Occupational Standards
of Competence

Janitorial Services

Level 3

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Qualification Overview

National Vocational Qualification Barbados (NVQB)

in

Janitorial Services

Level 3

Qualification Overview

The NVQB in Janitorial Services is aimed at training providers and employers who provide a range of janitorial services to residential, commercial and industrial clients and customers. The employers can use this qualification to support employees in planning their careers and/or developing businesses and for maintaining suitable employment.

Employees at this level must have an understanding of the supervision of team members, how to support equality and diversity within the team, and how to assist with the recruitment, selection and retaining of colleagues. Employees at this level must be able to provide leadership for their team members and have the ability to assist in the training of staff. They must be capable of self-assessment and understand that their own self-development is essential.

Who is this qualification for?

The qualification is designed for persons working in the janitorial services sector and other areas of industrial cleaning. The qualification may be appropriate for candidates already holding a relevant professional or vocational qualification in areas such as housekeeping, food preparation and maintenance.

Like all NVQs, this qualification is competence based. This means that it is linked to candidates' ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their Assessors and compile a portfolio of evidence to prove that they are competent in their work role.

NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

JANITORIAL SERVICES LEVEL 3

To achieve a full award, candidates must complete all sixteen (16) mandatory units.
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MANDATORY UNITS (ALL MUST BE COMPLETED) **CODES**

1. **Communicate with customers and others** **U47403**

    1.1   Communicate information to customers and others
    1.2   Respond to customers and others

2. **Work as a team and develop yourself** **U47503**

    2.1   Work with others
    2.2   Develop yourself in your job

3. **Work individually and develop yourself** **U47603**

    3.1   Maintain own safety when working
    3.2   Work on your own
    3.3   Develop yourself in your job

4. **Supervise the work of cleaning staff** **U47703**

    4.1   Assist in planning the work of cleaning staff
    4.2   Monitor the work of cleaning staff
    4.3   Provide feedback on work

5. **Contribute to the implementation of systems and best practices** **U47803**

    5.1   Implement systems and best practice in cleaning
    5.2   Monitor implemented systems and best practice in cleaning

6. **Support equality, diversity and individual rights in the workplace** **U47903**

    6.1   Recognize individual rights and responsibilities in decision making
    6.2   Support individuals in exercising rights and responsibilities

MANDATORY UNITS (ALL MUST BE COMPLETED)   <u>**CODES**</u>

**7. Confirm health and safety requirements are met in area of   U48003
      responsibility**

    7.1   Implement health and safety requirements in area of
              responsibility
    7.2   Consult with others on health and safety policy
    7.3   Monitor health and safety requirements

8. Monitor and resolve customer service problems   U48103

    8.1   Resolve customer service problems
    8.2   Identify repeat customer service problems and options for
              resolving them
    8.3   Avoid repeat customer service problems

9. Give customers a positive image of yourself and your organization   U48203

    9.1   Establish a rapport with customers
    9.2   Respond to customers
    9.3   Communicate information to customers

10. Recruit, select and retain colleagues   U48303

    10.1   Identify reasons for leaving the organization
    10.2   Consult with others for the recruitment and selection of staff
    10.3   Retain employees

11. Contribute to the control of resources   U48403

    11.1   Identify required resources
    11.2   Monitor use of resources

12. Supervise the cleaning of food areas   U48503

    12.1   Monitor the application of procedures
    12.2   Supervise the cleaning of the food areas
    12.3   Monitor the cleaning of food areas

MANDATORY UNITS (ALL MUST BE COMPLETED)   <u>**CODES**</u>

13.   Support staff in minimizing risk of spreading infection   **U48603**
     13.1   Develop and apply infection control policy and procedures
     13.2   Monitor and provide feedback on application of infection
            control policy and procedures

14.   Maintain a sustainable cleaning environment   **U48703**

     14.1   Maintain a sustainable cleaning environment
     14.2   Contribute to continual improvements in sustainable cleaning
            environment

15.   Provide leadership for your team   **U48803**

     15.1   Communicate objectives
     15.2   Facilitate teamwork

16.   Train cleaning staff   **U48903**

     16.1   Contribute to the assessment of individuals' training needs
     16.2   Train staff to quality and performance standards
     16.3   Provide feedback on individuals' progress and performance

U47403	**Communicate with customers and others**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to politely and effectively communicate with other persons encountered while working.
>
> Clear communication is important to pass on all necessary information and make sure health and safety information and workplace procedures are understood.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Communicate information to customers and others	1.1 Organizational standards for appearance and positive behaviour are adhered to.
	1.2 Relevant and current information for working effectively is obtained.
	1.3 Colleagues and other personnel are communicated with using appropriate communication strategies.
	1.4 Information is clearly communicated in a systematic and structured manner.
2. Respond to customers and others	2.1 **Customers**' questions and comments are responded to promptly and in a positive manner.
	2.2 **Communication** is acknowledged and responded to clearly, courteously and promptly.
	2.3 Persons are questioned to confirm that the information received is correctly understood.
	2.4 Information is recorded in an appropriate manner in accordance with organizational procedures.

2.4 Accurate and current information is presented in a clear and concise manner to the relevant persons.

2.5 Corrective action is taken when there are difficulties in relaying information.

2.6 **Faults** with c**ommunication equipment** are reported immediately to appropriate persons.

2.7 Customers' needs and attitudes are acknowledged and responded to.

RANGE STATEMENT

All range statements must be assessed:

A.   Customers:

(i)   Internal (colleagues, supervisors, etc.)
(ii)   External (other organizations , business places, the public)

B.   Communication:

(i)   Telephone calls
(ii)   Emails/Internet
(iii)   Faxes
(iv)   Letters
(v)   Social media
(vi)   Face to face/verbal

C.   Faults:

(i)   Electronic
(ii)   Mechanical
(iii)   Physical

D.   Communication equipment:

(i)   Telephones (fixed line, mobile)
(ii)   Computer equipment
(iii)   Smart phones, tablets
(iv)   Faxes

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the reasons for communicating with others.
2. What are the organizational procedures for personal appearance and behaviour.
3. How your behaviour and attitude impact on your workplace and organization.
4. Why it is important to create a positive impression
5. How to obtain your work instructions and verify that work instructions are up-to-date.
6. What is the reason for checking that the 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 is it 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 correct organizational procedures for acknowledging and responding to incoming information.
14. How to use effective questioning techniques to ensure information is understood.
15. What are the organizational and workplace procedures for recording information.
16. What is the correct process for transferring information.
17. How to ensure that the correct or authorized person receives the information.
18. How to identify problems in relaying information and what corrective measures or actions can be taken
19. What is the procedure for reporting faults with communication equipment.
20. How to identify customers' needs and attitudes.
21. 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

(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.

