provide evidence of how you clean floors and floor coverings.
- A personal statement describing how you clean interior surfaces, furnishings, fixtures and fittings.
- A personal statement describing how you clean floors and floor coverings.
- A personal statement describing how you maintain the internal environment.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U12001**Service toilet, bathroom and public areas**

Unit Descriptor:

This unit describes the competence required to effectively service toilet, bathroom and public areas.

The unit describes the essential abilities to:

- Knowing what cleaning processes are appropriate to the given range of surfaces, toilet appliances and level of soilage
- Knowing what factors influence choice of cleaning equipment and material when cleaning toilet appliances and public areas
- Knowing why manufacturers' instructions should be followed when using cleaning equipment and materials to clean toilet appliances and public areas

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----------------------------|-----|---|
| 1. Clean toilet appliances | 1.1 | Guests are dealt with in a polite and helpful manner at all times. |
| | 1.2 | Preparation of work area has been correctly carried out ready for cleaning. |
| | 1.3 | Inside surfaces of toilet appliances are free from debris and removable marks. |
| | 1.4 | Exterior surfaces of toilet appliances are dry and free from dirt, debris and removable marks. |
| | 1.5 | Toilet appliances are free from blockages. |
| | 1.6 | Correct cleaning equipment and cleaning materials are used in line with manufacturers' instructions. |
| | 1.7 | Cleaning equipment is cleaned correctly and stored after use. |
| | 1.8 | Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary. |
| | 1.9 | All work is carried out in an organised and efficient manner in accordance with organisational procedures. |

- 2. Clean bathroom appliances
 - 2.1 Guests are dealt with in a polite and helpful manner.
 - 2.2 Preparation of work area has been correctly carried out ready for cleaning.
 - 2.3 **Bathroom appliances, surfaces**, fixtures and fittings are dry and free from dirt debris and removable marks.
 - 2.4 Plugholes and overflows are free from blockages.
 - 2.5 Correct **cleaning equipment** and **cleaning materials** are used in accordance with manufacturer's instructions.
 - 2.6 Guests' personal property is dealt with in accordance with appropriate organisational procedures.
 - 2.7 Cleaning equipment is cleaned and correctly and stored after use.
 - 2.8 **Unexpected situations** are dealt with effectively and the appropriate persons are informed where necessary.
 - 2.9 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures.
- 3. Clean public areas
 - 3.1 Guests are dealt with in a polite and helpful manner at all times.
 - 3.2 **Preparation of work area** has been correctly carried out ready for cleaning.
 - 3.3 Appropriate cleaning tools, supplies and materials are selected and used.
 - 3.4 All relevant safety procedures are observed in carrying out cleaning operations.
 - 3.5 Occupied **public areas** are cleaned without causing discomfort to guests and visitors

- 3.6 Lost and found items are dealt with in accordance with organisational procedures.
- 3.7 **Fixtures, equipment** and furnishings are clean, free of dirt, stains, spots, debris and smudges.
- 3.8 Fixtures, equipment and furnishings are in good repair and arranged as instructed.
- 3.9 Maintenance requests are expedited.
- 3.10 Unexpected situations are dealt with effectively and the appropriate persons are informed where necessary.
- 3.11 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 4. Replenish guest supplies and accessories
 - 4.1 Guests are dealt with in a polite and helpful manner at all times.
 - 4.2 **Guest supplies and accessories** are replenished and arranged correctly.
 - 4.3 Guest supplies and accessories are clean and free from damage.
 - 4.4 Stocks of guest supplies and accessories are maintained at the required levels and shortages reported to the appropriate person.
 - 4.5 Waste bins are emptied and left clean and ready for use.
 - 4.6 **Waste** is handled correctly ready for **appropriate dispatch methods**
 - 4.7 **Unexpected situations** are dealt with effectively and the appropriate persons are informed where necessary.
 - 4.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures

RANGE STATEMENT

You must cover the items below:

Element 1: Clean toilet appliances**A. Preparation of work area:** *(Applies to Element 3 also)*

- (i) protective clothing worn
- (ii) hazard warning signs used
- (iii) protection of surrounding area

B. Surfaces:

- (i) plastic
- (ii) ceramic
- (iii) stainless steel

C. Toilet Appliances:

- (i) toilets
- (ii) urinals

D. Cleaning equipment:

- (i) toilet brush
- (ii) cloths (disposable/semi-disposable)

