Technical and Vocational Education and Training (TVET) Council

Occupational Standards
of Competence

Housekeeping Supervision Level 3

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Qualification Overview

NVQB

in

Housekeeping Supervision

Level 3

NVQB Housekeeping Supervision Level 3

Qualification Overview

This qualification is designed to provide training, assessment and recognised certification for persons in housekeeping and can be seen as a progression from housekeeping Levels 1 and 2. The housekeeping supervisor is responsible for managing the activities of the housekeeping staff to ensure that they are providing a clean, orderly and attractive environment for guests. The individual coordinates, directs, monitors and motivates team members on the completion of housekeeping tasks, reviews performance and is also responsible for training and developing staff as well as gathering customer feedback.

Who is the Qualification for?

The NVQB in Housekeeping Supervision Level 3 is for individuals who have experience in housekeeping and are already supervising but without formal qualifications or those who wish to move into a supervisory role.

Where can it be used?

The qualification can be used in areas where housekeeping activities are conducted such as hotels, villas, hospitals, residential homes, commercial buildings and domestic premises.

Jobs within the occupational area

Relevant occupations include:

- Executive housekeeper
- Room attendant/service person
- Housekeeper

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

To achieve the full qualification, candidates must complete **all** thirteen (13) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED)	CODE

1. Communicate with guests and others **UA53303**

    1.1   Relay information to guests and others
    1.2   Respond to guests and others

2. Manage and monitor housekeeping operations **UA53403**

    2.1   Plan and organise work for a team
    2.2   Allocate duties across a team
    2.3   Supervise the availability of ready-to-rent rooms
    2.4   Quality assure work in own team
    2.5   Maintain health and safety standards

3. Support the development and maintenance of the budget **UA53503**

    3.1   Plan for and collect information for budgets
    3.2   Source quotations and prepare requisitions

4. Resolve customer issues **UA53603**

    4.1   Identify customer issues
    4.2   Determine customer solutions
    4.3   Identify recurring issues and options for resolution

5. Support individuals' learning and development **U57803**

    5.1   Promote learning and development
    5.2   Contribute to learning and development
    5.3   Monitor and improve learning and development

6. Protect the housekeeping environment **UA53703**

    6.1   Work in an environmentally conscious way
    6.2   Contribute to continuous improvements in protecting the environment

7. Promote equality of opportunity, diversity and inclusion **UA42003**

    7.1   Access sources of information and assistance related to equal
            opportunity policies and practices
    7.2   Encourage equality of opportunity, diversity and inclusion within
            own area of responsibility
    7.3   Monitor equality of opportunity, diversity and inclusion within own
            area of responsibility

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODE**

8. Contribute to the implementation of systems and practices in cleaning   **UA53803**

    8.1   Implement systems and best practices in cleaning
    8.2   Monitor implemented systems and best practices in cleaning

9. Implement and monitor health, safety and infection controls   **UA53903**

    9.1   Establish health and safety requirements in own area of responsibility
    9.2   Consult with others on health and safety policies
    9.3   Establish infection control policies and procedures
    9.4   Monitor and provide feedback on the application of infection controls

10. Train housekeeping staff   **UA54003**

    10.1   Assess training needs
    10.2   Maintain quality and performance standards
    10.3   Provide feedback on staff progress and performance

11. Support individual and team performance   **U57803**

    11.1   Create networking activities
    11.2   Set performance expectations
    11.3   Measure performance achievements
    11.4   Contribute to employee training and development

12. Manage resources   **UA54103**

    12.1   Supervise resources
    12.2   Receive resources
    12.3   Maintain resources

13. Perform data entry operations   **UA54203**

    13.1   Initiate computer system
    13.2   Enter data
    13.3   Retrieve data
    13.4   Amend data
    13.5   Access and transmit information via the internet
    13.6   Close down computer system
    13.7   Monitor and maintain the operation of equipment

UA53303   **Communicate with guests and others**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to effectively communicate with other persons encountered while working.
>
> Candidates must be able to communicate clearly to relay necessary information and ensure health and safety information and workplace procedures are understood.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Relay information to guests and others	1.1	Adhere to organisational and industry standards of dress and deportment.
		1.2	Obtain relevant and current information for working in an effective manner in accordance with industry standards.
		1.3	Use appropriate strategies to communicate with colleagues and other personnel in accordance with organisational procedures.
		1.4	Relay information in a clear, systematic and structured manner according to organisational policies and procedures.
2.	Respond to guests and others	2.1	Answer customers' questions and comments in a positive manner according to organisational and industry standards.
		2.2	Question persons to confirm information using effective communication strategies.
		2.3	Record and document information in accordance with organisational procedures.
		2.4	Present accurate and concise information to relevant persons in a clear and concise manner in accordance with organisational procedures.

2.5   Take corrective action when there are difficulties in relaying information within the limits of own authority according to organisational procedures.

2.6   Report faults with communication equipment to appropriate persons according to organisational procedures.

2.7   Acknowledge, respond and follow up on customers' needs according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Customers** may include but are not limited to:

   - Internal (colleagues, supervisors, etc.)
   - External (other organiations, business places, the public, guests)

2. **Communication** may include but is not limited to:

   - Verbal
   - Non-verbal

3. **Faults** may include but are not limited to:

   - Electronic
   - Mechanical
   - Physical
   - Computerised

4. **Communication equipment** may include but is not limited to:

   - Telephones (fixed line, mobile)
   - Computer equipment
   - Smart phones, tablets

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the reasons for communicating with others.

2. What are the organisational procedures for personal appearance and behaviour.

3. How do behaviour and attitude reflect on the workplace and organisation.

4. What is the importance of creating a positive first impression.

5. How to confirm work instructions and verify that these are up-to-date.

6. What is the reason for checking that information is understood correctly.

7. What are the different forms of communication available and how they are used.

8. How to use appropriate strategies to communicate with colleagues and other personnel.

9. Why it is important to communicate clearly and provide necessary information.

10. How to communicate information clearly and systematically.

11. Why it is important to respond positively to questions and queries from customers.

12. How to respond to customers' questions and queries courteously, promptly and in a positive manner

13. What are the organisational procedures for acknowledging and responding to incoming information.

14. How to use effective questioning techniques to ensure information is understood.

15. What are the organisational and workplace procedures for recording information.

16. What is the correct process for transferring information.

17. How to ensure that the correct or authorised person receives the information.

18. How to identify problems in the relaying of information.

19. What are the corrective measures or actions taken to rectify problems in relaying information and how these should be applied.