U47503   Work as a team and develop yourself

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to effectively and safely work with others in the same occupational area. It includes helping others when needed and responding appropriately when disagreements arise. The unit is also about developing yourself in the job by identifying areas for further personal and professional development.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Work with others	1.1 Work assignments are agreed and shared to help the team work effectively.
	1.2 Clients, customers and others are greeted in a courteous manner and provided with **necessary information**.
	1.3 Others are shown how to do new jobs within the limits of their own job role and responsibility.
	1.4 Questions are responded to and assistance provided to others according to their needs and within limits of authority.
	1.5 Disagreements with others are handled effectively to minimize their impact on teamwork and the reputation of the organization.
	1.6 Disagreements that are outside the scope of authority are referred to the **appropriate persons.**
	1.7 Assistance is requested from appropriate persons as necessary.
	1.8 Customers' requirements are acknowledged and responded to according to their needs and organizational requirements.

2. Develop yourself in your job

2.1 Clear and relevant contributions are made to work related and team work discussions.

2.2 Areas for self-development are identified and discussed with **relevant persons**.

2.3 Realistically achievable targets for development are agreed upon.

2.4 Agreement is sought for the time and support needed to achieve target.

2.5 Activities are participated in that incorporate newly developed skills.

2.6 Feedback is requested from others and used to improve performance.

RANGE STATEMENT

All range statements must be assessed

A.   Necessary information:

  (i)   Work procedures
  (ii)   Basic work routines
  (iii)   Material Safety Data Sheets (MSDS)

B.   Relevant persons:

  (i)   Senior supervisor
  (ii)   Manager
  (iii)   Human resources officer
  (iv)   Health and safety officer

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the tasks to be shared amongst the team.
2. How to greet clients, customers and others in a courteous manner.
3. What are the limits of authority when demonstrating jobs to others.
4. What are the areas of your work that you can assist your colleagues with.
5. How to respond to questions and provide assistance within the scope of own authority.
6. How to handle disagreements and to reduce the negative impact on the team work.
7. Why it is important to resolve disagreements as soon as possible.
8. What is the reporting procedure for disagreements and to whom these should be reported.
9. How to ask for help while working with others.
10. How to identify customer requirements.
11. What are the organizational procedures for responding to customer needs.
12. Why is it important to participate in discussions about your work.
13. How to effectively contribute to group discussions.
14. How to identify and explain your areas for self-development.
15. How to develop a plan for self-development.
16. How to set realistic targets for your development.
17. What activities can be used to develop yourself in your work.
18. How to identify and access the support needed to achieve your targets.
19. What is the importance of reviewing and updating your progress in your developmental plan.
20. What are the procedures for monitoring your progress.
21. What are the benefits of discussing your progress with your supervisor and colleagues.

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

(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 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.

U47603   **Work individually and develop yourself**

| Unit Descriptor: | This unit describes the knowledge, skills and attitudes required to work individually without the presence of your senior supervisor.

The unit is also about developing yourself by identifying areas for professional development and improvement. |

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Maintain own safety when working	1.1 **Contact arrangements** with relevant persons internal to or external to your organization are confirmed and agreed for the work to be conducted.
	1.2 **Procedures for entry and exit** to the workplace are followed ensuring that awareness to safety risks is maintained at all times.
	1.3 Workplace entry is controlled according to the limits of authority.
	1.4 Workplace **risks and hazards** are assessed and appropriate corrective action taken to reduce them.
	1.5 Organizational standards for appearance and positive behavior are adhered to.
	1.6 Customers and others are treated courteously and required information communicated in a timely manner.
2. Work on your own	2.1 Work schedule is received and understood.
	2.2 Work is carried out in specified areas according to organizational work instructions.
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2.3   Work tasks are carried out according to priority scale and tasks not completed are reported to relevant persons.

2.4   Problems are dealt with according to the nature and severity of their impact on the health and safety of yourself and others and on the physical integrity of the workplace.

2.5   Initiative is taken when dealing with problems according to organizational policy and procedures.

2.6   Problems are reported to **relevant persons** and recorded according to organizational policies and procedures.

2.7   Damage or disruption to the workplace is recorded and reported to **relevant persons** according to organizational procedures.

2.8   Work not completed is reported in accordance with organizational policies and procedures and arrangements made to finalize the work.

2.9   Procedures for leaving the workplace are followed in keeping with occupational health, safety and security procedures of the organization.

3   Develop yourself in your job

3.1   Personal strengths and weaknesses are recognized and areas for improvement are identified.

3.2   Development plan with objectives and time lines is created.

3.3   Personal performance is reviewed regularly and evaluated against the objectives of the developmental plan.

3.4 Feedback is sought from peers, supervisors and others on personal performance.

3.5 Deficiencies in performance are assessed and corrective measures implemented to fill gaps.

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RANGE STATEMENT

All range statements must be assessed:

A.   Contact arrangements:

    (i)   Telephone numbers
    (ii)   Email addresses
    (iii)   Pager /beeper
    (iv)   Mobile telephone
    (v)   Single radio transmission

B.   Procedures for entry and exit:

    (i)   Personal clearance
    (ii)   Vehicular clearance

C.   Risks and hazards:

    (i)   Chemical
    (ii)   Physical
    (iii)   Equipment
    (iv)   Environment
    (v)   Utilities

D.   Relevant persons:

    (i)   Senior supervisor
    (ii)   Manager
    (iii)   Health and Safety coordinator
    (iv)   Human Resources officer /manager

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the contact arrangements for relevant persons.
2. What are the procedures for entering and exiting the workplace and why these should be followed.
3. What are the limits of responsibility for controlling entry to the workplace.
4. How to assess the types of risks and hazards in the workplace and how to reduce these.
5. What are the problems, risks and hazards that can be dealt with at your level of authority.
6. Why personal appearance/presentation and behavior are important in making a positive impression.
7. What are the organizational procedures for appearance and behaviour.
8. Why it is important to monitor your progress during the work time for completion of the tasks.
9. What are the organizational procedures for reporting and recording problems, damage and disruption.
10. How to prioritize tasks in the work schedule.
11. How to document information in accordance with company policies
12. How to identify areas of strength, weakness and areas for improvement in personal development.
13. How to create a development plan.
14. How to seek feedback from peers.
15. What is benefit of reviewing and updating performance against your developmental plan.
16. How to follow work instructions.
17. What are the organizational procedures for dealing with customers.
18. What are the organizational procedures for reporting incomplete work tasks

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

(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.