E. Cleaning materials:

- (i) neutral detergents – (general purpose cleaners)
- (ii) alkali detergents – (hard surface cleaners)
- (iii) toilet cleaners

F. Unexpected situations: *(Applies to Element 2 also)*

- (i) customer incidents
- (ii) damaged/unserviceable appliances

Element 2: Clean bathroom appliances**G. Bathroom appliances:**

- (i) basins/bathtubs
- (ii) spa baths
- (iii) showers/showerheads
- (iv) Bidets

H. Surfaces:

- (i) plastic,
- (ii) ceramic,
- (iii) stainless steel
- (iv) marble
- (v) granite

I. Cleaning equipment:

- (i) cloths (disposable/semi disposable)
- (ii) detail brushes

J. Cleaning materials:

- (i) neutral detergents – (general purpose cleaners)
- (ii) alkali detergents – (hard surface cleaners)
- (iii) acid descaler

Element 3: Clean public areas**K. Public areas include:**

- (i) bathrooms
- (ii) offices
- (iii) lounge
- (iv) lobby

L. Fixtures/equipment:

- (i) ashtrays
- (ii) garbage bins
- (iii) chairs
- (iv) lighting fixtures
- (v) rugs
- (vi) pictures

Element 4: Replenish guest supplies and accessories**M. Areas:**

- (i) guest rooms
- (ii) public areas

N. Guest supplies and accessories:

- (i) towels
- (ii) soaps
- (iii) toilet rolls
- (iv) complimentary items

O. Waste:

- (i) soiled nappies/sanitary dressings
- (ii) glass
- (iii) needles/razors
- (iv) papers
- (v) cigarettes
- (vi) matches and ash
- (vii) pressurized containers
- (viii) chemicals

P. Appropriate dispatch methods:

- (i) external collection
- (ii) incineration/compression
- (iii) recycling

Q. Unexpected situations:

- (i) customer incidents
- (ii) unclean/damaged supplies
and accessories

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. Why protective clothing should be worn at all times.
2. Why cleaning equipment used in toilet and bathroom areas should not be used elsewhere.
3. Why cleaning equipment used in public areas should not be used elsewhere.
4. Why cleaning materials should not be mixed.
5. Why cleaning materials should be used at the correct strength.
6. Why manufacturers' instructions should be followed when using cleaning equipment and materials to clean bathroom and toilet appliances.
7. Why manufacturers' instructions should be followed when using cleaning equipment and materials to clean public areas.
8. Why all traces of cleaning materials should be removed from bathroom and toilet appliances and public areas.
9. Why it is important to place hazard warning signs.
10. Why waste should be handled and disposed of correctly.
11. Why it is important to correctly identify waste.

Customer Care

12. What factors influence choice of cleaning equipment and materials when cleaning toilet appliances.
13. What cleaning processes are appropriate to the give range of surfaces, toilet appliances and level of soilage.

Product Knowledge

14. What factors influence choice of cleaning equipment and materials when cleaning bathroom appliances.
15. What factors influence choice of cleaning equipment and materials when cleaning public areas.
16. What cleaning processes are appropriate to the given range of surfaces, toilets, and bathroom appliances and level of soilage.
17. Why a constant stock of supplies and accessories should be maintained.

EVIDENCE GUIDE**(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or**
- Performance evidence in the form of observation to cover performance criteria 1, 2, 3, 4, 5, 6,7 and a minimum of two (2) items from the range of A, one (1) item from the range of B, one (1) item from the range of C, all items from the range of D and two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 9 and a minimum of two (2) items from the range of A, three (3) items from the range of B, two (2) items from the range of C, two (2) items from the range of D, two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 9 and a minimum of two (2) items from the range of A, two (2) items from the range of B, all items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1, 2, 4, 5 and a minimum of two (2) items from the range of A, all items from the range of B, four (4) items from the range of C, one (1) item from the range of D, two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by your assessors of how you clean toilet, bathroom appliances and public areas.
- Observation reports by your assessors of how you replenish guest supplies and accessories.
- Copies of written communication to and from colleagues and team members.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you can clean toilets bathroom appliances and public areas.
- Witness statements from colleagues, line managers that provide evidence of how you replenish guest supplies and accessories.
- A personal statement describing how you can clean toilets, bathroom appliances and public areas.
- A personal statement describing how you can replenish guest supplies and accessories.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U12101**Prepare beds and handle linen and bed coverings**

Unit Descriptor:

This unit describes the competence required to effectively prepare beds and handle linen and bed coverings.