20. What is the procedure for reporting faults with communication equipment.

21. How to identify customer needs and attitudes.

22. How to respond correctly to customers' needs and attitudes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge, **on more than one (1) occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used** except in exceptional circumstances where natural work evidence is unlikely to occur.

| UA53403 | **Manage and monitor housekeeping operations** |

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to ensure that the work required of the team is effectively and fairly allocated among team members and that the progress and quality of the work is checked to confirm that the required standard of performance is being met.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Plan and organise work for a team	1.1	Confirm with the manager, the work required of the team according to job specifications and seek clarification where necessary on outstanding points and issues.
	1.2	Determine how the team will undertake the work, identifying priorities or critical activities in accordance with the operational or job requirements.
	1.3	Prepare the work-plan and estimate required resources including personnel, equipment and consumables in accordance with job specifications.
	1.4	Confirm that specific requirements for housekeeping activities in different sections of the work area are identified and understood by staff according to organisational procedures.
2. Allocate duties across a team	2.1	Confirm the availability of staff according to standard operating procedures.
	2.2	Confirm the required skills, knowledge and resources for the tasks assigned according to organisational procedures.
	2.3	Roster staff according to organisational needs, anticipated peaks and relevant legislation.
	2.4	Allocate staff and brief them on duties, relevant procedures and any variations relating to their work routines according to organisational procedures.

		2.5 Foster an environment where team members are encouraged to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.
3.	Supervise the availability of ready-to-rent rooms	3.1 Liaise with colleagues involved in reservation management to gauge room requirements.
		3.2 Monitor the team's average room 'turnaround' targets against identified industry and organisational standards.
		3.3 Follow contingency resourcing plans to deal with unexpected changes to anticipated business activities at short notice according to organisational procedures.
		3.4 Deploy housekeeping staff to meet demands according to organisational procedures.
		3.5 Manage the closure of rooms for essential maintenance in a way which minimises disruption to room availability according to organisational procedures.
		3.6 Monitor the levels of housekeeping supplies to avoid a lack of physical resources in rooms according to industry standards.
		3.7 Analyse the team's performance in terms of rooms per day against industry and organisational standards.
		3.8 Report on the team's success and performance against room targets to the senior management team according to organisational procedures.
4.	Quality assure work in own team	4.1 Check the progress and quality of the work of team members against the expected standard performance.
		4.2 Provide team members with prompt, specific feedback designed to maintain and improve performance.
		4.3 Support team members in identifying and dealing with problems and unforeseen events according to organisational procedures.

		4.4	Motivate team members and provide support and resources to allow staff to complete their work on time and to the required standard.
		4.5	Acknowledge successful completion of significant pieces of work by team members according to organisational procedures.
		4.6	Monitor service to confirm that staff follow correct housekeeping procedures.
5.	Maintain health and safety standards	5.1	Confirm appropriate personal protective equipment is worn by personnel for cleaning tasks according to health, safety and environmental regulations and industry standards.
		5.2	Monitor the use and storage of equipment and cleaning chemicals according to manufacturer's, industry and organisational requirements.
		5.3	Conduct a safety audit including identifying any suspicious items according to organisational procedures.
		5.4	Take appropriate action on the discovery of hazards within the limits of own authority and according to industry and organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Equipment** may include but is not limited to:

    - Manual
    - Electronic

2. **Personal protective equipment** may include but is not limited to:

    - Head
    - Hands and arms
    - Feet and legs
    - Torso

3. **Resources** may include but are not limited to:

    - Human
    - Financial
    - Physical

4. **Supplies** may include but are not limited to:

    - Amenities
    - Essentials
    - Expendables

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why is it important to confirm and document the work required of the team with the manager and seek clarification where necessary, on any outstanding points and issues and how to do so.

2. How to plan and document the way the team will undertake its work, identifying any priorities or critical activities in accordance with the operational or business plan.

3. How to prepare a work-plan and estimate required resources.

4. How to identify and make effective use of available resources in accordance with the operational or business plan

5. Why is it important to confirm specific requirements for the housekeeping activities.

6. Why is it important to encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.

7. Why is it important to address and document concerns of team members about their work and how to do so.

8. How to check and record the progress and quality of the work of team members regularly against the standard performance expected.

9. How to provide team members with prompt, specific feedback designed to maintain and improve their performance.

10. Why is it important to confirm the availability, skills and knowledge of staff.

11. How to roster and allocate staff.

12. What are the different methods for motivating, supporting and encouraging team members to complete work allocated and continuously improve performance.

13. How to support team members in identifying and dealing with problems and unforeseen events.

14. Why is it important to motivate team members and provide support to complete work allocated on time and to the standard required.

15. Why is it important to identify and document unsatisfactory performance, discuss the causes and agree ways of improving performance with team members and how to do so.

16. How to identify and acknowledge successful completion of significant pieces of work by team members.

17. Why is it important to follow manufacturers' instructions when using and storing equipment and cleaning chemicals and what are the consequences of not doing so.

18. How to conduct a safety audit for hazards in the workplace.

19. How to identify suspicious items.

20. What is the appropriate action to be taken on the discovery of hazards within the workplace.

21. Why is it important for staff to wear personal protective equipment when performing cleaning tasks.

22. Why is it important to maintain staffing levels and rosters.

23.   Why is it important to provide feedback on rostering and staffing issues.

24.   How to prepare and present reports and documents.

25.   How to monitor the Property Management systems.

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EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA53503   **Support the development and maintenance of the budget**

| Unit Descriptor: | This unit describes the knowledge, skills and attitudes required to maintain budgets within the organisation. It covers the sourcing of quotations and requisitions used for budgeting purposes as well as providing an awareness of budgets to uphold the effective and economical completion of activities within the organisation. |

| **ELEMENT** | **PERFORMANCE CRITERIA** |

Candidates must be able to:

1.	Plan for and collect information for budgets	1.1	Confirm areas for which the budget is being prepared with relevant personnel and provide required information for the development of the budget according to organisational procedures.
		1.2	Consult with relevant personnel in the budget planning process as required according to standard operating procedures.
		1.3	Contribute to the preparation of the budget for own area of responsibility according to organisational financial policies and procedures.
		1.4	Confirm that resources for activities are allocated in accordance with the approved organisational budget.
2.	Source quotations and prepare requisitions	2.1	Source quotations for the housekeeping department based on relevant information relating to activities to be completed according to financial operating procedures.
		2.2	Request feedback for quotations from relevant personnel in accordance with organisational financial policies and procedures.

