



Federal Ministry of Education



Regulatory Body



Sector Skills Council

NIGERIA SKILLS QUALIFICATION FRAMEWORK

NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

ACCOMMODATION OPERATION TRADE

ARTISAN CADRE

HOUSE-KEEPING SUPPORT ROOM MAID/ROOM BOY/ BUTLER

LEVEL 2

REVIEWED BY

HOSPITALITY & TOURISM SECTOR SKILLS COUNCIL OF NIGERIA
(HTSSCN)
NIGERIA

Federal Republic of Nigeria

27-28 AUGUST 2024

MEMBERS IN ATTENDANCE

LIST OF NOS REVIEWERS				
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2.	Nura Sani Kangiwa	Director General/CEO	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
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20.	Maryam Yusha'u Abubakar	NSQF Regulatory Agency personnel	National Board for Technical Education (NBTE)	Observer
21.	Elijah Dabak Sheleph	Trainer	NIHOTOUR/ HT Sector Skills Council Secretariat	Member
22.	Philip Egga Maga	Council Under-Secretary	NIHOTOUR/ HT Sector Skills Council Secretariat	Member/Secretary

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GENERAL INFORMATION

1.0 GENERAL INFORMATION

1.1 The NSQ Framework

The Nigeria Skills Qualifications Framework (NSQF) was approved by the Federal Executive Council in April 2013. The framework is a learning outcome-based qualifications encompassing all education and training sectors and all forms of learning. It comprises about nine (9) levels, each being identified by a unique set of Level Descriptors. Each qualification has defined learning outcomes (LO), with each unit comprising the qualification mapped against the Level Descriptors. The Level Descriptors are in turn, classified into three separate strands (categories) covering Knowledge, Skills and Competence.

1.2 Context and Goals

The decision of the Hospitality and Tourism Sector Skills Council of Nigeria (HTSSCN) to review and develop new occupational trade standards based on the Nigeria Skills Qualifications Framework (NSQF) in Nigeria was driven by a number of challenges including:

- links and gaps between qualifications and the labour market is not strong
- lack of consistency in qualifications
- absence of a system for comparing qualifications to each other
- pathways of progression between qualifications is unclear
- value of qualifications to employers and learners is unclear
- update the original standards with new innovations in the occupational trade standards

1.3 Vision of the Occupational Trade Standards

The vision is for these challenges to be addressed through the development of a comprehensive NSQF that will cut across all sectors of education and training, irrespective of the nature or form of learning. The NSQF is envisaged to:

- provide a stronger basis for the understanding, comparison and recognition of national and foreign qualifications, thereby improving the understanding of employers, parents and learners of the value of qualifications
- provide fit-for-purpose qualifications that have stronger linkages with labour market and learner needs
- increase the accountability of education and training institutions towards maintaining high quality standards in their provisions
- improve the opportunities for mobility and progression of learners within and across higher education, vocational and general education sectors
- promote the concept of lifelong learning through the recognition of all types of learning:
formal, non-formal and informal.

1.4 Aim of the Occupational Trade Standards

The standards are to produce learners with acquired skills and competence capable of carrying out hospitality, travel and tourism and trade operational tasks with stand alone occupational trade career path skills for both training standards and frameworks at levels accordingly.

1.5 Design, Level and Credit of the Occupational Trade Standard

The design and development of occupational trade standards are generally undertaken by the Hospitality and Tourism Sector Skills Council of Nigeria. The Council also has the responsibility for developing, maintaining and updating the standards. The awarding body classifies the qualifications, approves and monitors deliveries at centres and issues qualifications to competent learners.

1.6 Validation of Occupational Standards

All occupational standards placed on the NSQ are to be validated the Council stakeholders to ensure that they are fit-for-purpose and meet validation standards and the needs of learners or the labour market. It also ensures that the validation standards, process and roles of validators are defined and transparent.

As a matter of policy, a Validation Panel of practising employers, professional experts and educators/trainers ensure that each occupational standards meet the Validation Standards which the regulatory body oversees. Panel members were selected in a transparent and objective manner and the Validation Panel only judge the validity of occupational standards using the Validation Standards published as provided in the NSQ Handbook. The Panel assigned a Validity Period of three (3) years for every valid standard.

1.7 Enabling Learners with Special Needs

As a matter of policy, the developed standards creates the environment that enables learners with special needs to be integrated into the education and training systems and recognizing their achievements on the NSQ. By these, the workplaces and centres to handle training must provide equal and suitable opportunities for the integration and access of learners with special needs and recognition of their achievements. Learners with special needs are to be provided with suitable support and resources, and ensure their integration and recognition of achievements.

1.8 Promoting Lifelong Learning

The Council pursuant to the NSQF guideline develop the occupational standards to promote Lifelong Learning which aims to recognize prior learning, and to further enhance progression pathways between education and training sectors. This is by developing a common understanding of Recognition of Prior Learning (RPL) in the context of the NSQ to be on equal terms with formal learning. With guidance, the training centre are to provide mechanisms for RPL in accordance with the NSQ education and training regulations.

1.9 Placement of Occupational trade standard on the NSQ

The occupational trade standards are developed in accordance with the NSQ process for 'Qualification Placement'. These are with the aim of ensuring that Training Provider/ roles and responsibilities in the 'Qualification Placement' process are clear, transparent and the arrangements for placing occupational trade standard on the NSQ.