The unit describes the essential abilities of:

- Knowing why it is important to keep soiled linen and bed covering separate from clean linen
- Knowing why it is important to handle, sort and store soiled linen and bed coverings correctly
- Knowing why protective clothing should be worn at all times

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Strip beds and handle linen and bed coverings	1.1 Guests are dealt with in a polite and helpful manner.
	1.2 All linen and bed coverings are removed from beds .
	1.3 Soiled linen and bed coverings are handled, sorted and stored correctly.
	1.4 Lost and found items are dealt with in accordance with organisational procedures.
	1.5 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
	1.6 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
2. Collect and transport clean linen and bed coverings	2.1 Correct type and quantity of linen and bed coverings are collected from linen store and meet the organisational standards required.
	2.2 Linen and bed coverings not meeting the required standards are dealt with in accordance with appropriate organisational procedures

- 2.3 Linen and bed coverings are transported correctly to appropriate areas.
- 2.4 Linen stores are secured from unauthorised access where necessary.
- 2.5 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
- 2.6 All work is carried out in an organised and efficient manner in accordance with organisational procedures.
- 3. Prepare beds for guest use
 - 3.1 Guests are dealt with in a polite and helpful manner.
 - 3.2 **Beds** are prepared ready to be made.
 - 3.3 Mattresses are turned as appropriate.
 - 3.4 Bed base, bed head, **linen and bed coverings** are clean and free from damage.
 - 3.5 Bed is made with correct linen and bed coverings.
 - 3.6 Bed is neat and smooth when finished and ready for guests' use.
 - 3.7 Guests' personal property is dealt with in accordance with appropriate organisational procedures.
 - 3.8 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
 - 3.9 All work is carried out in an organised and efficient manner in accordance with organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Strip beds and handle linen and bed coverings**A. Linen and bed coverings:** *(Applies to Element 3 also)*

- (i) sheets
- (ii) blankets
- (iii) bedspreads
- (iv) pillowcases/duvet covers
- (v) waterproof sheets
- (vi) valances/mattress covers
- (vii) duvets/pillows

B. Beds:

- (i) double/single beds
- (ii) twin beds
- (iii) king size beds
- (iv) queen size beds
- (v) cots/folded beds

C. Unexpected situations:

- (i) guests incidents
- (ii) damaged linen/bed coverings

Element 2: Collect and transport clean linen and bed coverings**D. Linen and Bed Coverings:**

- (i) sheets
- (ii) blankets
- (iii) bedspreads
- (iv) pillowcases/duvet covers
- (v) waterproof sheets
- (vi) valances/mattress covers
- (vii) duvets/pillows
- (viii) bathroom linens

E. Unexpected situations:

- (i) unavailability of clean linens and bed coverings
- (ii) linen store found unsecured

Element 3: Prepare beds for guest use

F. Beds:

- (i) double/single
- (ii) folding beds/cots

G. Customers:

- (i) new arrivals
- (ii) stay-over customers

UNDERPINNING KNOWLEDGE AND SKILLS**Health and safety**

1. Why protective clothing should be worn at all times.
2. Why soiled linen and bed coverings should be kept separate from clean linen.
3. Why it is important to carefully separate soiled linen.
4. Why it is important to handle, sort and store soiled linen and bed coverings correctly.
5. Why linen stores should be secured from unauthorized access.
6. Why it is important to check linen for cleanliness and quality.

Administration

7. What the organizational policy is for making and re-sheeting beds.

EVIDENCE GUIDE**(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1 – 5 and a minimum of three (3) items from the range of A, five (5) items from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1- 4 and a minimum of five (5) items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2 and a minimum of five (5) items from the range of A, one (1) item from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by your assessor of how you strip beds and handle linen and bed coverings.
- Observation reports by your assessors of how you collect and transport clean linen and bed coverings.
- Observation reports by your assessors of how you prepare beds for guest use.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you strip beds and handle linens and bed coverings.
- Witness statements from colleagues, line managers that provide evidence of how you collect and transport clean linen and bed coverings.
- Witness statements from colleagues, line managers that provide evidence of how you prepare beds for guest use.
- A personal statement describing how you replenish supplies and accessories.
- A personal statement describing how you collect and transport clean linen and bed coverings.
- A personal statement describing how prepare beds for guest use.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U12201**Clean doors, windows, walls, ceiling, fixtures and fittings**

Unit Descriptor:

This unit describes the competence required to effectively clean doors, windows, walls, ceilings, fixtures and fittings.