U47703   **Supervise the work of cleaning staff**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to effectively and safely supervise cleaning staff ensuring that the best use is made of skills and availability of staff.
>
> Candidates as working supervisors will be required to plan the work of staff, observe them at work and assist with problems as they occur. They will also provide feedback on work and motivate staff to achieve the high standards that customers expect.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Assist in planning the work of cleaning staff	1.1 Information for the work to be planned is collected from the **relevant persons**.
	1.2 Requirements to be met and the available **resources** are identified and confirmed.
	1.3 Best use is made of resources according to organizational policies and procedures.
	1.4 Contingency plans are developed to deal with problems that may arise.
	1.5 Plans are checked with **relevant persons** and feedback used to improve work plans.
	1.6 Plans are discussed with staff and confirmation sought that they know what to do.
	1.7 Plans are updated to reflect any changes in requirements or resources.
2 Monitor the work of cleaning staff	2.1 Work of the staff is checked according to organizational policies and procedures.
	2.2 Work is evaluated against the agreed requirements of the work plan.

	2.3 Staff is provided with the required support and resources.
	2.4 Staff is monitored in the workplace with the minimum disruption.
	2.5 Problems are handled and actioned within the limits of own authority.
3 Provide feedback on work	3.1 Clear and objective feedback is provided to staff in a constructive manner to maintain and improve their performance.
	3.2 Staff members are praised on their achievements.
	3.3 Staff is provided with constructive suggestions and encouragement for improving their work.
	3.4 Feedback is treated confidentially and shared with staff in a respectful manner.
	3.5 Staff is given opportunities and encouraged to respond to the feedback provided.

RANGE STATEMENT

All range statements must be assessed:

A.   Relevant persons:

      (i)   Senior supervisor
      (ii)   Manager
      (iii)   Health and safety coordinator
      (iv)   Human resources officer

B.   Resources :

      (i)   Personnel
      (ii)   Skills
      (iii)   Materials
      (iv)   Chemicals
      (v)   Equipment

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Why it is important to supervise the work of staff so that they can carry out the planned work.
2. What are the local health and safety and employee rights legislation and how these should be applied.
3. What are the limits of your responsibility in the supervision of staff.
4. What are the organizational procedures for the supervision of staff.
5. Why it is important to understand a work plan and the requirements.
6. What are the available resources.
7. How to develop staff rotas and schedules.
8. How to develop contingency plans.
9. Why it is important to have contingency plans.
10. How to optimize available resources including staff skills.
11. Why it is important to consult with other relevant persons about work plans and how to do so.
12. What are the constraints within the organization that can impact on your planning.
13. How to brief staff on their work plans.
14. Why it is important that other staff understand their work plans.
15. What are the situations that might need or result in the plans being up-dated.
16. Why it is important that staff are meeting/reaching the agreed requirements/targets of their work.
17. How to monitor staff without causing disruptions.
18. What are the types of support that might be needed.
19. How to provide the support that is needed.
20. What are the types of problems that could possibly arise.
21. How to effectively deal with any problems that arise.
22. Why it is important to give staff clear and objective feedback.
23. How to choose the correct/most appropriate time and situation to give staff feedback.
24. How to give constructive feedback to staff.
25. Why it is important to praise the achievements of staff.
26. How to identify areas for improvement for staff.
27. Why it is important to be respectful when giving staff feedback
28. What are the principles of confidentiality in giving out information (to who).
29. How to motivate and gain staff commitment through providing feedback.

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
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(3) Context of Assessment

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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.

U47803   **Contribute to the implementation of systems and best practice in cleaning.**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to ensure that the systems for cleaning are consistent with organizational procedures. Candidates need to understand what the best practices in cleaning are and be able to establish systems and methods to support this. Health, safety and environmental legislation are very important.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Implement systems and best practice in cleaning	1.1 **Critical factors** are identified and taken into account when implementing systems for cleaning.
	1.2 Systems for effective cleaning performance are developed and established in accordance with legislation and best practices of the industry sector.
	1.3 Staff is advised about new systems and procedures to be implemented.
2. Monitor implemented systems and best practice in cleaning	2.1 Systems and procedures are continuously monitored to identify areas for improvement.
	2.2 Systems and procedures in place are **evaluated** objectively and reviewed as appropriate.
	2.3 Findings are reported to **appropriate persons** according to organizational procedures.

RANGE STATEMENT

All range statements must be assessed:

A.   Critical factors:

   (i)   Occupational health and safety legislation
   (ii)   Environmental legislation
   (iii)   Safety hazards and risks
   (iv)   Operational costs
   (v)   Personal protective equipment (PPE)

B.   Evaluated for:

   (i)   Functionality
   (ii)   Effectiveness
   (iii)   Productivity

C.   Appropriate persons:

   (i)   Supervisor
   (ii)   Manager
   (iii)   Health and Safety officer
   (iv)   Human Resources officer

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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 ooccupational 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 findings and to whom they should be reported.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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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.

U47903	**Support equality, diversity and individual rights in the workplace**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to acknowledge the equality and diversity of individuals and their rights and responsibilities in the workplace. Candidates are expected to be proactive in fighting discrimination in the workplace by supporting people's rights and responsibilities, encouraging equality and recognizing the diversity of colleagues, clients and any other persons with whom you come into contacts.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Recognize individual rights and responsibilities in decision making	1.1 **Rights and responsibilities** of individuals to make own decisions are recognized and acknowledged.
	1.2 **Rights and responsibilities** of individuals are correctly interpreted and are consistent with existing legislative frameworks and organizational policy.
	1.3 Current information is provided which takes into account the complexity of decisions that persons may need to make.
2. Support individuals in exercising rights and responsibilities	2.1 **Appropriate support** is provided to persons unable to exercise their rights.
	2.2 Tensions between rights and responsibilities are acknowledged and **appropriate support** provided towards their resolution.
	2.3 Records relating to the promotion of rights and responsibilities are accurate, legible and complete.
	2.4 Persons with complaints about infringements of their rights are provided with necessary **information**.

RANGE STATEMENT

All range statements must be assessed:

A.   Rights and responsibilities:

(i)   Right to equality
(ii)   Freedom from discrimination e.g. age, sexual orientation, disability, gender, religion
(iii)   Right to life, liberty , personal security
(iv)   Freedom of belief and religion
(v)   Freedom of opinion
(vi)   Right to information

B.   Appropriate support:

(i)   Counselling
(ii)   Agent to act on their behalf
(iii)   Coaching e.g. motivational self-esteem building

C.   Information:

(i)   Appeals process
(ii)   Representation process

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different types of discrimination.
2. What is the current legislation in relation to discrimination and the rights and responsibilities of persons
3. What are the organizational policies in regards to rights and responsibilities.
4. What are the relevant complaints systems and the methods of accessing them.
5. What is your role and responsibility and the limits which are set on the actions of members of your team.
6. What are the support services available to you.
7. How your own personal beliefs and preferences and those of others affect the way in which persons interact with each other.
8. What are the benefits of diversity in a multi-cultural society.
9. What are the different forms that discrimination may take.
10. What are the expressions of discriminatory behaviour and how these may differ between different groups and settings.
11. What are the possible effects of stereotyping, prejudice and labeling on persons.
12. What are the best ways to promote individuals' rights.
13. How to best handle the tensions between personal values and beliefs and those of others in the workplace.
14. How to recognize when persons are unable to exercise their personal rights.
15. What methods are available for enabling persons to exercise their rights effectively either through you or through seeking help from someone else.
16. How to best challenge persons when their choices or actions infringe the rights of others.