1.10 Method of Assessment

As validated by the Council, the assessment tasks and activities are designed to ensure that individual learners have the opportunity to demonstrate their achievement of different learning outcomes. One way of ensuring this is directly linking the assessment to the learning outcomes, making the purpose of assessment clear and transparent, including to individual learners. Assessment involves gathering, evaluating, analysing and judging evidence in order to decide whether a learner has achieved the predefined learning

outcomes. It relies on a broad range of formative and summative assessment tools and processes the former providing an insight into learner progress while the latter is rather more formal and provides evidence for future credits and awards upon achieving competences on desired trade standards.

In the course of training, assessment often relies on the use of a number of tools and instruments. Assessment tools and instruments can include, but are not limited to:

- Case Studies
- Observed Practical Exercises
- Observed Performance at Work
- Role-play and/or other targeted Group Activity
- Oral, Audio and Visual Processes and Presentations
- Long-Answer Questions (reports, proposals for action, specialist articles)
- Short Answer Questions and Structured Questions for oral (Skills based and Witten for knowledge-based criteria)
- Selected-Response Items (e.g. multiple-choice).

Assessment processes is both fit-for-purpose, rigorous and fair, and should be aligned with the level and type of learning provided by the qualification or unit. With assessment practices managed and delivered across a broad range of education and training institutions, it is important to ensure that quality assurance mechanisms are in place with a view to ensuring that assessment is efficiently, effectively and consistently delivered, and that internal and external assessment moderation and verification processes exist.

1.12 Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

Direct Observation (OBS)

Oral Question & Answer (OQA) for Skills based criteria

Written Question & Answer (WQA) for knowledge-based criteria

Witnesses Testimony (WT)

Assignment (ASS)

Personal Statement (PS)

Reflective/Learning Journal (LJ)

Work Product [(WP)

Recognition of Prior Learning (RPL)

SECTOR: HOSPITALITY TRAVEL AND TOURISM
OCCUPATIONAL TRADE: ACCOMMODATION OPERATION
CADRE: ARTISAN/ SUPPORT OPERATOR
CAREER PATH: FRONT OFFICE SUPPORT ROOM MAID/ROOM BOY/ BUTLER
NSQ LEVEL: 2

TABLE OF STANDARDS AND CREDIT LOAD

S/N	UNIT TITLE	UNIT REFERENCE NUMBER	CREDIT VALUE	GUIDED LEARNING HOURS
MANDATORY UNIT				
1.	Maintain safe, hygienic and Secure Environment	HTTGP001L2	3	30
2.	Team Work at Hospitality Work Place	HTTGP002L2	3	30
3.	Communicate at Work environment	HTTGP003L2	3	30
OPTIONAL UNIT				
4	Support Clean and service a range of areas	HTTRM001L2	4	40
5	Use mixed chemicals and equipment housekeeping	HTTRM002L2	1	10
6	Support Clean, maintain and protect semi-hard and hard floors	HTTRM003L2	4	40
7	Support Cleaning of commercial and residential windows from inside	HTTRM004L2	3	30
8	Support Collect linen and make beds	HTTRM005L2	3	30
9	Assist to clean and maintain public area	HTTRM006L2	3	30
10	Assist Carry out routine and periodic deep cleaning of guest room	HTTRM007L2	3	30
11	Support Carry out schedule routine maintenance, repairs and replacements	HTTRM008L2	4	40
12	Support implementation of emergency response procedures	HTTRM009L2	4	40
13	Support in Workplace Surveillance	HTTRM010L2	3	30
14	Observe Ethics in hospitality, leisure, travel and tourism sectors	HTTRM011L2	2	20
15	Observe Employment rights and responsibilities in hospitality, leisure, travel and tourism sectors	HTTRM012L2	2	20

Abbreviations: **HTT**= Hospitality and Tourism Sector
GP= General Practice
RM= Room Maid
001= Unit number
L2= Level 2

UNIT 01: MAINTAIN SAFE HYGIENIC AND SECURE ENVIRONMENT

Unit reference number: HTTGP001L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit is about personal hygiene, environment sanitation and ensuring own contribution to Security in the Workplace. It focuses on the learner's ability to work under safe and hygienic conditions, preventing cross-contamination. More so, it provides the learner with a broad understanding of reviewing hazards and hazard based procedures such that they are part of a team maintaining food safety. This unit is appropriate to a learner that directly prepares and cooks food.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 01: Maintain a Safe Hygienic and Secure Environment

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Personal Health and Hygiene	1.1	Wear Clean, Smart and appropriate Clothing	
	1.2	Keep hair neat and tidy and in line with your organization's Standard	
	1.3	Use jewelry, perfume and cosmetics allowed by organization	
	1.4	Get any cuts, grazes, burns treated by the appropriate person	
	1.5	Report illnesses and any infections promptly to the appropriate person	
LO2 Health, safety and Environmental Security	2.1	State your responsibilities under the health and Safety act	
	2.2	State the general rules of hygiene that you should follow	
	2.3	State Clothing, footwear and headgear that should be worn at all times	
	2.4	State the importance of maintaining good personal hygiene	
LO3 Identify and report hazards	3.1	Identify some hazards or potential	

in one's Workplace		hazards in your work Environment and act appropriately										
	3.2	Report any accidents or near accidents quickly and accurately to the right person										
	3.3	Follow health, hygiene and safety procedures while working										
	3.4	Practice emergency procedures correctly										
	3.5	Follow Security Procedures of the Organization										
	3.6	Observe Government regulations on health and safety in your Industry (OHS Act 2012)										
LO4 Comply with Health and Safety Regulations												
	4.1	State the importance of working in a healthy, safe and hygienic way										
	4.3	State where you can obtain information about Health and safety in your work place										