The unit describes the essential abilities of:

- Knowing what factors influence choice of cleaning materials and equipment/tools
- Knowing why cleaning materials should not be mixed; knowing which cleaning processes are appropriate to the given range of interior surfaces, furniture, fixtures and fitting and what level of soilage
- Knowing why manufacturers' instructions should be followed when using cleaning equipment and materials

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|----------------------------|---|
| 1. Clean doors and windows | <p>1.1 Preparation of work area has been correctly carried out ready for cleaning.</p> <p>1.2 Cleaning materials and equipment/tools are correctly prepared ready for use and are appropriate for cleaning.</p> <p>1.3 Doors and windows are free from dirt, dust, smears and stains.</p> <p>1.4 Gloss finished surfaces are of high luster.</p> <p>1.5 Doors and window fixtures are clean, polished and free of scratches, marks and tarnish.</p> <p>1.6 Glass doors and windows are free from streaks and fingerprints.</p> <p>1.7 Waste or dirty water is disposed of correctly, and kept away from electricity.</p> <p>1.8 Cleaning equipment is cleaned and appropriately stored after use.</p> |
|----------------------------|---|

- 1.9 Unexpected situations are dealt with effectively and the appropriate person(s) are informed where necessary.
- 1.10 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 2. Clean walls
 - 2.1 **Preparation of work area** has been correctly carried out ready for cleaning.
 - 2.2 Cleaning materials and equipment/tools are correctly prepared ready for use and are appropriate for cleaning.
 - 2.3 **Walls (interior)** are free from dust, cobwebs, dirt, grease, spots and stains.
 - 2.4 Light fixtures are clean and workable.
 - 2.5 Waste or dirty water is disposed of correctly and kept away from electricity.
 - 2.6 **Cleaning equipment** is cleaned and appropriately stored after use.
 - 2.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
- 3. Clean ceilings and fixtures
 - 3.1 **Preparation of work area** has been correctly carried out ready for cleaning.
 - 3.2 **Cleaning materials** and equipment/tools are correctly prepared ready for use and are appropriate for cleaning.
 - 3.3 **Ceilings** are free from dust, cobwebs, dirt, grease, spots and stains.
 - 3.4 Light **fixtures** are clean and workable.

- 3.5 Waste or dirty water is disposed of correctly, and kept away from electricity.
- 3.6 **Cleaning equipment** is cleaned and appropriately stored after use.
- 3.7 **Unexpected situations** are dealt with effectively and the appropriate person(s) are informed where necessary.
- 3.8 All work is prioritized and carried out in an organized and efficient manner in accordance with safety and hygiene regulations and organizational procedures

RANGE STATEMENT

You must cover the items below:

Element 1: Clean doors and windows**A. Preparation of work area:** *(Applies to Elements 2 and 3 also)*

- (i) protective clothing worn
- (ii) hazard warning signs used
- (iii) protection of surrounding area

B. Cleaning equipment:

- (i) duster
- (ii) hand vacuum
- (iii) broom
- (iv) scaffolding
- (v) paint brushes
- (vi) stepladders

C. Cleaning materials:

- (i) detergents
- (ii) disinfectants
- (iii) polish

D. Doors and windows:

- (i) painted
- (ii) metal
- (iii) glass
- (iv) polished

Element 2: Clean walls**E. Walls (Interior):**

- (i) wood
- (ii) concrete
- (iii) dry

F. Cleaning equipment/tools: *(Applies to Element 3 also)*

- (i) cobweb broom
- (ii) hand-held vacuum
- (iii) paint brush
- (iv) dust cloth
- (v) ladder