2.3   Review and amend quotations for activities based on feedback from relevant personnel in accordance with financial operating procedures.

2.4   Prepare requisitions and maintain reports in accordance with organisational financial procedures.

2.5   Review and analyse reports in relation to annual budgets according to financial operating procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Resources** may include but are not limited to:

   - Human
   - Financial (quotations, contracts, requisitions)
   - Physical (materials and equipment)
   - Social

2. **Relevant personnel** may include but is not limited to:

   - Internal
   - External

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are quotations and requisitions and how to prepare them.

2.   What are budgets.

3.   How to accurately prepare requisitions for use in budgets.

4.   What are risks and contingencies common to the housekeeping department and how to accommodate these within quotations and budgets.

5.   What is the role and purpose of budgets within organisations.

6.   How do the goals and strategic plans of an organisation and objectives of a project influence budgets.

7.   Where to obtain and evaluate information for the preparation of requisitions.

8.   What is the importance of consulting with others to develop the budget.

9.   What types of budgets can be developed.

10.   Why it is important to monitor and control budgets.

11.   What are the main causes of deviations from a budget.

12.   What are the different types of corrective action which could be taken to address identified deviations from the budget.

13.   What are the various types of fraudulent activity and how to identify them.

14.   What is the budget period used in the organisation.

15.   What are the limits of your own authority.

16.   How to prepare requisition reports and to whom these reports are provided.

17.   What are financial resources (quotations, contracts, requisitions).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA53603   **Resolve customer issues**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to effectively resolve customer service problems and issues.
>
> It involves identifying issues and improving systems to avoid repeat customer service problems.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Identify customer issues	1.1 Identify customer service issues in own area of responsibility.
	1.2 Acknowledge customer service issues in a positive manner following organisational guidelines.
2. Determine customer solutions	2.1 Identify customer service solutions through working with others.
	2.2 Inform customers about actions being undertaken using suitable communication methods according to organisational procedures.
	2.3 Consult with customers to confirm that they are comfortable with the actions being taken.
	2.4 Resolve issues with service systems and procedures that might affect customers before they are aware of them within the limits of own authority.
	2.5 Inform managers and appropriate colleagues of the steps taken to resolve specific problems according to organisational procedures.
	2.6 Establish timelines required to provide resolution according to organisational guidelines.

3. Identify recurring customer issues and options for resolution

3.1   Determine recurring customer issues using feedback from colleagues and customers.

3.2   Identify options for resolving recurring customer issues considering their suitability to the organisation, mode of communication and resolution and required resources.

3.3   Document details of issues and confirm solutions according to organisational procedures.

3.4   Maintain complaints log according to industry and organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Customer service issues** may include but are not limited to:

    - Service related problems (slow service, untidy room, ignored requests or calls)
    - Attitudinal complaints (impolite, unprofessional)
    - Mechanical issues (AC, vents, television, Wi-Fi, lights, plumbing)
    - Room and guests amenities (dirty linen, mattress, carpet)

2. **Communication methods** may include but are not limited to:

    - Verbal
    - Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational procedures and systems for dealing with customer service issues.

2. How to respond positively to customer service issues following organisational guidelines.

3. Which customer service issues are within the limits of own authority and how to resolve them.

4. How to work with others to resolve customer service issues.

5. How to keep customers informed in a positive and clear manner of the actions being taken to resolve issues.

6. How to check that customers are comfortable with actions being taken.

7. How to resolve problems with service systems and procedures that might affect customers before they become aware of them.

8. How to inform managers and colleagues of the steps taken to resolve issues.

9. What are the organisational procedures and systems for identifying recurring customer service issues.

10. How to identify the advantages and disadvantages of the options for dealing with recurring customer service issues.

11. How to work with others to select the best option for resolving recurring customer service issues.

12. How successful resolution of customer service issues contributes to customer loyalty.

13. How successful resolution of customer service issues contributes to improved working relationships with internal and external customers and service partners.

14. How to negotiate with and reassure customers while their issues are being resolved.

15. How to obtain authorised approval for changes in procedures to reduce the chance of issues recurring.

16. How to action agreed solutions of a customer service issue.

17. How to monitor the changes made and how to adjust them appropriately.

18. Why is it important to establish timelines to resolve recurring customer service issues.

19. How to identify options to resolve customer service issues.

20. Why is it important to document details of issues.

21. How to maintain a complaints log and why it is important to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used,** except in exceptional circumstances where natural work evidence is unlikely to occur.

U57803   **Support individuals' learning and development**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to provide individuals within own team or area of responsibility with opportunities to address their learning needs and develop to their full potential.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Promote learning and development	1.1	Promote the benefits of learning to persons in your area of responsibility and recognise their willingness to learn.
		1.2	Provide individuals with specific objectives and valid feedback on their work performance and discuss and agree on the ways in which their work can be improved.
		1.3	Engage individuals in identifying and obtaining information on a range of possible learning activities to address identified learning needs.
		1.4	Discuss future roles and responsibilities that are compatible with individuals' competencies and potential.
		1.5	Discuss and agree on learning activities to be undertaken, learning objectives to be achieved, required resources and timescales.
2.	Contribute to learning and development	2.1	Support individuals in undertaking learning activities and employ available resources to ensure achievement of learning outcomes.
		2.2	Provide individuals with appropriate opportunities to apply their developing competencies in the workplace.
		2.3	Identify and utilise unplanned learning opportunities which allow learning outcomes to be achieved.

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3.	Monitor and improve learning and development	3.1	Discuss learning activities with individuals regarding the extent to which the experiences lead to the achievement of learning objectives.
		3.2	Discuss progress and readiness to take on new roles and responsibilities with individuals and agree supervision and support.
		3.3	Appoint individuals to roles and confirm that the responsibilities are compatible with their competencies and potential.
		3.4	Provide individuals with the support and supervision they require and provide specific feedback to facilitate improvement in their performance.
		3.5	Discuss and agree on the revisions to personal development plans regarding performance, learning activities undertaken and any changes that are made.
		3.6	Encourage individuals to take responsibility for their own learning and development including practising and reflecting on what they have learned.
		3.7	Seek specialist advice in areas where there are gaps in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Learning** may include but is not limited to:

   - Technical
   - Through personal development
   - Through interpersonal relations

2. **Learning activities** may include but are not limited to:

   - Conducted outside the workplace
   - Conducted within the workplace

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the benefits of learning for individuals and organisations and how these can be promoted.