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number					
LO 4 Handle hazard and emergency cases	4.4	Describe the types of hazards that can occur in your workplace and how to deal with them										
	4.5	State hazards that you can deal with personally and hazards that must be reported to someone else										
	4.6	Describe how to warn other people about hazards and why this is important										
	4.7	Explain why accidents and near accidents should be reported and who these should be reported to										
	4.8	Describe the type of emergencies that may happen in the Workplace and how to handle them										
	4.9	Identify first aid equipment and the registered first-aider in the workplace										
	4.10	State ways of lifting and handling items safely										
	4.11	State other ways of working safely that are relevant to your job and why these are important										
	4.12	Describe organisational emergency procedures, in particular fire, and how these should be followed										
	4.13	State the possible causes for fire in the workplace										
	4.14	Describe how to minimise the risk of fire										

	4.15	State where to find fire alarms and how to set them off								
	4.16	State why a fire should never be approached unless it is safe to do so								
	4.17	State the importance of following fire safety laws								
	4.18	Describe organisational security procedures and why these are important								
	4.19	State the correct procedures for dealing with customer property								
	4.20	. State the importance of reporting all usual/non-routine incidents to the appropriate person								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 02: TEAM WORK AT HOUSEKEEPING WORKPLACE

Unit reference number: HTTGP002L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit deals with fulfilling one's own roles when working in a team, that is the people working with you in your workplace, in such a way that one contributes to the team's effectiveness. 'Team' here includes your line manager or immediate supervisor as well as other people there working at the same level as the learner. The unit focuses on carrying out instructions accurately, working at a good pace so as not to slow down the work of others, communicating with the people you work with and receiving constructive feedback to improvement. This unit is appropriate for a person at a basic level of engagement in the Hospitality Industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 02: Work effectively as part of a Hospitality Team

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Organise own work	1.1	Ensure that one understands what is required for owns work	
	1.2	Adhere to instructions accurately	
	1.3	Plan and organize place one's tasks in order of importance	
	1.4	Place everything needed for work within reach	
	1.5	Keep work areas clean and tidy	
	1.6	Keep waste to a minimum	
	1.7	Seek assistance if in need and from the relevant person	
	1.8	Provide work output in due time as agreed	
LO2 Work effectively with Members of own team			
	2.1	Assist team members when they ask	
	2.2	Ensure that any assistance given is within limits of own responsibilities	
	2.3	Manage time well in spite of assisting others	
	2.4	Ensure information transmitted to others	

		in the team is timely									
	2.5	Maintain cordial working relations with team mates									
	2.6	Report any misunderstandings or incidences in relating with team mates to the relevant person									
	2.7	Communicate clearly and effectively with team members									
LO3 Develop own skills											
	3.1	Seek feedback on your work and be able to use the feedback constructively									
	3.2	Identify with appropriate persons what aspects of your work that are up to standard and what areas to improve									
	3.3	Agree on what you have to do to improve your work									
	3.4	Agree on a learning Plan with the appropriate person									
	3.5	Seek opportunities to review and develop your learning plan									

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number				
LO 4 Knowledge of Work Management	4.1	State why it is important to understand what is required of you at work									
	4.2	Explain how you can organize your work to avoid distractions and use time effectively									
	4.3	State the benefits of being organized and having work tools close at work before starting jobs									
	4.4	Explain why it is important to clean up your work area while working									
	4.5	Explain why it is important to minimize waste									
	4.6	Explain in which cases you need to ask for help and who is the appropriate person(s) to ask									
LO 5 Team work											
	5.1	State the importance of working effectively with others in a team									
	5.2	List the persons who are part of your team and their roles									
	5.3	State what is required of your team in the Whole Organization and why									
	5.4	Explain how you can work cordially and avoid conflicts with another									

	5.5	Explain why work conflicts with another person should be reported to an authority								
	5.6	Explain in what cases you can assist others and when you cannot so as to complete own work in time								
	5.7	Explain why important information should be communicated to others in your team in good time								
	5.8	Explain how to communicate effectively and why								
LO 6 Skill Development	6.1	Explain why it is important to develop your own skills								
	6.2	Explain ways of getting feedback from own teammates and how to use it positively								
	6.3	Explain the importance of a learning plan in your own work and development								
	6.4	Explain why your learning plan should be improved frequently								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 03: COMMUNICATE AT WORK ENVIRONMENT

Unit reference number: HTTGP003L2

NSQ level: 2

Credit value: 1

Guided learning hours: 10

Unit Purpose: This unit deals with basic communication that is effective and timely in such a way that one contributes to the team’s effectiveness. It focuses on using words, body language and symbols to communicate with the people in own’s work place, identifying sources of information needed for an efficient work flow and passing on information clearly and effectively. This unit is appropriate for a learner at a basic level of engagement in the Hospitality Industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 03: Communication System in a Work Environment

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Communication System	1.1 Use simple verbal means to pass on necessary information		
	1.2 Use non-verbal means to pass on necessary information		
	1.3 Interpret symbols and signs appropriately		
LO2 Source of information in a Work Environment	2.1 Locate the Source of information in an Organization or Work Environment		
	2.2 Relate appropriately with the source of information		
	2.3 Use the various information flow systems in a work environment		
	2.4 Use information to avoid challenges in a Work situation		
	2.5 Report findings in accordance to procedure in a Work environment		
LO3 Communication in a work environment	3.1 Locate the various communication equipment in the Work environment		
	3.2 Use effectively the various		

		communication equipment in a work environment									
	3.3	Pass information effectively to the right personnel									
	3.4	Pass information effectively using symbols, signs and codes									
	3.5	Follow instructions in line with ethics of the work environment									

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 04: SUPPORT CLEAN AND SERVICE A RANGE OF AREAS

Unit reference number: HTRM001L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40hours

Unit Purpose: This unit provides the learner with the knowledge and ability to clean and service toilets and bathroom areas, clean and service furnished areas and dispose waste according to organization's standard.