G. Unexpected situations: *(Applies to Element 3 also)*

- (i) construction defects
- (ii) defaced ceiling

Element 3: Clean ceilings and fixtures**H. Ceilings:**

- (i) wood
- (ii) concrete

I. Fixtures:

- (i) lights
- (ii) fans

J. Cleaning materials:

- (i) neutral detergents (general purpose cleans)
- (ii) polishes

UNDERPINNING KNOWLEDGE AND SKILLS**Health and Safety**

1. Why it is important to place hazard signs.
2. Why protective clothing should be worn at all times.
3. What dangers are caused by water coming into contact with electricity supplies or batteries when cleaning doors, windows, walls, ceilings and fixtures.
4. What precautions to take to reduce the risk of electrocution when cleaning doors, windows, walls, ceilings and fixtures.
5. Why manufacturer's instructions should be followed when using cleaning equipment/tools.
6. Why waste or dirty water should be disposed of correctly.

Product Knowledge

7. What factors influence choice of cleaning materials and equipment/tools.

EVIDENCE GUIDE**(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or**
- Performance evidence in the form of observation to cover performance criteria 1 - 7 and a minimum of two (2) items from the range of A, three (3) items from the range of B, two (2) items from the range of C, two (2) items from the range of D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of two (2) items from the range of A, two (2) items from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1 – 6 and a minimum of all items from the range of A, one (1) item from the range of B, two (2) items from the range of C, two (2) items from the range of D, two (2) items from the range of E **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the performance criteria and range.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by your assessor of how you clean doors, windows, walls, ceilings and fixtures.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you can clean doors, windows, walls, ceilings and fixtures.
- A personal statement describing how you can clean doors, windows, walls, ceilings and fixtures.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U12301**Prepare, maintain and clear function areas**

Unit Descriptor:

This unit describes the competence required to prepare, maintain and clear function areas.

The unit describes the essential abilities of:

- Ensuring that all furniture and furniture items are checked for cleanliness and damage.
- Knowing why correct lifting and handling techniques should be used at all times.
- Ensuring that presentation equipment is checked in advance of customer arrival.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Prepare and maintain function areas | <p>1.1 Guests are dealt with in a polite and helpful manner at all times.</p> <p>1.2 Environmental control systems are checked for correct operation.</p> <p>1.3 Furniture is clean and arranged according to function requirements.</p> <p>1.4 Service items are clean, free from damage and arranged in accordance with guest requirements.</p> <p>1.5 Presentation equipment is checked and arranged in accordance with guest requirements.</p> <p>1.6 Room is clean and tidy and ready for use.</p> <p>1.7 Service items are replenished to meet guest requirements.</p> <p>1.8 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.</p> |
|--|--|

2. Clear function areas
- 1.9 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.
 - 2.1 **Furniture** is clean and arranged or stored correctly.
 - 2.2 **Service items** are stored and disposed of correctly.
 - 2.3 **Environmental control** systems are checked as appropriate.
 - 2.4 Function room is left tidy and ready for cleaning.
 - 2.5 Room is secured from unauthorized access.
 - 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.

RANGE STATEMENT

You must cover the items below:

Element 1: Prepare and maintain functions areas**A. Environmental control systems:** *(Applies to Element 2 also)*

- (i) heating
- (ii) lighting
- (iii) ventilation or air conditioning
- (iv) music systems

B. Furniture:

- (i) chairs
- (ii) desks
- (iii) tables
- (iv) lecterns
- (v) notice boards

C. Function areas:

- (i) conferences
- (ii) meetings or seminars
- (iii) exhibitions
- (iv) banquets

D. Service items: *(Applies to Element 2 also)*

- (i) table covering
- (ii) glassware
- (iii) stationery
- (iv) decorative items

E. Unexpected situations:

- (i) damaged table items
- (ii) equipment failure
- (iii) customer incidents
- (iv) equipment breakages

Element 2: Clear function areas**F. Furniture:**

- (i) chairs
- (ii) tables
- (iii) coat rails
- (iv) notice boards

G. Unexpected situations:

- (i) customer incidents
- (ii) equipment breakages

UNDERPINNING KNOWLEDGE AND SKILLS**Health and safety**

1. Why function rooms must be secured from unauthorized access at all times.
2. Why conference rooms should be secured from unauthorized access at all times.
3. Why it is essential to check presentation equipment in advance of customer arrival.
4. Why all furniture and furniture items must be checked for cleanliness and damage.
5. Why furniture should be stored correctly.
6. Why and to whom faults and damage must be reported.
7. Why and to whom breakages or damages should be reported.
8. Why correct lifting and handling techniques should be used at all times.