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

(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.

U48003   Confirm health and safety requirements are met in area of responsibility

Unit Descriptor:	This unit describes the knowledge, skills and attitude required to effectively and safely work in a cleaning environment. It is also concerned with managing the overall health and safety procedures in your area of responsibility. The unit seeks to move candidates toward a 'culture' of embedding health and safety considerations in the planning and decision-making processes in their areas of responsibility.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Implement health and safety requirements in area of responsibility	1.1 Personal responsibilities and liabilities under health and safety legislation are identified.
	1.2 Written organizational health and safety policies are **communicated** clearly to persons within own area of responsibility and other **relevant persons.**
	1.3 Work in own area of responsibility is carried out in accordance with the health and safety practices of the organizational policy statement.
	1.4 System for identifying hazards and assessing risks is implemented in own area of responsibility.
	1.5 Prompt and effective action is taken to eliminate or control identified **hazards and risks.**
	1.6 A culture that puts health and safety first within own area of responsibility is developed.
	1.7 Health and safety are prioritized with regards to informing, planning and decision making.

1.8   Own actions demonstrate reinforcement of organizational health and safety policy and procedures.

1.9   Sufficient resources are allocated to deal with health and safety issues in own area of responsibility.

2.   Consult with others on health and safety policy

2.1   Health and safety policy is reviewed as situations change and findings referred to appropriate persons for consideration at regular intervals.

2.2   Persons or representatives within own area of responsibility are regularly consulted on health and safety issues.

2.3   Specialist expertise in relation to health and safety issues is sought and used.

3.   Monitor health and safety requirements

3.1   Systems are developed and implemented for effective monitoring, measuring and reporting of health and safety issues in own area of responsibility.

3.2   Continual improvement of health and safety performance in area of responsibility is demonstrated.

RANGE STATEMENT

All range statements must be assessed:

A.   Communicated:

      (i)   Written (handouts, memoranda, procedural documents)
      (ii)   Orally (training, coaching, mentoring)
      (iii)   Electronically (emails, via Internet and/or Intranet)

B.   Relevant persons:

      (i)   Colleagues
      (ii)   Visitors
      (iii)   Contractors
      (iv)   Suppliers

C.   Hazards and risks:

      (i)   Physical hazards
      (ii)   Chemical hazards
      (iii)   Microbiological hazards
      (iv)   Environmental conditions

D.   Resources:

      (i)   Human
      (ii)   Financial
      (iii)   Physical

UNDERPINNING KNOWLEDGE AND SKILLS

You need to 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 organizational policies for health and safety.
5. What requirements exist for the creation of an organization's written health and safety policy.
6. What is the organizational health and safety policy and how to communicate this to persons in own work area and other relevant parties.
7. How and when to review the application of the health and safety policy statement in area of responsibility.
8. How to inform development based on findings from the review process.
9. How and when to consult on health and safety issues with persons in own area of responsibility or their representatives.
10. Where to find 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'.
12. What are the types of hazards and risks that may arise in relation to health and safety.
13. How to establish and use systems for identifying hazards and assessing risks.
14. How to identify the hazards and risks of the workplace and maintain vigilance for possible risks and hazards.
15. What are the types of actions that can be taken to control or eliminate the hazards and risks.
16. How to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility.
17. Why and how health and safety 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 seek to constantly improve personal performance.
20. What are the types of resources required and allocated across area of responsibility to deal with health and safety issues.
21. What are the specific legislation, regulations, guidelines and codes of practices for health and safety for the sector.
22. What are the health and safety risks, issues and developments 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 is the organizational written health and safety policy statement.
25. What are the operational plans for own area of responsibility.
26. What are the resources allocated to and across own area of responsibility for health and safety.
27. How are the general responsibilities for health and safety allocated in own area of responsibility and the organization.
28. How to treat individuals with respect and act to uphold their rights.

29. How to respond quickly to crises and problems with a proposed course of action.
30. How to identify the implications or consequences of a situation.

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

(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 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.

U48103   **Monitor and resolve customer service problems**

Unit Descriptor:

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

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Resolve customer service problems	1.1 **Customer service problems** are responded to in a positive manner following organizational guidelines.
	1.2 **Customer service problems** are handled and solved within area of responsibility.
	1.3 **Customer service problems** are resolved through working with others.
	1.4 Customers are kept informed about actions being undertaken using suitable **communication methods**.
	1.5 Customers are consulted to confirm that they are comfortable with the actions being taken.
	1.6 Problems with service systems and procedures that might affect customers are resolved before customers are aware of them.
	1.7 Managers and colleagues are informed of the steps taken to resolve specific problems.
2. Identify repeat customer service problems and options for solving them	2.1 Repeat customer service problems are identified.
	2.2 Options for dealing with repeat customer service problems are identified and the advantages and disadvantages of each option are considered.

3. Avoid repeat customer service problems	3.1	Approval is sought from persons with sufficient authority to change organizational guidelines to reduce re-occurrence of problems.
	3.2	Agreed upon solutions are carried out in accordance with organizational policies.
	3.3	Customers are kept informed in a positive and clear manner of steps being taken to resolve service problems.
	3.4	Changes made are monitored and adjusted as appropriate.

RANGE STATEMENT

All range statements must be assessed:

A.   Customer service problems:

(i)   Incomplete work
(ii)   Bad behaviour
(iii)   Incorrect chemical usage
(iv)   Incorrect skills
(v)   Incorrect communication of job requirements
(vi)   Punctuality and time-sensitive controls
(vii)   Odour controls (i.e. sensitivity to odours)

B.   Communication methods:

(i)   Face-to face discussions
(ii)   Telephone calls
(iii)   Text messages
(iv)   Emails
(v)   Faxes
(vi)   Social media

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the organizational procedures and systems for dealing with customer service problems.
2. How to respond positively to customer service problems following organizational guidelines.
3. Which customer service problems with are within the limits of your own authority and how to resolve them.
4. How to work with others to resolve customer service problems.
5. How to keep customers informed in a positive and clear manner of the actions being taken to resolve problems.
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 problems.
9. What are the organizational procedures and systems for identifying repeated customer service problems.
10. How to identify the advantages and disadvantages of the options for dealing with repeated customer service problems.
11. How to work with others to select the best option for resolving repeated customer service problem.
12. How successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with internal customers and service partners.
13. How to negotiate with and reassure customers while their problems are being resolved.
14. How to obtain authorized approval for changes in procedures to reduce the chance of a problem being repeated.
15. How to action agreed solutions of a service problem.
16. How to monitor the changes made and how to adjust them appropriately.