This unit is appropriate for learners who are aspiring to work as public area attendants and room attendants in both private and commercial sector.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 04: clean and service a range of areas

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO 1 Toilet and bathroom areas.	1.1	Loading and arranging of trolley neatly	
	1.2	Prepare the bathroom area and toilet for cleaning	
	1.3	Choose the correct cleaning equipment and materials for each part of the toilet and bathroom area.	
	1.4	Clean the toilet and surrounding areas correctly.	
	1.5	Clean the bathroom appliances and surrounding areas correctly.	
	1.6	Clean the floors, walls, mirrors and other areas correctly and leave the whole area tidy.	
	1.7	Identify and report anything that needs maintenance or repair.	
	1.8	Complete and pass on any records of your work.	
	1.9	Carry out a final check of the area to make sure it will satisfy the customer.	
	2.0	Use PPE, protect vulnerable places and sanitize all surfaces	
LO2 Understand how to clean and service toilet and bathroom areas			
	2.1	Describe the types of unexpected situations that may happen when cleaning bathrooms and toilet area and	

		how to deal with them.											
	2.2	Explain why it is important to prepare the area and self before cleaning and disposing of waste											
	2.3	State when hazard signs are sometimes needed in preparing the work areas											
	2.4	State what materials and equipment are used for cleaning different areas of the bathroom and how to choose the correct one											
	2.5	Explain the importance of reporting to the relevant person items that need repairs.											
	2.6	Explain the type of record that should be kept in relation to cleaning and why it is important to complete and pass on any records of your work.											
	2.7	Explain the importance of protecting vulnerable areas during cleaning.											
	2.8	State the materials and equipment used for cleaning different areas of the bathroom and how to choose the correct one											
LO3													
Furnished areas	3.1	Prepare furnished areas for cleaning											
	3.2	Choose the correct cleaning equipment and materials for each part of the area											
	3.4	Clean the floor covering according to the type and according to the organization's standard.											
	3.5	Use the appropriate cleaning material to clean the mirrors, wall covering and any other surfaces and leave the whole area tidy.											
	3.6	Check for anything that is loose or damage and report to the appropriate person.											
	3.6	Check the area to make sure it will satisfy the customer											
LO4													
Clean and service furnished areas	4.1	Explain the importance of maintaining good posture when cleaning, safe lifting heavy object and carrying techniques and why these should always be used.											
	4.2	Explain the correct cleaning equipment and materials for each part of the area											

	4.3	Explain why certain areas should be secured from unauthorized access.									
	4.4	State the importance of using cleaning agents.									
	4.5	State some of the items that may need repair and the importance of reporting to the relevant person.									

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 5 Dispose waste	5.1	Wear appropriate PPE								
	5.2	Prepare waste for disposal and handle properly.								
	5.3	Sanitize waste container following the appropriate health and safety regulations.								
	5.4	Describe how to identify different sorts of waste and how different sorts of waste should be disposed of.								
	5.5									
LO6 Know how to dispose waste. Carryout waste disposed										
	6.1	List the appropriate PPE that can be used when disposing waste								
	6.2	Describe the types of problems and unexpected situations that may happen when disposing of waste and how to deal with them								
	6.3	State the different types of waste and why it is important to sort them according to type.								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 05: SUPPORT USE MIXED CHEMICALS AND EQUIPMENT IN HOUSEKEEPING.

Unit reference number: HTRM002L2

NSQ level: 2

Credit value: 1

Guided learning hours: 10hours

Unit Purpose: This standard comprises of the cover sheet and the Nigerian unit of competency.

People credited with this standard are able to use different chemicals, electrical and manual equipment in the housekeeping.

This unit is appropriate for learners who are aspiring to work as public area attendant and room attendants in both private and commercial sector.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 05: Use of different chemicals and equipment in housekeeping.

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number							
LO 1 Manual and electrical equipment	1.1	Choose correct equipment for areas be cleaned								
	1.2	Use equipment safely, correctly and where appropriate using correct chemicals								
	1.3	Leave areas clean and tidy and free from debris								
	1.4	Store equipment in line with organisational procedures								
	1.5	Use the appropriate PPE								
LO2 Use manual equipment.	2.1	Explain why equipment and chemicals are properly cleaned and stored in accordance with manufacturer's specifications and requirements and organization's procedure.								
	2.2	Explain why it is important to use the appropriate PPE								
	2.3	Explain why it is important to Leave areas clean and tidy and free from debris								
LO3										

Chemicals	3.1	Use the appropriate PPE																		
	3.2	Prepare the area to be cleaned and choose correct chemicals for areas be cleaned																		
	3.3	Prepare and use chemicals in line with the manufacturers' instructions, using the correct equipment																		
	3.4	Store chemical in a secured place																		
	3.5	Complete the relevant documentation according to organization's procedure.																		
LO4																				
Uses of Chemical	4.1	Explain how to prepare the area to be cleaned and choose correct chemicals following the manufacturer's instructionfor areas be cleaned																		
	4.2	Explain how to complete the relevant documentation according to organization's procedure																		
	4.3	Explain why it is important to store chemical in a secured place .																		
	4.4	Explain why it is dangerous to mix certain types of chemicals together																		
	4.5	Explain why work routines and sequences need to be followed																		
	4.6	Describe the warning signs used on cleaning chemicals containers and what they mean																		
	4.7	Described what precautions should be made to the work area before using chemicals																		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

Unit reference number: HTRM003L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose: This unit is appropriate for learners who are aspiring to work as public area attendant and room attendants in both private and commercial sector. It covers assessing the amount of cleaning that is required and the selection of appropriate equipment and cleaning agents.