2. What are the ways to develop a culture in which learning is valued and willingness and efforts to learn are recognised.

3. How to identify potential future roles and responsibilities for individuals.

4. How to provide individuals with the support and supervision they need.

5. How to provide individuals with objective, specific and valid feedback designed to improve their performance.

6. How to prioritise individuals' learning needs, including taking account of organisational needs and priorities, interpersonal needs, personal and career development needs.

7. What are the different types of learning activities, their advantages and disadvantages and the required resources (for example, timelines, costs, substitute staff).

8. How and where to identify and obtain information on different learning activities.

9. Why it is important for individuals to have a written personal development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken. learning objectives to be achieved, timescales and required resources).

10. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

11. What type of support individuals might need to undertake learning activities, the resources needed and the types of obstacles they may face and how these can be overcome.

12. How to evaluate whether learning activities have achieved their intended learning objectives.

13. Why it is important to regularly review and update personal development plans in light of performance, taking into account any learning activities undertaken, unplanned learning opportunities and any wider changes.

14. How to take account of equality legislation, relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.

15. How to encourage persons to take responsibility for their own learning and development.

16. What are the learning activities and resources available within or which can be made available to the organisation.

17. What are the opportunities for individuals' career development in the organisation.

18. What are the sources of specialist expertise available in relation to identifying and providing learning and development opportunities for individuals.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA53703   **Protect the housekeeping environment**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the housekeeping environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible while following organisational procedures.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Work in an environmentally conscious way	1.1 Perform duties in accordance with relevant policies and legislation.
	1.2 Execute duties in a manner which minimises environmental damage according to health and safety policies.
	1.3 Operate and handle equipment, chemicals and materials in a manner that minimises environmental damage according to manufacturer's instructions.
2. Contribute to continuous improvements in protecting the environment	2.1 Identify instances of likely or actual environmental damage and take appropriate action according to organisational procedures.
	2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons according to organisational procedures.
	2.3 Dispose of hazardous and non-hazardous waste in a safe manner according to approved legislative procedures and practices.
	2.4 Contribute to sustainable development, particularly to minimise environmental damage according to health and safety requirements.

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RANGE STATEMENT

All range statements must be assessed:

1. **Relevant policies and legislation** may include but are not limited to:

   - Organisational policies
   - Health and safety at work
   - Environmental legislation
   - Solid waste management policies
   - Recyclable policies
   - Environmental management systems

2. **Activities which minimise environmental damage** may include but are not limited to:

   - Reducing the volume of waste - using recycled/reused items and materials where appropriate
   - Disposing of polluting substances safely
   - Using biodegradable and eco-friendly chemicals
   - Planning tasks to reduce the use of fuel and electricity

3. **Equipment and materials** may include but are not limited to:

   - Hand tools
   - Power tools
   - Personal protective equipment
   - Cleaning chemicals
   - Soaps and santisers
   - Paper towels
   - Garbage disposal bags
   - Cloths and towels
   - Containers

4. **Hazardous waste** may include but is not limited to:

   - Organic
   - Inorganic
   - White waste

5. **Non-hazardous waste** may include but is not limited to:

   - Organic
   - Inorganic

6. **Sustainable development** may include but is not limited to:

   - conservation of energy,
   - water, chemicals,
   - use of resources and equipment

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant policies and legislation governing environmental protection.

2. How to recognise any likely or actual environmental damage.

3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.

4. What are the ways in which tools and materials should be used in order to minimise environmental damage.

5. What are the different types of pollution.

6. What are the consequences of pollution.

7. How to identify and prevent wastage of energy, water, equipment, chemicals and materials.

8. What are the methods of working that will minimise pollution and wastage of resources.

9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.

10. What are the methods of waste disposal which will minimise the risk to the environment.

11. What are the organisational requirements to prevent wastage.

12. What is an environmental management system and what data is required from the housekeeping supervisor as part of the environmental team.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

| **UA42003** | **Promote equality of opportunity, diversity and inclusion** |

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to foster and promote equality of opportunity, diversity and inclusion in the workplace.

| **ELEMENT** | **PERFORMANCE CRITERIA** |

Candidates must be able to:

1.	Access sources of information and assistance related to equal opportunity policies and practices	1.1	Identify the organisational and own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.
		1.2	Engage appropriate persons in own organisation and other key stakeholders in promoting equality of opportunity, diversity and inclusion.
2.	Encourage equality of opportunity, diversity and inclusion within own area of responsibility	2.1	Gain the commitment of management to promoting equality of opportunity, diversity and inclusion.
		2.2	Confirm that the commitment to promoting equality of opportunity, diversity and inclusion underpins the organisational vision, values, objectives and plans.
		2.3	Use and ensure that employees use language and behaviour that supports organisational commitment to equality of opportunity, diversity and inclusion.
3.	Monitor equality of opportunity, diversity and inclusion within own area of responsibility	3.1	Review the diversity and needs of organisation's current and potential customers and identify areas where needs are not being satisfied and/or where the diversity of customers should be improved.
		3.2	Review the diversity of the workforce at all levels in comparison to the population and the organisation's current and potential customers and identify areas for improvement.

3.3   Confirm that the organisation has a formal written equality, diversity and inclusion policy and action plan and that these are clearly communicated to employees and other relevant stakeholders.

3.4   Make use of specialist expertise in relation to equality, diversity and inclusion issues, where required.

3.5   Maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within own organisation.

3.6   Use the findings to identify required actions and changes to practice.

RANGE STATEMENT

All range statements must be assessed:

1. **Legislation** may include but is not limited to:

   - Sex discrimination
   - Race discrimination
   - Disability discrimination
   - Workplace relations
   - Ageism

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational and own responsibilities and liabilities under equality, diversity and inclusion legislation and any relevant codes of practice.

2. What are the definitions of equality of opportunity, diversity and inclusion.

3. What are the different forms that discrimination and harassment might take, how to identify if and to whom it should be reported.