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

(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.

U48203	**Give customers a positive image of yourself and your organization**

Unit Descriptor:

> This unit describes the knowledge, skills and attitude required for communicating with customers, and for giving a positive impression of yourself, your organization and the customer service it provides.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Establish a rapport with customers	1.1 Organizational standards for dress and comportment are applied.
	1.2 Customers are greeted in a respectful and friendly manner in accordance with organizational procedures.
	1.3 Customers are communicated with in a way that makes them feel valued and respected.
	1.4 Customers' expectations are identified and confirmed.
	1.5 Customers are treated in a courteous and helpful manner at all times.
	1.6 Customers are continually informed of actions taken on their behalf and reassured about the status of situations affecting them.
	1.7 Own behaviour is modified to respond effectively to different customers' needs.
2. Respond to customers	2.1 Customers seeking assistance are responded to promptly.

2.2   Most suitable **method of communication** is selected to communicate with customers.

2.3   Customers are consulted to confirm their expectations are fully understood.

2.4   Customers' questions and comments are responded to in a timely manner and positive manner in accordance with organizational standards.

2.5   Customers are given time to consider your responses and further explanation is provided as necessary.

3.   Communicate information to customers

3.1   **Information** to help customers is quickly located.

3.2   Customers are provided with the information about products and services offered by the organization as needed.

3.3   Customers are queried to make sure that complicated information received is clear.

3.4   Reason or reasons that needs or expectations cannot be met is or are clearly explained to customers.

RANGE STATEMENT

All range statements must be assessed:

A.   Communication methods:

      (i)   Face-to-face discussions
      (ii)   Telephone calls
      (iii)   Emails

B   Information:

      (i)   Product and service details
      (ii)   Contractual agreement terms

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What the organizational standards are for appearance and behaviour.
2. How to greet customers respectfully and in a friendly manner.
3. How to communicate with customers in a way that makes them feel valued and respected.
4. How to identify customer expectations.
5. How to respond appropriately to customers' needs.
6. How to keep customers informed and reassured.
7. How to respond promptly to customers seeking assistance.
8. What methods of communication are to be used.
9. How to check with customers so that you fully understand their expectations.
10. What the organizational timeliness are for responding to customers' questions and requests for information.
11. How to quickly locate information that will help your customers.
12. How to give customers the information they need about the services or products offered by the organization.
13. How to recognize information customers might find complicated and how to check that the information is understood.
14. How to recognize different customer behaviour and adapt your own to suit.

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 through:

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

(3) Context of Assessment

This unit may be assessed on the job, off the job or through a combination of the two methods. Where assessment occurs off the job, that is, candidates are not in productive work, an appropriate simulation in which the range of conditions reflects realistic workplace situations must be used. The competencies covered by this unit could be demonstrated by individuals working alone or as part of a team. The assessment environment should not disadvantage candidates.

Candidates must have access to all tools, equipment, materials and documentation required. Candidates 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 under circumstances in which natural work evidence is unlikely to occur.

| **U48303** | **Recruit, select and retain colleagues** |

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to recruit and select persons to undertake identified activities and/or work roles within an area of responsibility.

It involves taking a fair and objective approach to recruitment and selection to ensure that the correct persons with the appropriate skills, knowledge and attitude are appointed.

The unit also involves understanding why colleagues leave the organization and how to take action to retain them.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Identify reasons for leaving the organization	1.1 Colleagues leaving the organization are interviewed to identify and discuss their reasons for doing so.
	1.2 Strategies to address **staff turnover problems** are identified, and those that clearly fall within area of responsibility are implemented.
	1.3 Strategies to address **staff turnover problems** outside area of responsibility are communicated to relevant persons.
	1.4 Work required within area of responsibility is reviewed regularly and shortfalls in manpower, skills, knowledge, understanding and attitude are identified.
	1.5 Options for addressing shortfalls are identified and reviewed to decide the most suitable to implement.
	1.6
2. Consult with others for the recruitment and selection of staff	2.1 Others are consulted to produce and update job descriptions and specifications for recruitment.
	2.2 Others are consulted to discuss and agree upon stages in the **recruitment and selection** process for identified vacancies

2.3 Information on vacancies is checked for accuracy before going to potential applicants.

2.4 Specialists' expertise in relation to recruiting, selecting and retaining colleagues is sought and applied.

2.5 **Recruitment and selection process** are participated in as agreed, and the process monitored for fairness, consistency and effectiveness.

3. Retain employees

3.1 Confirmation is sought that applicants who are selected and offered positions are able to perform effectively and work with colleagues.

3.2 **Recruitment and selection** process is judged for success in relation to recent appointments in own area of responsibility and areas for improvement are identified.

RANGE STATEMENT

All range statements must be assessed:

A.   Staff turnover problems:

(i)   Non-performance
(ii)   Absenteeism
(iii)   Unequal or substandard wages
(iv)   Inadequate or lacklustre supervision and training
(v)   Employee skills and job skills do not match
(vi)   Substandard equipment, tools and facilities

B.   Recruitment and selection process:

(i)   Advertising of vacancy
(ii)   Interviewing
(iii)   Reference and background checking
(iv)   Selection
(v)   Orientation

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to recognize the opportunities presented by working with a diverse group of people.

2. How to turn unexpected events into opportunities rather than threats.

3. How to include new ways of working.

4. Why it is important to recognize persons' needs and motivations and how these can be identified.

5. How to comply, and ensure that others comply, with all relevant legislation and industry regulations.

6. How to take and implement difficult and unpopular decisions.

7. How to act within the limits of own authority.

8. How to show integrity, fairness and consistency in decision making.

9. How to sensitively and constructively identify the reasons persons have for leaving the organization.

10. What are the reasons persons may have for leaving an organization..

11. What are the causes and effects are of high and low staff turnover in the industry and how these can be measured.

12. What measures can be taken to address staff turnover problems in own industry sector.

13. How to identify shortfalls in manpower, skills, knowledge, understanding and attitudes in your work area.

14. What are the various options for addressing identified shortfalls, including the advantages and disadvantages of each option.

15. What areas job descriptions and personnel specifications should cover and why it is important to consult with oothers in producing and updating them.

16. What are the different stages in the recruitment and selection process.

17. Why it is important to consult with others on the stages, recruitment and selection methods to be used, on associated timings and on who is going to be involved.