It is also about employing the correct process when cleaning, by removing ground-in dirt before applying the appropriate treatment, and ensuring that, when the work is complete, the area is left dry.

It also covers the application of protective coatings, burnishing the floor using appropriate electrical equipment and then reinstating the work area when completed

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 06:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO 1 Hard and semi hard floors.	1.1	Remove large items of debris and loose dust carefully and safely without causing it to spread	
	1.2	Collect the right equipment wear the PPE and put other safety measures.	
	1.3	Place caution signs where needed.	
	1.4	Remove all personal items and store them safely.	
LO 2 Clean hard and semi hard floors	2.1	List types of hard and semi hard floors	
	2.2	List the method of removing loose dirt and debris.	
	2.3	Describe the safe handling techniques which should be used for removing large items of Débris	
	2.4	State the importance of using colour coding.	
	2.5	State what could happen if the right safety measures are not taken	
	2.6	State factors that could affect how to clean hard and semi hard floors.	
	2.7	Explain how to remove all personal items	

		and store them safely according to the organization's standard											
LO 3													
Clean hard and semi hard floor	3.1	Select methods for removing loose dust and debris											
	3.2	Select containers to put dust and debris into											
	3.3	Identify the type of floor and clean using the appropriate technique e.g. sweep, dust, mop, scrub, polish and buff, vaccum cleaner											
	3.4	Dispose of unused cleaning solutions correctly.											
	3.5	Reinstate the work area when completed											
	3.6	Dispose of waste according to the organization's standard											
	3.7	Clean and return all equipment and agent used.											
LO4													
Clean hard and semi hard floor	4.1	State the method of removing dust and debris from the different types of floor.											
	4.2	State which containers to put dust and debris into											
	4.3	Describe the type of floor and the appropriate cleaning technique											
	4.4	Explain the importance of disposing of unused cleaning solutions correctly.											

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number						
LO 5 Treat and protect hard and semi hard floors	5.1	Identify the methods of treatment for semi-hard and hard floors and the most effective											
	5.2	Select the most appropriate place to carry out test cleans											
	5.3	Apply treatment evenly according to manufacturer's instruction.											
	5.4	Report any stain that cannot be removed and any damage to the relevant person.											
	5.5	Select an appropriate protective coating and number of coating to be applied according to the organization's standard.											
	5.6	Identify and note any factors that may affect how the floor is cleaned											

	5.7	Identify any additional requirements that need to be applied other than supervisors instruction.											
	5.8	Protect vulnerable areas											
LO6													
Understand how to treat and protect hard floor and semi hard floor.	6.1	explain the methods of treatment for semi-hard and hard floors and the most effective											
	6.2	Explain the importance of having a test clean in a selected area.											
	6.3	Explain the importance of applying treatment evenly and following the manufacturer's instruction.											
	6.4	Explain the importance of reporting any stain that cannot be removed and any damage to the relevant person.											
	6.5	Explain the importance of using protective coatings and the need to apply a number of times following the organization's standard.											
	6.4	State the importance of protecting vulnerable areas.											

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

Unit reference number: HTRMOO4L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This standard comprises of the cover sheet and the Nigerian unit of competency. People credited with this standard are able to clean commercial and residential windows from inside. This unit is appropriate for learners who are aspiring to work as public area attendant and room attendants in both private and commercial sector.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 07:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO 1 Window	1.1	Prepare working area and equipment								
	1.2	Inspect the area to be cleaned								
	1.3	Identify any damaged or loose parts and report to the relevant person and ask for advice								
	1.4	Choose cleaning materials and methods that are appropriate to the work schedule, the type of dirt and the surface to be cleaned								
LO 2 Cleaning from inside.	2.1	Explain the importance of preparing work area, equipment and vulnerable area.								
	2.2	Explain how to identify any damaged or loose parts and report to the relevant person and ask for advice								
	2.3	Explain the health and safety implication on not wearing protective clothing and on mixing cleaning material and agents.								
	2.4	Explain the importance of using appropriate equipment for cleaning places out of hand reach								
LO 3 Support clean window from inside.	3.1	Apply the cleaning agent to the surface in a controlled way, following the								

		manufacturer's instructions and recommendations										
	3.2	Loosen dirt that is stuck on to the surface without causing damage										
	3.3	Clean thoroughly and remove any dirt without damaging the surface										
	3.4	Report any dirt that you cannot remove to the relevant person										
	3.5	Leave windows and glass dry and smear free										
	3.6	Make sure that frames and sills are dry										
	3.7	Put the work area back as found										
LO4 Clean window from inside.												
	4.1	Explain why dirt that are difficult to remove should be reported.										
	4.2	State why and how frames and sill should be left dry										
	4.3	Explain why the area should be cleaned and put back as found										

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

Unit reference number: HTRMOO5L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30hours

Unit Purpose: This standard comprises of the cover sheet and the Nigerian unit of competency.