4. Why it is important to engage appropriate persons in own organisation and other key stakeholders in promoting equality of opportunity, diversity and inclusion and how to do so.

5. Why it is important to gain the commitment of management to promoting equality of opportunity, diversity and inclusion and how to do so.

6. How to confirm that commitment to promoting equality of opportunity, diversity and inclusion underpins the organisational vision, values, objectives and plans.

7. Why it is important to use and ensure that employees use language and behaviour that support the organisation's commitment to equality of opportunity, diversity and inclusion and how to do so.

8. How to recognise when the behaviour, words and actions of others do not support a commitment to equality of opportunity, diversity and inclusion.

9. Why it is important to review the diversity and needs of own organisation's current and potential customers and identify areas where needs are not being satisfied and where the diversity of customers should be improved and how to do so. .

10. Why it is important to review the diversity of the workforce at all levels in comparison to the population and own organisation's current and potential customers and identify areas for improvement and how to do so.

11. How to confirm that own organisation has a formal written equality, diversity and inclusion policy and action plan and that these are clearly communicated to all employees and other relevant stakeholders.

12. How to make use of specialist expertise in relation to equality, diversity and inclusion issues, where required.

13. How to maintain systems to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within own organisation.

14. How to use the findings to identify required actions and changes to practice.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Case study
- Written evidence
- Witness testimony
- Professional discussion
- Products of work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA53803	**Contribute to the implementation of systems and best practices in cleaning**

| Unit Descriptor: | This unit describes the knowledge, skills and attitudes required to ensure that the systems for cleaning are consistent with organisational procedures.

Candidates must understand the best practices in cleaning and be able to establish systems and methods to support this in line with health, safety and environmental legislation. |
|---|---|

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Implement systems and best practices in cleaning	1.1 Identify and take into account the critical factors when implementing systems for cleaning according to industry standards.

1.2 Apply systems for effective cleaning performance in accordance with legislation and best practices of the industry sector.

1.3 Advise staff about new systems and procedures to be implemented in accordance with organisational procedures. |
| **2.** Monitor implemented systems and best practices in cleaning | 2.1 Evaluate systems and procedures continuously to identify areas for improvement according to organisational procedures.

2.2 Evaluate and review existing systems and procedures according to organisational procedures.

2.3 Report and follow up on findings with appropriate persons according to organisational procedures. |

RANGE STATEMENT

All range statements must be assessed:

1. **Critical factors** may include but are not limited to:

   - Legislation (occupational health and safety, environmental)
   - Safety hazards and risks
   - Operational costs
   - Personal protective equipment (PPE)

2. **Evaluate** may include but is not limited to:

   - Functionality
   - Effectiveness
   - Productivity

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the critical factors to be considered when implementing systems.

2. What are the factors that may influence the implementation of systems for cleaning.

3. What are the occupational health and safety regulations and legislation obligations for the industry sector.

4. What are the environmental legislation requirements for the industry sector.

5. What are the industry standards of best practice.

6. How to pass on information to staff about systems and processes for use.

7. Why it is important to ensure that systems and procedures are monitored.

8. How to monitor systems and identify areas for improvement.

9. What are the methods for evaluating systems and procedures.

10. How to report and follow up on findings and to whom they should be reported.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used,** except in exceptional circumstances where natural work evidence is unlikely to occur.

UA53903   **Implement and monitor health, safety and infection controls**

Unit Descriptor:

This unit describes the knowledge, skills, and attitudes required to effectively and safely work in a cleaning environment. It is concerned with managing the overall health and safety procedures in own area of responsibility.

The unit seeks to move candidates toward embedding health and safety in the planning and decision-making processes in their own area of responsibility.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Establish health and safety requirements in own area of responsibility

1.1 Prioritise health and safety in terms of informing planning and decision-making according to organisational procedures.

1.2 Identify personal responsibilities and liabilities under relevant health and safety legislation and organisational policy.

1.3 Work with others to develop a culture of health and safety within own area of responsibility according to organisational procedures.

1.4 Implement a system for identifying hazards, infection control and assessing risks in own area of responsibility according to organisational procedures.

1.5 Communicate organisational health and safety policies to persons within own area of responsibility and with other relevant persons according to health and safety regulations.

1.6 Monitor assigned tasks in own area of responsibility in accordance with health and safety practices and organisational policies.

		1.7	Adopt and apply organisational policies and procedures for health, safety and infection control in own area of responsibility according to organisational procedures.
		1.8	Take prompt and effective action to manage identified hazards and risks according to organisational procedures.
		1.9	Allocate sufficient staff to deal with health and safety issues in own area of responsibility.
2.	Consult with others on health and safety policies	2.1	Review health and safety policies as situations change and refer the findings appropriate persons for consideration at regular intervals according to organisational procedures.
		2.2	Liaise with persons or representatives within own area of responsibility on health and safety issues according to organisational procedures.
3.	Establish infection control policies and procedures	3.1	Conduct induction training and subsequent updated training to provide staff with the skills and knowledge to apply infection control policies and guidelines.
		3.2	Identify and follow workplace operation plans in accordance with job requirements, surrounding activities and the environment.
		3.3	Provide staff with health and safety essentials to minimise the risk of infections while working according to health safety and infection control policies and procedures.
4.	Monitor and provide feedback on the application of health, safety and infection controls	4.1	Evaluate and audit staff practices in relation to health, safety and infection control and provide feedback to relevant persons according to organisational procedures

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4.2　Evaluate resources, equipment and relevant environmental factors that affect health, safety and infection control.

4.3　Investigate reported problems and implement prompt remedial action according to organisational procedures.

4.4　Review own health and safety performance in area of responsibility and implement required changes to continuously improve procedures.

4.5　Document reviews, feedback, performance and newly implemented policies and procedures according to organisational requirements.

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RANGE STATEMENT

All range statements must be assessed:

1. **Communicate** may include but is not limited to:

   - Verbally/orally – training, coaching, mentoring
   - Electronically – emails, via internet and intranet

2. **Relevant persons** may include but are not limited to:

   - Internal health and safety team
   - External health and safety agency representatives

3. **Hazards and risks** may include but are not limited to:

   - Physical hazards
   - Chemical hazards
   - Microbiological hazards
   - Environmental conditions

4. **Resources** may include but are not limited to:

   - Human
   - Financial
   - Physical (plant and equipment)

5. **Health, safety and infection control policies and procedures** may include but are not limited to:

   - Procedures for identifying and reporting types of infections (e.g. chicken pox, gastro-enteritis, conjunctivitis, COVID 19 etc.)
   - Procedures of methods of insolation and quarantine of persons and equipment

6. **Monitor** may include but is not limited to:

   - Audit
   - Control

7. **Health and safety essentials** may include but not limited to:

   - Personal protective equipment (PPE)
   - Appropriate immunisations
   - Access to occupational health services
   - Facilities and supplies

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why health and safety in the workplace is important.