18. What are the different recruitment and selection methods including the associated advantages and disadvantages of each method.

19. Why it is important to give fair, clear and accurate information on vacancies to potential applicants and how to do so.

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20. How to judge whether applicants meet the stated requirements of the vacancy.

21. What are the sources of specialist expertise in relation to recruitment, selection and retention, and how to locate those sources.

22. How to take account of equality and diversity issues according to legislation and best practices in the recruitment, selection and retention process.

23. How to review the effectiveness of recruitment and selection in own area of responsibility.

24. What specific recruitment, selection and retention issues exist within the industry.

25. What specific initiatives and arrangements exist within the industry for retaining colleagues.

26. What are the working culture and practices of the industry

27. What current resources are available to you (e.g., skills, knowledge, understanding and experience of colleagues).

28. What are the work requirements for your area.

29. What are the agreed operational plans and changes are in your area.

30. What is the ratio of staff turnover in your area.

31. What are the job descriptions and personnel specifications for the confirmed vacancies.

32. What are the local employment market conditions.

33. What are the organizational structure, values and culture.

34. What are the employment policy and practices within the organization.

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 through:

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

(3) Context of Assessment

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

Candidates must have access to all tools, equipment, materials and documentation required. Candidates 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 under circumstances in which natural work evidence is unlikely to occur.

U48403   **Contribute to the control of resources**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to use resources without undue waste.

The unit covers obtaining supplies, checking equipment, monitoring the use of resources, and the keeping of records.

ELEMENT	**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

1. Identify required resources

1.1 **Resources** available for own area of responsibility are identified.

1.2 **Resources** needed for own work are identified and correct procedures for obtaining them followed.

1.3 Problems in obtaining **resources** are dealt with following agreed upon procedures and relevant persons kept informed.

1.4 Quality, quantity and suitability of resources are checked before use.

1.5 Materials and equipment are checked to confirm correct storage and maintenance.

1.6 Colleagues are encouraged to use **resources** efficiently by minimizing waste according to best practice.

2. Monitor use of resources

2.1 **Resources** within own area of responsibility are monitored.

2.2 **Resources** are monitored to ensure they are used effectively, efficiently and in accordance with organizational and legal regulations/requirements.

2.3   Ways of making better use of **resources** are identified and actioned, and information passed on to appropriate persons according to organizational procedures.

2.4   Records on **resources** are kept up to date, accurate and in a specified place.

Technical and Vocational Education and Training (TVET) Council
Version 1.0 November 2014

RANGE STATEMENT

All range statements must be assessed:

A.   Resources:

(i)   Manpower
(ii)   Skills and knowledge
(iii)   Chemicals
(iv)   Equipment

Technical and Vocational Education and Training (TVET) Council
Version 1.0 November 2014

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to make best use of available resources and proactively seek new sources of support when necessary.
2. How to check the resources currently available to you.
3. How to ensure that the available resources are suitable for the work to be carried out.
4. How to prioritize objectives and plan work in a way that makes the best use of time and resources.
5. How to promptly recognize changes in circumstances and adjust plans and activities accordingly.
6. How to take personal responsibility for making things happen.
7. What are the equipment, supplies and manpower used in own area of responsibility.
8. Why it is important to work within the agreed spending limits.
9. What are procedures that need to be followed if agreed spending limits are exceeded.
10. Why it is important to obtain management's approval for spending beyond agreed limits of authority.
11. What is cost of the resources and what are the organizations' financial targets.
12. What is the cost of the impact that using some resources can have on the environment.
13. What are the organizational policies for ordering resources, using resources, controlling waste and recycling.
14. What are the health and safety requirements for the resources within own area of responsibility
15. How to ensure that resources within own area of responsibility are stored and handled correctly, safely and securely as appropriate.
16. Who are the regular suppliers of the organization and who is responsible for ordering supplies.
17. What are the normal consumption levels of the resources.
18. How to work out what resources are required for the work.
19. How to collect information on available resources for own area.
20. What are the correct procedures to follow for obtaining required resources?
21. How to store resources appropriately.
22. What are the appropriate lifting methods/techniques for moving resources?
23. How to obtain management's approval for spending beyond agreed limits of authority.
24. What records are required on the use of resources by the organization.
25. What are the advantages of using computerized stock control systems.
26. Why it is important to count, check and monitor the use of resources and how to do so.
27. Why it is important to keep waste to a minimum and how to do so.
28. How to encourage efficient use of resources for the benefit of the organization and the wider environment.
29. How to motivate others to use resources efficiently.
30. How to present recommendations to decision makers.

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 through:

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

(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 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.

U48503	**Supervise the cleaning of food areas**

Unit Descriptor:

This unit describes the knowledge skills and attitudes required to effectively and safely supervise employees who are cleaning food areas including kitchens, food service areas, food manufacturing premises, food production or food retailing areas.

In food areas it is important to maintain high standards of hygiene and ensure that food safety management procedures are followed.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Monitor the application of procedures	1.1 Occupational health and safety requirements associated with working in food areas are known and adhered to.
	1.2 Knowledge of organizational **food safety management procedures** and cleaning specifications are applied.
	1.3 Staff is advised of **personal hygiene standards** and organizational policies and procedures for maintaining them.
	1.4 Staff is instructed of the type of health conditions to be reported.
2. Supervise the cleaning of food areas	2.1 **Personal protective equipment** is selected, correctly fitted and used appropriately.
	2.2 Staff is monitored to ensure the correct equipment, cleaning agents and personal protective equipment are used for the specific cleaning operation.
	2.3 Procedures for isolation, disassembly, cleaning and reassembly of equipment are known and used correctly by staff.

	2.4 Cleaning specifications for food areas are identified and understood by staff in accordance with organizational food safety management procedures.
	2.5 Cleaning is assessed using organizational food safety management procedures.
	2.6 Waste and slurry are disposed of in accordance with environmental standards.
	2.7 Problems reported by staff are dealt with appropriately.
3. Monitor the cleaning of the food area	3.1 Food area is checked after cleaning and meets organizational standards for use.
	3.2 Food equipment after cleaning is checked and stored according to manufacturer's procedures and instructions.
	3.3 Pest and other types of infestation are recognized and reported and corrective measures implemented as necessary.
	3.4 Feedback on problems in food safety management procedures is provided to food safety officers.