Administration

9. Where and from whom details of the room layout can be obtained.

Product Knowledge

10. Why service items must be replenished

EVIDENCE GUIDE**(1) Critical Aspects of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or**
- Performance evidence in the form of observation to cover performance criteria 1 - 5 and a minimum of two (2) items from the range of A, two (2) items from the range of B, two (2) items from the range of C **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Performance evidence in the form of observation to cover performance criteria 1, 2, 3, 4, 6, 7 and a minimum of two (2) items from the range of A, three (3) items from the range of B, two (2) items from the range of C, three (3) items from the range of D **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the performance criteria and range.
- Evidence to cover underpinning knowledge should be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by your assessor of how you can prepare and maintain function areas.
- Observation reports by your assessor of how you clear function areas.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessor.
- Witness statements from colleagues, line managers that provide evidence of how you prepare and maintain function areas.
- Witness statements from colleagues, line managers that provide evidence of how you clear function areas.
- A personal statement describing how you prepare and maintain function areas.
- A personal statement describing how you clear function areas.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

U12401**Handle and store cleaning equipment and materials**

Unit Descriptor:

This unit describes the competence required to handle and store cleaning equipment and materials.

The unit describes the essential abilities of:

- Knowing what the approved safe methods and techniques are for handling and storing cleaning equipment and materials.
- Correctly follow manufacturers' instructions in the operation, maintenance, cleaning and storage of equipment and materials.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Handle and store cleaning equipment | <p>1.1 Cleaning equipment is stored in line with manufacturer's instruction and legal requirements.</p> <p>1.2 Cleaning equipment is clean and in good working order.</p> <p>1.3 Cleaning equipment is handled safely and lifted using approved safe methods.</p> <p>1.4 Faulty cleaning equipment is clearly labelled and isolated to prevent use and reported to the appropriate person(s).</p> <p>1.5 Storage areas are kept clean, tidy and free from rubbish and signs of pest infestation are immediately reported to the appropriate person(s).</p> <p>1.6 Storage areas are secured from unauthorised access.</p> <p>1.7 Unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary.</p> <p>1.8 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures.</p> |
|--|---|

2. Handle and store cleaning materials
- 2.1 **Cleaning materials** are stored in line with manufacturer's instructions and legal requirements.
 - 2.2 Stock rotation procedures are followed and cleaning materials are used in line with date order.
 - 2.3 Cleaning materials are handled with appropriate care and packaging remains undamaged.
 - 2.4 Any spillage of cleaning materials is removed safely at the earliest opportunity and floor surfaces left dry.
 - 2.5 Storage areas are secured from unauthorised access.
 - 2.6 **Unexpected situations** are dealt with effectively and the appropriate person(s) informed where necessary.
 - 2.7 All work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organisational procedures

RANGE STATEMENT

You must cover the items below:

Element 1: Handle and store cleaning equipment**A. Cleaning equipment:**

- (i) manually operated equipment
- (ii) power operated equipment

B. Regulations:

- (i) legal
- (ii) organisational
- (iii) manufacturer's

C. Unexpected situations:

- (i) problems with cleaning equipment
- (ii) storage area found unsecured

Element 2: Handle and store cleaning materials**D. Cleaning materials:**

- (i) natural detergents (general purpose cleaners)
- (ii) alkali detergents (hard surface cleaners)
- (iii) acid cleaners
- (iv) chemical disinfectants
- (iv) solvent based cleaners
- (v) carpet shampoos
- (vi) polishers
- (vii) soaps

E. Unexpected situations:

- (i) spillages of cleaning materials
- (ii) storage areas found unsecured

UNDERPINNING KNOWLEDGE AND SKILLS**Health and safety**

1. Why storage areas should be kept secured from unauthorized access.
2. Why it is important to inspect cleaning equipment regularly.
3. What the approved, safe methods and techniques are for lifting heavy and bulk items and why it is important to use them.
4. Why manufacturer's instructions should be carefully followed in the operation, maintenance, cleaning and storage of equipment.
5. Why manufacturer's instructions should be carefully followed in the storage of cleaning materials.
6. Why is it necessary to deal with spillage of cleaning materials promptly.
7. Why it is important to follow stock rotation procedures when handling and storing cleaning materials.