2. How and where to identify personal responsibilities and liabilities under the health and safety legislation.

3. How to keep current with legislative and other developments in health and safety.

4. How to personally comply with and ensure others comply with legal requirements and organisational policies for health and safety.

5. What are the requirements for organisations to have a written health and safety policy.

6. What is the organisational health and safety policy and how to communicate this to persons in own work area and all other relevant parties.

7. How and when to review the application of health and safety policies in own area of responsibility.

8. How to inform development from the findings produced from the review process.

9. How and when to consult with persons in own area of responsibility or their representatives on health and safety issues.

10. What are the sources of specialist expertise in relation to health and safety.

11. What are the different ways that can be used to develop a culture of health and safety first.

12. What are the types of hazards and risks that may arise in relation to health and safety.

13. How to use systems for identifying hazards and assessing risks.

14. How to identify hazards and risks and maintain vigilance for other possible risks and hazards.

15. What are the types of actions that are necessary to minimise and control hazards and risks.

16. How to use systems for monitoring, measuring and reporting on health and safety performance in own area of responsibility.

17. Why and how current health and safety standards should inform planning and decision-making.

18. Why it is important to set a good example to others in relation to health and safety.

19. How to constantly seek to improve employee health and safety standards.

20. What are the types of resources required and allocated across own area of responsibility to deal with health and safety issues.

21. What are the specific legislation, regulations, guidelines and codes of practice for health and safety for the sector.

22. What are the health and safety risks, issues and developments which are specific to the sector.

23. Who are the other relevant parties with an interest in health and safety in own area of responsibility.

24. What are the operational plans for own area of responsibility.

25. How are the general responsibilities for health and safety allocated in own area of responsibility and in the organisation.

26. How to respond quickly to crises and problems with a proposed course of action.

27. How to identify the implications or consequences of a situation.

28. What are relevant standard infection control precautions, policies and legislation.

29. What are health and safety regulations covering own area of responsibility and their importance and application.

30. What are the regulations concerning hazardous materials.

31. What is and how does the chain of infection work.

32. What immunisations are required for the workplace and where to obtain them.

33. What are the facilities and the techniques for maintaining hand and overall hygiene.

34. What first aid supplies are available and where they are located.

35. What personal protective equipment (PPE's) is necessary for the work place.

36. What are the material safety data sheets and the location of this information.

37. What are the steps taken to minimise the risks of infection.

38. What are the techniques used to review and communicate health, safety and infection control policies which affect own area of work.

39. How to ensure that staff has induction and subsequent updated training on infection control.

40. How to ensure that staff correctly use PPE according to infection control and prevention procedures.

41. How to monitor staff for compliance with infection control policy and action non-compliance.

42. What are your own role and responsibilities and that of others in terms of health, safety and infection control policies.

43. How to maintain the relevant records for own area of responsibility.

44. What is the procedure for reporting accident and incidents and the methods taken to action problems.

45. What is the procedure for reporting problems outside own area of responsibility.

46. Why is it important to undergo preventive health checks at regular intervals.

47. Why is it important to regularly receive appropriate vaccines.

48. How to handle the removal of human waste, feces and blood found on surfaces or linen and what are the industry, environmental and organisational procedures for doing so.

49. How to remove linen from beds safely.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54003   Train housekeeping staff

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to effectively train and update housekeeping staff in cleaning practices.
	It involves assessing training needs and training staff to standards required by the organisation including giving feedback on progress and achievements.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Assess training needs	1.1	Identify the knowledge and skills of employees to match the quality of performance according to job requirements.
	1.2	Confirm specific needs for training through consultation with appropriate personnel.
	1.3	Match training objectives to identified competency development needs according to organisational procedures.
	1.4	Develop or source training materials according to documented training plans.
	1.5	Communicate the training needs assessment to the relevant persons according to organisational procedures.
2. Maintain quality and performance standards	2.1	Conduct training in a safe and accessible environment, according to industry requirements and standards.
	2.2	Employ training delivery methods appropriate to the needs of the participants, location, training materials and resources.
	2.3	Communicate the objectives of the training, sequence of activities and assessment process with participants according to training plan.

	2.4	Deliver training in a systematic manner and revise materials where necessary according to needs of participants and training plan.
	2.5	Provide diverse approaches to training to meet individual needs and encourage participants to learn.
	2.6	Record the details of training activities and progress realised in accordance with organisational procedures.
3. Provide feedback on staff progress and performance	3.1	Assess staff performance at appropriate stages during training according to training plan and organisational procedures.
	3.2	Provide clear and impartial feedback to staff on their progress and performance according to organisational requirements.
	3.3	Identify a future training programme to meet continual staff training needs according to organisational procedures.
	3.4	Monitor the skills development of housekeeping staff to assess their ability to cope with demands of work and working environment according to organisational procedures.
	3.5	Report the progress of staff according to organisational procedures.
	3.6	Identify reasons for variations in individual's progress according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Communicate** may include but is not limited to:

   - Verbal
   - Non-verbal (electronic)

2. **Activities** may include but are not limited to:

   - Knowledge
   - Skills

3. **Training methods** may include but are not limited to:

   - Electronic
   - Non-electronic

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to establish positive working relationships with housekeeping staff.

2. How to accurately identify new housekeeping staff's previous work experience and skills.

3. What knowledge and skills are required to meet the standards of quality and performance in own area of responsibility.

4. What are the health and safety risks that may arise in own area of responsibility and the organisational procedures for dealing with them.