People credited with this standard are able to collect linen and make beds.

This unit is appropriate for learners who are aspiring to work as room attendants in both private and commercial sector.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 08: Collect linen and make beds

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO 1 linen and bed covering.	1.1	Choose and collect the linen and bed coverings needed for work schedule	
	1.2	Make sure the linen and bed coverings meet organisational standards	
	1.3	Handle and move the linen and bed coverings safely	
	1.4	Keep linen store safe and secure	
LO2 linen and bed.	2.1	Describe safe lifting and handling techniques and why they should always be used	
	2.2	State organisation's standards for collection of linen and bed coverings	
	2.3	State why soiled linen should be kept separate from clean linen	
	2.4	State why linen and linen store must be secure	
	2.5	State why it is important to check linen to make sure it is clean and up to standard	
	2.6	Outline the types of problems that may happen when choosing and collecting linen from the linen store and how to deal with them	
LO3 Bed making	3.1	Strip all linen and bed covering from beds	
	3.2	Handle and store soiled linen and bed	

		coverings correctly											
	3.3	Get bed ready for making											
	3.4	Make sure the bed base, bed head, linen and bed coverings are clean and not damaged											
	3.5	Make the bed to organization's standards with the correct linen and bed coverings											
	3.6	Leave bed neat, smooth and ready for use											
	3.7	Deal with guest personal belonging according to organisation's standard.											
	4.1	Describe the step by step method of striping a bed.											
	4.2	Explain how to get bed ready for making and make sure the bed base, bed head, linen and bed coverings are clean and not damaged											
	4.3	Explain step by step procedure of making a bed.											
	4.4	State the importance of leaving bed neat and smooth											
	4.5	State the importance of dealing with guest personal belonging according to organisation's standard.											

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

Unit reference number: HTRM006L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30 hours

Unit Purpose: This unit provides the learner with the knowledge and practical procedure of sweeping, dusting and mopping public areas. It emphasizes the need to identify and report damages as well as the ability to operate suction machines. The Learner needs to use the appropriate cleaning agents and equipment, colour codes and the proper waste disposal method, maintaining the cleanliness of the public area at all times. This unit is appropriate for learners who are aspiring to work as public area attendants in the hospitality industry and in other sectors.

Unit assessment requirements/evidence requirements

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 09: ASSIST TO CLEAN AND MAINTAIN PUBLIC AREAS

LO (Learning outcome)	Criteria:-	Evidence Type				Evidence Ref Page number				
LO1 Dust, dirt and debris from surfaces	1.1	Sweep, dust and mop different surfaces.								
	1.2	Operate mechanical equipment such as suction machines following manufacturer's instructions.								
	1.3	Move furniture to clean underneath and observe the right posture when cleaning								
	1.4	Identify different colour code and use them appropriately								
	1.5	Dispose waste according to organization's standards								
	1.6	Empty and clean ash trays								
	1.7	Ensure that surfaces are dry and without marks								
	1.8	Clean and return equipment								
LO2 Cleaning methods										
	2.1	Explain the importance of using cleaning equipment and agents appropriately.								
	2.2	Explain when and why to move the appropriate furniture to clean underneath								
	2.3	Explain the importance of colour coding and observing the right posture when cleaning.								
	2.4	Describe why and how waste should be								

		disposed according to organization's standards									
	2.5	Explain the need to empty and clean ash trays									
	2.6	Explain why surfaces should be left dry and without marks									
	2.7	Explain the importance of cleaning and returning equipment									
LO3											
Public areas	3.1	Check that the place is in order e.g furniture in place, curtains are drawn according to organization's standards, decorative items in place etc									
	3.2	Detect and report unpleasant smells and flower arrangements that need replacement									
	3.3	Identify and report any broken or damaged surfaces									
	3.4	Sanitize and polish surfaces such as front office counter, elevators, rails, door handles and glasses									
	3.5	Brush upholstery									
	3.6	Dust high places and observe the right posture when servicing public areas.									
LO4											
Service public areas	4.1	Explain the importance of reporting to relevant personnel things that are not up to the organization's standards.									
	4.2	Explain why surfaces should be sanitized, polished and kept clean									
	4.3	Explain why upholstery and high places should be kept clean and the right posture, observed.									

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 10: SUPPORT CARRY OUT ROUTINE AND PERIODIC DEEP CLEANING OF GUEST ROOM

Unit reference number: HTRM007L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit provides the learner with the knowledge and practical procedure of knocking on the guest room door, sweeping, dusting, vacuuming and assisting to replenish guest amenities. It emphasizes the need to carry out periodic deep cleaning and to leave the guest room according to organization's standards. This unit is appropriate for learners who are aspiring to work as room attendants in the hospitality industry.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 10:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number						
LO1 Guest room	1.1	Identify the area for cleaning, read the cleaning schedule and select the appropriate equipment and cleaning agent.							
	1.2	Obtain the necessary stock to replace items in the guest room and service the room							
	1.3	Use personal protective equipment and observe the right posture when servicing guest room							
	1.4	Knock three times announcing housekeeping, ventilate, empty bin.							
	1.5	Sweep, vacuum or mop (where necessary), high dust, low dust, clean and clear ash trays							
	1.6	Assist to re-stock guest amenities, clear wardrobes and report forgotten items (in the case of a check-out room)							
	1.7	Identify and report to the relevant personnel any item that needs attention in the room.							
	1.8	Assist to place room in order, close windows and draw curtains, spray air-freshener etc according to organization's standards.							