RANGE STATEMENT

All range statements must be assessed:

A. **Food Safety Management procedures:**

    (i)   Hazard Analysis Critical Control Point (HACCP) certification
    (ii)   International Organization for Standards (ISO) certification 22000

B. **Personal hygiene standard:**

    (i)   Covering of hair and beards
    (ii)   Non wearing of jewelry
    (iii)   Covering of cuts and wounds
    (iv)   Wearing of clean uniforms daily
    (v)   No mobile/ cellular phone use

C. **Personal protective equipment:**

    (i)   Gloves
    (ii)   Hair nets
    (iii)   Beard nets
    (iv)   Aprons
    (v)   Boots
    (vi)   Ear plugs/muffs
    (vii)   Hard hat/cap
    (viii) Dust masks/respirator

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. Where the cleaning specifications are located within the food safety management procedures.
2. What is the required standard of personal hygiene and what methods are used to maintain it.
3. What types of health conditions must be reported to the organization.
4. What are the procedures for reporting health conditions.
5. Why specific types of cleaning agents or compounds are appropriate for specific cleaning operations.
6. What are the risks and consequences of using an incorrect cleaning agent or compound.
7. What type of PPE's (personal protective equipment) is appropriate for working within food areas.
8. How to isolate power supplies for equipment.
9. What are the procedures for disassembling, cleaning and reassembling of food equipment.
10. What are the types of problems that can prevent the opening of food area.
11. What are the types of problems that can be actioned within the limits of your own authority.
12. What are the correct procedures for the disposal of waste and slurry.
13. How to clean the equipment used for cleaning.
14. Where to store the cleaning equipment.
15. What are the procedures and actions taken when pest infestation is observed.
16. How to and to whom are report problems with the food safety management procedures and to whom they should be made.

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

(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 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.

U48603	Support staff in minimizing risk of spreading infection

Unit Descriptor:	This unit describes the knowledge, skills and attitude required to provide management with the guidance and support to train staff in techniques that minimize the risk of acquiring and spreading infection.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achive the following:
1. Develop and apply infection control policy and procedures	1.1 Clear **organizational policy and procedures** for infection control in own area of responsibility are adopted and applied.
	1.2 **Organizational policy and procedures** for infection control are clearly communicated to all staff.
	1.3 Induction training and subsequent updating training are conducted to provide staff with the skills and knowledge to apply **infection control policy and procedures.**
	1.4 **Infection control policy and procedures** are implemented as an integral part of staff objectives.
	1.5 Workplace operation plans are identified and followed in accordance with job requirements, surrounding activities and the environment.
	1.6 Staff is provided with **personal protective equipment** (PPE), appropriate immunization, access to occupational health services, facilities and supplies to minimize the risk of infection while working.

2. Monitor and provide feedback on the application of infection control policy and procedures

2.1 Staff practices in relation to infection control are monitored and audit and feedback provided to staff and all relevant persons.

2.2 Resources, equipment and relevant environmental factors that affect infection control are monitored.

2.3 Problems observed and reported are investigated and prompt remedial action initiated as appropriate.

2.4 Reported adverse events that pose infection risks are reviewed and prompt appropriate action is initiated to resolve problems.

2.5 Trends of reported adverse events are analyzed to identify recurring problems and action is taken to deal with them.

2.6 Relevant responsible persons are informed of any infection control problems that remain unaddressed and asked to take appropriate remedial action.

RANGE STATEMENT

All range statements must be assessed:

A.   Infection control policy and procedures:

       (i)   Procedures for identifying and reporting types of infections, e.g.,
                  chicken pox, gastro-enteritis, conjunctivitis, etc.
       (ii)   Procedures for and methods of isolation; quarantine of persons and equipment

B.   Personal protective equipment:

       (i)   Coverall
       (ii)   Safety boots
       (iii)   Hard hat/cap
       (iv)   Gloves
       (v)   Safety glasses/goggles
       (vi)   Earplugs/earmuffs
       (vii)   Dust mask/respirator

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant standard infection control precautions, policy and legislation.
2. What health and safety regulations cover your area of responsibility, including their importance and application.
3. What are the regulations concerning hazardous materials.
4. What is the chain of infection and how it works.
5. What immunizations are required for the work and where to obtain them.
6. What facilities and techniques are required to maintain hand and overall hygiene.
7. What first aid supplies are available and where they are located.
8. What personal protective equipment (PPE) is necessary for the work.
9. What steps are to be taken to minimize the risks of infection.
10. What techniques are used to review and communicate the infection control policy affecting area of work.
11. How to ensure that staff has induction and/or updated training in infection control.
12. How to ensure that staff use PPE correctly according to the infection control, prevention and precautions procedures.
13. How to monitor staff for compliance with infection control policy and correct any non-compliance measures.
14. What are your own role and responsibilities and those of others, relating to infection control policy.
15. How to maintain relevant records for your area of responsibility.
16. What are the procedure for reporting accidents and incidents and the techniques to action remedies.
17. What are the procedures for reporting problems outside own area of responsibility.

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 through:

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

(3) Context of Assessment

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

Candidates must have access to all tools, equipment, materials and documentation required. Candidates 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 under circumstances in which natural work evidence is unlikely to occur.

U48703   **Maintain a sustainable cleaning environment**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to effectively and safely maintain sustainable development and good environmental practices during work activities.
The unit takes into account the steps required to minimize damage to the environment and disturbance to habitats.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Maintain a sustainable cleaning environment	1.1 Work is carried out in a manner that minimizes pollution and physical disturbance.
	1.2 **Recyclable materials** and static and mobile plant equipment that minimize pollution and physical disturbance are used by staff.
	1.3 Work activities are conducted in accordance with **relevant policy and legislation.**
	1.4 Physical disturbances are recognized and appropriate action taken.
2. Contribute to continual improvements in sustainable cleaning environment	2.1 Improvements to procedures and practices in terms of best environmental practice are identified and appropriate action taken.
	2.2 **Hazardous and non-hazardous waste** is disposed of safely according to approved legislative procedures and practices.
	2.1 Sustainable development is aided particularly by conservation of energy, water, and use of resources and equipment that minimize environmental damage.

RANGE STATEMENT

All range statements must be assessed:

A.   Relevant policies and legislation:

      (i)   Safety and Health i.e.
      (ii)   Environmental legislation
      (iii)   Solid waste management policies
      (iv)   Recyclable policies

B.   Hazardous and non-hazardous waste:

      (i)   Hazardous, e.g., oils, chemicals, pesticides, electronic equipment
      (ii)   Non-hazardous, e.g., food, plants

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the relevant policies and legislative requirements for health and safety of the environment.
2. How to conduct risk assessments.
3. What are the methods for minimizing environmental damage during work.
4. How to select the most suitable materials and equipment for the given work activity and the potential impact on the environment.
5. What are the ways to use tools and equipment in order to minimize environmental damage?
6. What are the operational and legislative requirements in terms of environmental damage?
7. What are the types of damage that might occur and how can these damages impact on the environment.
8. What are the corrective actions that can be taken to reduce the damage impact on the environment.
9. What constitutes hazardous and non-hazardous waste.
10. What are the methods of waste disposal that minimize the risk to the environment.