5. What are your own areas of responsibility for training staff.

6. Who is responsible for training staff in the organisation and what information should be provided to them.

7. What are training needs and how to identify them taking into account previous experiences.

8. How and to whom to communicate the assessment of the training needs of the individual.

9. What is the organisation's structured training programme for housekeeping staff.

10. How to implement a training plan within own area of responsibility.

11. How to explain clearly to staff in own area of responsibility what is expected of them.

12. How to give clear information and instructions to staff.

13. How to give staff on the job instructions and supervise their work.

14. How to put staff at ease.

15. How to demonstrate best working practices.

16. What are the best techniques for demonstration of equipment to employees.

17. How to select the most appropriate technique or method for demonstration to match individual needs.

18. What types of questioning techniques can be employed to determine if learning has taken place and how to apply them.

19. What are the types of support that enable persons to practise newly acquired skills.

20. How to monitor housekeeping staff progress and ability to cope with the demands of work and the working environment.

21. How to accurately record the details of training activities and progress in line with organisational procedures.

22. How to give staff feedback on progress and performance.

23. What techniques can be used by staff to assess their own progress and performance.

24. What difficulties staff may have in making progress and what actions can be used to overcome them.

25. What are the organisational procedures for reporting individuals' progress.

26. What is on-boarding and what are the requirements.

27. How to prepare for and conduct staff on- boarding events.

28. What are training delivery methods.

29. How to create opportunities which may be used for practice.

30. What are components of the competencies to be addressed.

31. What resources are required for training.

32. What are the strategies and techniques for good training.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidates must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used,** except in exceptional circumstances where natural work evidence is unlikely to occur.

U57803   **Support individual and team performance**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to manage performance in accordance with the organisation's performance management system. It includes linking individual and/or team activities to organisational goals, team management, training and development of staff, monitoring and measuring performance achievements.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Create networking activities	1.1	Identify relevant legislation, organisational regulations, policies and guidelines relating to performance management.
		1.2	Identify, link and explain the organisation's mission, vision and goals in accordance with individual needs.
		1.3	Align individual and team activities with organisational goals in consultation with departmental head.
		1.4	Prioritise individual and team activities in accordance with strategic and operational plans.
2.	Set performance expectations	2.1	Identify and clarify individual and team performance standards in accordance with operational plans.
		2.2	Motivate individuals to take responsibility for their own learning and development, including practising and reflecting on what they have learned.
		2.3	Consult and agree upon performance standards in accordance with operational plans.
		2.4	Monitor the performance, learning and/or development plans to document team and individual performance targets, standards and professional development objectives.

		2.5	Monitor performance targets and key performance indicators in accordance with operational plans.
		2.6	Implement performance plans in accordance with operational plans and organisational procedures.
3.	Measure performance achievements	3.1	Monitor, appraise and measure individual performance against performance goals and required organisational outcomes.
		3.2	Identify, acknowledge and reward outstanding performance in accordance with the operational plan and organisational procedures.
		3.3	Address under-performance in accordance with organisational guidelines and procedures.
		3.4	Identify and recommend areas and strategies for continuous improvement of performance and outcomes.
		3.5	Confirm that housekeeping procedures and service meet the needs of customers and organisational procedures, using appropriate performance tools.
4.	Contribute to employee training and development	4.1	Confirm and agree upon learning and development opportunities and objectives to enhance performance and meet developing organisational and team goals.
		4.2	Provide individuals with specific objectives and valid feedback on work performance and discuss and agree on the ways in which their work can be improved.
		4.3	Support individuals in undertaking learning activities, make available required resources and make efforts to remove obstacles to learning.

4.4   Organise skill enhancement sessions to keep staff up-to-date on the latest technology and processes according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Team** may include but is not limited to:

   - An existing team
   - Group formed for a special purpose or project

2. **Learning and development opportunities** may include but are not limited to:

   - Conferences, workshops, external study and formal course participation
   - Access to organisational documents (reference materials, best practices, repository information, archives)
   - Mentoring and coaching - work shadowing opportunities or work rotation

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are the organisational regulations, policies, procedures and guidelines relating to performance management.

2.   What is an organisation performance management system.

3.   Why it is important to identify, link and explain the organisation's mission, vision and goals in accordance with individual needs and how to do so.

4.   How to align individual and team activities with organisational goals in consultation with departmental heads.

5.   How to prioritise individual and team activities in accordance with the strategic and operational plans.

6.   How to identify and clarify individual and team performance standards in accordance with operational plans.

7.   How to encourage and motivate individuals to take responsibility for their own learning and development, including practising and reflecting on what they have learned.

8.   Why is it important to monitor performance targets and key performance indicators in accordance with operational plans.

9.   How to implement performance plans in accordance with operational plans.

10. How to monitor, appraise and measure individual performance against performance goals and required organisational outcomes.

11. How to manage and document disagreement or conflict in accordance with organisational procedures.

12. How to identify and reward outstanding performance in accordance with the operational plan and organisational procedures.

13. Why it is important to address underperformance promptly in accordance with organisational guidelines and procedures and how to do so.

14. Why it is important to identify and implement areas and strategies for improvement to continuously improve performance and outcomes and how to do so.

15. How to document and use the results of performance management to identify strengths and performance gaps in accordance with organisational procedures.

16. Why it is important to acquire learning to inform knowledge management strategies and transfer skills to other staff and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real work environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Case study
- Personal statement
- Witness testimony
- Professional discussion
- Products of work

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54103   **Manage resources**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to manage and control all aspects of resources for the efficient running of the housekeeping department.   It covers the management functions of organising, monitoring and controlling supplies.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Supervise resources	1.1 Confirm roles and responsibilities with colleagues regarding the resources management process according to organisational procedures.
	1.2 Monitor and maintain levels of resources and document according to established organisational procedures.
	1.3 Revise and document inventory records to reflect the movement of resources to mitigate against stock outages according to organisational procedures.
	1.4 Comply with organisational resources control security measures.
	1.5 Collaborate with relevant persons to adjust resources and assist with resolving breaches in security measures within the limits of own authority.
2. Receive resources	2.1 Confirm resources received using established workplace resources receipt procedures.
	2.2 Communicate variations in receipts against ordered resources to relevant persons according to organisational procedures.
	2.3 Store resources according to storage specifications in keeping with safety, health and environmental regulations and organisational procedures.