	1.9	Clean and return cleaning agents and equipment.											
LO2													
Use of routine cleaning and servicing of guest-room	2.1	Describe how to read a cleaning schedule and explain the importance of reading the cleaning schedule correctly											
	2.2	Explain the importance of selecting the appropriate cleaning equipment and agent.											
	2.3	Explain the importance of cleaning and returning cleaning agents and equipment.											
	2.4	Explain the importance of routine cleaning and how to carry out routine room cleaning and service											
	2.5	Explain the importance of identifying and reporting to the relevant personnel any item that needs attention in the room.											
	2.6	Explain the importance of obtaining the necessary stock to replace items in the guest room											
	2.7	State the importance of using PPE and observing the right posture.											
	2.8	Explain the importance of maintaining good posture at work.											
	2.9	Distinguish between routine and periodic deep cleaning.											
LO3													
Communicate and periodic deep cleaning of guest room	3.1	Prepare the area for periodic deep cleaning.											
	3.2	Select the right equipment for periodic and deep cleaning											
	3.3	Vacuum underneath furniture and carpet edges											
	3.4	Clean plugs and switches											
	3.5	Clean skirting boards											
	3.6	Carry out high dusting											
	3.7	Assist to change curtains and drapes											
	3.8	Identify and report any item that requires specialist attention to the relevant personnel.											
	3.9	Wear Personal Protective Equipment, observe color code and the right posture.											
LO4													
Explain the periodic cleaning deep cleaning	4.1	Explain the importance of periodic deep cleaning											

og guest room	4.2	Explain the importance of selecting the right equipment, wearing PPE and observing the right posture.									
	4.3	Explain the importance of reporting any item that requires specialist attention to the relevant personnel.									
	4.4	Explain the basic periodic deep cleaning that should be carried out and how frequently each task should be done.									

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 11 STANDARD: SUPPORT ROUTINE MAINTENANCE, REPAIRS AND REPLACEMENTS

Unit reference number: HTTRM008L2

NSQ level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose: This unit consists of level 2 competencies that a learner must achieve in order to carry out maintenance, repairs and replacements of furniture, fixture and equipment found in guest rooms and public area of lodging establishments, restaurants and other related facilities

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 11:

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number							
LO1 Recognise and support job requirement	1.1	Determine the type of repair, maintenance or replacement of furniture/ fixtures/equipment required and carry our evaluation of cost estimates according to the establishments standard								
	1.2	Cross-Check to determine if any of the identified furniture/fixtures/equipment is under existing warranties.								
	1.3	Select maintenance or service providers to tender cost estimates detailing the type of repair and establishments' standards								
	1.4	Present the quotation for approval from the management								
	1.5	Receive approval in writing with appropriate signature and date								
	1.6	Organize details of access to the area/site of repairs prior to the confirmation from relevant personnel that will be involved in the repairs and maintenance								
	1,7	Cross-check and verify quality of supplies, material, tools, and equipment								
	1.8	Protect the area and other furniture for any damage during the repair and maintenance								
LO2 Support allocate and										

order resource requirements	2.1	Check supply of materials for repairs are available										
	2.2	Maintain repair and service provider are available when required for work										
	2.3	Verify the service providers' licenses and qualifications are in order to ensure job requirement is carried out.										
	2.4	Check all the required tools, materials and equipment are ordered in advance and are available upon commencement of repair and maintenance.										
	2.5	Communicate and organize with the relevant department/s when, who, what repairs are to be carried out.										
LO3												
Explain and support schedule of work	3.1	Organize schedule of work to maximize efficiency and meet establishment' requirements										
	3.2	Plan repairs and maintenance considering guest comfort										
	3.3	Foresee events that may affect scheduled work and include contingencies plan										
	3.4	Prioritize emergency and urgent tasks										
LO4												
Demonstrate and support document work	4.1	Detail schedule, task and resource required in work order										
	4.2	Complete the work order and assign relevant staff in accordance to establishment standards.										

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref	Page number
LO 5 Carry out maintenance repairs and replacement	5.1	State the details relating to access to site and specific site requirements		
	5.2	Identify and compare what is work schedule and work order		
	5.3	Describe the industry standard time for allocating time for routine repair, maintenance and replacement		
	5.4	Describe the contingency factors that are commonly considered in planning and scheduling repair, maintenance and replacement		
	5.5	Describe scheduling methods considered in planning and scheduling repair, maintenance and replacement		
	5.6	Describe the concept of duty care		

	5.7	State and example of project planning								
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Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 12: SUPPORT IMPLEMENTATION OF EMERGENCY RESPONSE PROCEDURES

Unit reference number: HTRM009L2

QCF level: 2

Credit value: 4

Guided learning hours: 40

Unit Purpose: This unit consists of competencies that a learner must achieve in order to contribute to planning and implementation of emergency response procedures. The unit presupposes that an expert advice will be made available in identifying potential emergencies and in formulating response plans.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 12: Contribute to the planning and implementation of emergency response procedures