Product Knowledge

8. How to store different types of cleaning equipment when not in use.
9. How to store the different range of cleaning materials when not in use.

EVIDENCE GUIDE**(1) Critical Aspect of Evidence**

You must provide evidence that shows you have met the performance criteria over a sufficient period of time for your assessor to consider that you are competent.

It is essential that competence be demonstrated in the following aspects:

- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, 5, 6 and a minimum of one (1) item from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Totally through performance evidence in the form of observation **or** performance evidence in the form of observation to cover performance criteria 1, 2, 3, 5, 6 and a minimum of four (4) items from the range of A **and** supplementary evidence in the form of questioning and/or role-play and/or witness testimony to cover the rest of the range and performance criteria.
- Evidence to cover underpinning knowledge must be assessed using questioning which may be oral, written or using visual aids.
- Performance evidence should be demonstrated on at least two (2) occasions.

(2) Method of Assessment

The following are examples of the types of evidence you could collect to prove your competence:

Examples of Performance Evidence

- Observation reports by assessor of how you handle and store cleaning equipment.
- Observation reports by the assessor of how you handle and store cleaning materials.

Examples of Supplementary Evidence

- Answers to oral or written questions from your assessors.
- Witness statements from colleagues, line managers that provide evidence of how you handle and store cleaning equipment.
- Witness statements from colleagues, line managers that provide evidence of how you handle and store cleaning materials.
- A personal statement describing how you handle and store cleaning equipment.
- A personal statement describing how you handle and store cleaning materials.

(3) Context of Assessment

Evidence for this unit may come from assessment on-the-job or in a realistic working environment.

About NVQs

National Vocational Qualifications (NVQs) are work-based qualifications that assess someone's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

Assessment methods

The assessment methods describe the methods, which should be used to assess performance and underpinning knowledge.

Assessors

The Assessor's role is to assess the work carried out by candidates and use this evidence to judge whether the candidate has met the standard laid down in the NVQ element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the candidate, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding, and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity, which a person should be able to do. It is a description of an action, behaviour or outcome, which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 – Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 – Skilled Occupations:

Recognises competence in a broad range of varied work activities performed in a variety of contexts, some of which are complex and non-routine. Some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 – Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 – Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of resources, as well as personal accountabilities for analysis, diagnosis, design, planning, execution, and evaluation.

Level 5 – Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

Person trained and appointed by the TVET Council and competent to approve and ensure an approved centre's quality of provision.

Extracted workplace examples

This could be something produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Internal Verifier

The Internal Verifiers act in a supporting role for Assessors and ensure consistent quality of assessment and competence. Needs to be competent to assess to national standards in the area under assessment.

Key role

Key roles are the broadest descriptions of the activities required in employment. They describe the principle components of work and help shape the standards into a comprehensive structure. This structure is then broken down into further units of competence.

NVQ Coordinator

Within each approved centre offering NVQs, there will be a centre contact who takes overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Performance evidence

Performance evidence is evidence, which either shows how the candidate carried out real work, or takes the form of the product (or result) of real work undertaken by the candidate.

Questioning

Questioning can sometimes be used to assess a candidate in those areas of work listed in the range, which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

Questioning is also one of the most appropriate ways you will be able to collect evidence to assess a candidate's underpinning knowledge and understanding.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

A range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself, or where the candidate needs to develop competence, for example, in a disciplinary situation, before being judged competently.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work, which occurs infrequently or is potentially hazardous; for example, dealing with fires. It is also possible that simulation could be used for the generation of evidence for some of the range items.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include: records of candidate's answers to questions asked by the assessor to confirm the candidate's competence; records of questioning to confirm details contained within the witness testimonies; simulation (see note in glossary).

THLB

Tourism and Hospitality Lead Body

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities, which form a significant part of a person's work. Units are accredited separately but in combination can make up a national vocational qualification. There are three categories of units:

Mandatory units – are core to a qualification and have to be completed.

Elective units – within some qualifications, which allow the candidate to choose a number of individual units from a specific group.

Additional units – are units, which do not have to be completed to achieve a qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured program of work built around a central situation or idea (such as the introduction of a new job roistering process).