3.	Maintain resources	3.1	Confirm that supplies are rotated using industry best practices and adjust incorrect rotation issues.
		3.2	Evaluate the quality of supplies and document findings according to organisational procedures.
		3.3	Allocate resources where needed and document movement of resources whilst adhering to safety, health, hygiene and environmental standards.
		3.4	Adhere to organisational policies for storing and disposing of resources that are damaged, expired and non-conforming to specifications.
		3.5	Arrange resources in-take and ensure appropriate staff are on hand to manage according to organisational procedures.
		3.6	Record resources in-take and report within designated timelines in accordance with organisational procedures.
		3.7	Identify reasons for losses of resources and document according to organisational procedures.
		3.8	Analyse resources losses, collaborate with others and implement corrective measures according to organisational procedures.
		3.9	Place orders for resources using approved organisational documentation and procedures.
		3.10	Monitor and maintain ordering and recording of resources according to industry best practices and organisational procedures

RANGE STATEMENT

All range statements must be assessed:

1. **Resources** may include but are not limited to:

   - Consumable materials (linen, toiletries, amenities)
   - Equipment (machinery, electrical, manual)
   - Supplies, chemicals

2. **Resources receipt procedures** may include but are not limited to:

   - Handling and storing specifications i.e. product specification
   - Inspection for damage, defects, non-conformance
   - Use by specifications e.g. best by dates, use by dates
   - Updating of receipts

3. **Storage specifications** may include but are not limited to:

   - Conditions e.g. humidity, air quality, location
   - Labelling e.g. batch identification

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to communicate effectively and how to do so.

2. Why it is important to inform colleagues of their assigned roles and responsibilities in the resources management process.

3. What are the resource levels inclusive of levels that must be maintained and what are the organisational procedures for doing so.

4. What are the workplace recording and reporting procedures for documenting resources and movement of supplies.

5. How to organise supply inventory according to schedules.

6. What are the storage specifications of supplies and why it is important to store them according to specifications.

7. How to assess supply losses/shrinkage and the possible reasons for losses.

8. What are the safety, health, hygiene and environmental standards for supply controls.

9. What are the best industry practices for supply rotation.

10. How to monitor supplies for quality assurance.

11. How to document supply intake information and data and why it is important to do so accurately.

12. What are the organisational procedures for dealing with out of stock supplies.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA54203   **Perform data entry operations**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to operate a computer, enter, manipulate and retrieve data and to access information and communicate via the internet.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Initiate computer system	1.1	Check equipment and work environment in readiness to perform scheduled tasks against organisational service requirements.
		1.2	Identify required hardware components according to the task and power up equipment according to manufacturer's specifications.
		1.3	Apply access codes according to organisational requirements and load appropriate software according to task specifications.
2	Enter data	2.1	Identify appropriate data and the manner in which it is to be collected and collated according to departmental and organisational objectives.
		2.2	Assign data entry tasks to appropriate persons according to organisational procedures.
		2.3	Use appropriate software to manage and present data as required by organisational objectives.
		2.4	Use document layout and data format facilities to present data according to task specifications.
		2.5	Correct inaccuracies identified in data through organisational validation procedures.
		2.6	Save and back-up data files in accordance with approved organisational procedures.

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3.	Retrieve data	3.1	Establish identity and source of information according to organisational procedures.
		3.2	Obtain authority to locate and access data where required according to organisational procedures.
		3.3	Maintain integrity and confidentiality of data according to organisational procedures.
		3.4	Retrieve relevant reports or information using approved organisational procedure.
		3.5	Confirm that formats to retrieve data meet objectives and task specifications.
		3.6	Print data where required according to job specifications and organisational requirements.
4.	Amend data	4.1	Establish the source of data for amendment according to requests from appropriate persons.
		4.2	Make amendments to data according to given instructions using the appropriate functions and input devices.
		4.3	Enter, change or delete correct data/information using appropriate input device and approved procedures.
5.	Access and transmit information via the internet	5.1	Gain access to the internet in accordance with organisational procedures.
		5.2	Negotiate web sites to locate and access specified information and other services according to task requirements.
		5.3	Send and retrieve e-mail according to organisational procedures and protocols.

6.	Close down computer system	6.1	Follow the correct shut down sequence and report any problems with shutting down computer according to organisational procedures.
		6.2	Preserve the system integrity and security according to organisational procedures.
7.	Monitor and maintain the operation of equipment	7.1	Evaluate the operation system to ensure the correct completion of tasks according to job specifications.
		7.2	Deal with routine system messages according to organisational procedures.
		7.3	Refer non-routine messages to the appropriate person in accordance with operating requirements.
		7.4	Deal with error conditions within limits of own authority and report uncorrected errors according to organisational procedures.
		7.5	Evaluate output devices and materials for quality according to manufacturer's requirements.
		7.6	Confirm and implement maintenance schedule to ensure efficiency of equipment according to manufacturer's specifications.
		7.7	Maintain maintenance reports and fault logs according to organisational policy and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Equipment** may include but is not limited to:

   - Laptop
   - Peripherals

2. **Software** may include but is not limited to:

   - Word processing
   - Spread sheet
   - Property management system

3. **Data** may include but is not limited to:

   - Textual
   - Numerical
   - Graphical

4. **Maintenance** may include but is not limited to:

   - Cleaning: enclosures, screen, input devices, output devices
   - Checking cables, etc.

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to work safely with and around computers.

2. How to identify computer hardware.

3. What are computer hardware and software systems.

4. What are the procedures for initiating and closing down a computer.

5. What are the operations of the property management system.

6. What are the organisational standards applicable to accessing files.

7. What are file operations and their applications.

8. How to create, locate and save files.

9. How to manipulate and use data input devices.

10. How to use data checking devices.

11. How to access data.

12. How to key-in and format reports and relevant documents.

13. How to retrieve data.

14. How to amend data.

15. How to print data.

16. How to save data.

17. How to search and receive data from the internet.

18. How to send and receive e-mail.

19. What is and how to use work processing software.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on more than one occasion.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

Level 3 **Glossary of Terms**

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the program meets the required standard of competence in the relevant unit or 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 qualification, 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 it 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.

Appendix 2

Level **3**	**Glossary of Terms**

Level 1 - Entry Level

Recognizes 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:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve 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:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, 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:

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

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes 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

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Appendix 2

Level 3 **Glossary of Terms**

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual'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.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has 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.

Product of Work

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

Questioning

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

Questioning can also 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.

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

Appendix 2

Level 3 Glossary of Terms

Range statements

The 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 , the candidate is 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 in the normal course of their work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation,

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.

By designing the simulated situation, briefing the candidate and observing his/her performance, the candidate 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 witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

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 an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Level	
3	**Glossary of Terms**

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification

Work-based projects

Work-based projects are a useful way for 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 and observation.

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