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

(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 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.

U48803	**Provide leadership for your team**

Unit Descriptor	This unit describes the knowledge, skills and attitudes required to effectively provide direction to team members and motivate and support them to achieve personal objectives and team objectives.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Communicate objectives	1.1 Purpose and objectives of the team are set out and positively **communicated** to all members of the team.
	1.2 Members of the team are involved in planning how personal objectives will be achieved.
	1.3 Confirmation is sought that individuals understand how achieving personal work objectives contributes to the team's objectives.
	1.4 Team members are encouraged and supported to achieve personal work and team objectives.
	1.5 Team members' objectives that are achieved are recognized and acknowledged.
2. Facilitate teamwork	2.1 Trust and support of the team for your leadership is won through your performance.
	2.2 Team is steered successfully through difficulties and challenges, including conflict within the team.
	2.3 Creativity and innovation within the team are encouraged and recognized.

2.4   Team members are given support and advice when needed, especially during periods of setback and change.

2.5   Team members are motivated to present their own ideas and their contributions listened to and acknowledged.

2.6   Team members with knowledge and expertise are encouraged to take the lead and the lead is followed willingly.

2.7   Team members' activities and progress are monitored without interference.

RANGE STATEMENT

All range statements must be assessed:

A.   Communicated:

(i)   Written
(ii)   Verbal /oral
(iii)   Electronic

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to create a sense of common purpose.
2. How to take personal responsibility for making things happen.
3. How to encourage and support others to take autonomous decisions.
4. How to act within the limits of your own authority and how to make time to support others.
5. How to show integrity, fairness and consistency in decision making.
6. What are the different ways to communicate effectively with members of a team.
7. How to set specific, measurable, achievable, realistic and time-bound (SMART) objectives.
8. How to plan the achievement of the team's objectives and the importance of involving team members in the planning.
9. Why it is important to show team members how personal work objectives contribute to the achievement of team objectives.
10. What are the different styles of leadership.
11. How to select and apply different methods of motivation, support and encouragement for team members.
12. What different methods can be used to recognize the achievements of team members.
13. What types of difficulties and challenges, including conflict within teams, may arise.
14. How to identify and overcome difficulties and challenges within the team.
15. Why it is important to encourage others to take the lead and what methods can be used to do this.
16. How to encourage and recognize creativity and innovation within a team, and the benefits of doing this.
17. What are the objectives and plans of your team and the personal work objectives of team members.
18. What type of support and advice team members are likely to need.
19. How to provide the support and advice that team members need.
20. What are the standards of performance for the work of the 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 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 through:

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

(3) Context of Assessment

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

Candidates must have access to all tools, equipment, materials and documentation required. Candidates 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 under circumstances in which natural work evidence is unlikely to occur.

U48903   Train cleaning staff

Unit Descriptor:	This unit describes the knowledge, skills and attitude required to effectively train and update staff in cleaning. It is about assessing training needs and training individuals to standards required by the organization, including giving feedback on progress and achievements.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Contribute to the assessment of individuals' training needs	1.1 Positive working relationships with cleaning staff are established.
	1.2 Previous work experience and skills of new recruits are identified accurately.
	1.3 Knowledge and skills needed to match the required quality of performance are identified.
	1.4 Required level of occupational health and safety knowledge is identified and appropriate training undertaken in area of responsibility.
	1.5 Degree of required supervision for individuals in training is determined.
	1.6 Training needs assessment is communicated to the relevant persons.
2. Train staff to quality and performance standards	2.1 Structured training plan to meet individual training needs is applied.
	2.2 Expectations of cleaning staff are explained clearly in own area of responsibility.
	2.3 Staff is given clear information and instructions.

	2.4 Best working practices are demonstrated in ways to promote effective learning.
	2.5 Equipment operation is demonstrated using manufacturers' recommendations and organizational procedures.
	2.6 Staff is supported in practicing their skills in safe working conditions.
	2.7 Progress of cleaning staff is monitored and ability of staff to cope with demands of work and working environment is assessed.
	2.8 Details of training activities and progress realized are recorded accurately in accordance with organizational procedures.
3. Provide feedback on individuals' progress and performance	3.1 Individuals are given opportunities to assess their performance at appropriate stages in their training.
	3.2 Clear and impartial feedback is provided to individuals on their progress and performance.
	3.3 Individuals are given opportunities to help identify constructive ways to meet their ongoing training needs.
	3.4 Progress of individuals is reported according to organizational procedures.
	3.5 Reasons for variations in each individual's progress are identified.
	3.6 Realistic solutions are suggested when individual progress is slower or faster than expected.

RANGE STATEMENT

All range statements must be assessed:

No range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to establish positive working relationships with cleaning staff.
2. How to accurately identify new cleaning staff's previous work experience and skills.
3. What knowledge and skills are required to meet standards of quality and performance in own area of responsibility.
4. What health and safety risks may arise in your area of responsibility and the organizational procedures for dealing with them.
5. What are your own limits of responsibility for training of staff.
6. What are the training needs and how to identify them, taking into account previous experience.
7. How to communicate your assessment of the training needs of an individual and to whom they should be communicated.
8. Who is responsible for training staff in the organization and what information you are required to provide for them.
9. What is the organization's structured training programme for cleaning staff.
10. How to implement a training plan within your own area of responsibility.
11. How to clearly explain to staff in own area of responsibility what is expected of them.
12. How to give clear information and instructions to individuals.
13. How to give staff on-the-job instructions and how to supervise their work.
14. How to put individuals at ease.
15. How to demonstrate best practices in the work.
16. What are the best techniques for demonstrating methods and equipment.
17. How to select the most appropriate techniques for demonstration to address and individual's needs.
18. What questioning techniques are available and how to apply them.
19. What types of support enable persons to practise their newly acquired skills.
20. How to monitor cleaning staff's progress and staff's ability to cope with the demands of work and the working environment.
21. How to accurately record the details of training activities and progress according to organizational procedures.
22. How to provide feedback to individuals on their progress and performance.
23. What techniques can be used by individuals to assess their own progress and performance.
24. What difficulties individuals can have in making progress and what actions can be used to overcome these difficulties.
25. What organizational procedures exist for reporting individual progress

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 through:

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

(3) Context of Assessment

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

Candidates must have access to all tools, equipment, materials and documentation required. Candidates 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 under circumstances in which natural work evidence is unlikely to occur.

Glossary of Terms

Assessment methods

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

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme, 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

Organization/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 they can generate and the specific nature of the evidence produced.

Competence

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

Element

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

Explanation of NVQ Levels

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

Level	
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.

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

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she 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 you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

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 you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Level 3 Glossary of Terms

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, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> 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:

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.

Work-based projects

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

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