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number						
LO1 Recognise and identify potential emergencies	1.1	Identify causes of potential emergencies based on Occupational Health and Safety hazards standards							
	1.2	Identify potential emergencies based on the information from the stakeholders							
	1.3	Identify and liaise with appropriate specialist advisers and emergency agencies to identify causes of potential crisis/emergencies							
	1.4	Develop risk register as reference for future use							
LO2 Identify and explain options for initial response									
	2.1	Categorize major types of emergencies based on the standard classifications in order to identify appropriate response procedures							
	2.2	Identify all the necessary actions to mitigate risks							
	2.3	Identify all the necessary actions to mitigate risks on guests, personnel, property and the environment.							
	2.4	Identify requirements to establish liaison emergency agencies and or personnel							
	2.5	Prioritize actions to be taken in case of emergencies to minimize damage to guest, staff and property							
	2.6								

LO3 Support provide response procedures													
	3.1	Identify resources available for immediate emergency response											
	3.2	Cross-check all emergency equipment are in good working condition, accessible and in their appropriate location											
	3.3	Document lists of actions for major types of emergency response procedures taking into account of standards, current industry practice, specialist advise and input by emergency agencies											
	3.4	Identify emergency providers to ensure quick response											
	3.5	Identify staff training needs to carry out emergency response											
LO4 Support implement initial response procedures													
	4.1	Document and display for easy access actions for initial emergency response											
	4.2	Inform and implement roles of all staff in emergency response according to establishment procedures											

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number						
LO 5 contribute to post-event activities	5.1	Identify staff in the second response phase to ensure they are provided with relevant information and resources											
	5.2	Conduct debriefing process											
LO 6 monitor the emergency response	6.1	Monitor emergency response for promptness and efficiency in consultation with the appropriate specialist advisers agencies and stakeholders											
	6.2	Document and submit report on the results of monitoring emergency response to the appropriate personnel											
	6.3	Identify and recommend area for improvement in emergency response											
LO 7 know how to contribute to the planning and implementation of emergency response	7.1	List and categorize potential emergencies											
	7.2	Describe and identify emergency/hazards											
	7.3	List different types of emergency equipment											
	7.4	Describe the Occupational Health and Safety hazards standards											
	7.5	Describe what are the required resources											

procedures

to implement emergency response procedures										

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 13: SUPORT IN WORKPLACE SURVEILLANCE

Unit reference number: HTRM010L2

NSQ level: 2

Credit value: 3

Guided learning hours: 30

Unit Purpose: This unit consists of competencies that a learner must achieve in order to observe people to maintain security, and taking appropriate action to prevent loss or damage to property and people.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

UNIT 13: WORKPLACE SURVEILLANCE

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref Page number
LO1 Describe and prepare how to maintain/observe	1.1 Confirm instructions with the immediate supervisor		
	1.2 Select and test appropriate equipment to undertake assigned task		
	1.3 Establish location to maximize observation of site target		
LO2 Monitor and explain authorised access area	2.1 Ensure identification card are checked and displayed on entering the premises		
	2.2 Ensure spot checks are carried our regularly following the establishment standards		
	2.3 Monitor authorized access area through cameras		
	2.4 observe authorized access area by personnel according to establishment procedure		
LO3 Support monitor movement of people and materials	3.1 check unattended items that may case security threat		
	3.2 Notify security where unattended items are under suspicion		
	3.3 identify suspicious individuals or groups according to establishment standards		
	3.4 Record suspicious incidents through surveillance camera and photographic evidence of persons according to the		

		assignment instructions									
LO4 Support respond to unlawful or suspicious behaviour											
	4.1	Identify offenses committed based on witness account or other information									
	4.2	Obtain proof for offense or bad behavior committed to ensure appropriate response									
	4.3	Identify level of response in accordance with the applicable laws pertaining to the surveillance operation									
	4.4	Enlist help of colleague in the operation if required									
	4.5	Notify relevant authorities if required.									

LO (Learning outcome)	Criteria:-	Evidence Type	Evidence Ref number	Page
LO 5 Explain how to observe/monitor people	5.1	State the hotel/establishment “house rules” on security monitoring		
	5.2	Identify examples of “assignment instructions”		
	5.3	List appropriate equipment for security monitoring/observing		
	5.4	State establishments procedures how to handle “unattended suspicious item”		
	5.5	State relevant national/local laws on security monitoring		

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

Unit reference number: HTTRM011L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose: This unit proves that a learner has achieved national occupational standard to understand ethical issues in hospitality, leisure, travel and tourism sector. This is knowledge unit only

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

1. Direct Observation (OBS)
2. Oral Question & Answer (OQA) for Skills based criteria
3. Written Question & Answer (WQA) for knowledge-based criteria
4. Witnesses Testimony (WT)
5. Assignment (ASS)
6. Personal Statement (PS)
7. Reflective/Learning Journal (LJ)
8. Work Product [(WP)
9. Recognition of Prior Learning (RPL)

Unit 14:

LO (Learning outcome)		Criteria:-	Evidence Type				Evidence Ref Page number			
LO1 know the organization culture and code of ethics	1.1	State the importance of organization culture and code of ethics								
	1.2	Describe your own organization culture and code of ethics								
	1.3	State the relationship between organization culture and code ethics								
LO2 know common ethical principles and issues in hospitality, leisure, travel and tourism	2.1	State common ethical principles in hospitality, leisure, travel and tourism								
	2.2	Describe your own organization procedures for handling ethical issues								
	2.3	State why it is important that code of ethics must be part of the value system that permeate your own culture and that of the organization								
	2.4	Describe the impacts of ethical issues in the employees, employer, customer and industry								
LO 3 Observe common ethical practices in hospitality, leisure, travel and tourism	3.2	Observe common ethical practices in hospitality, leisure, travel and tourism								
	3.2	Apply own organization procedures for handling ethical issues								
	3.3	Show observed code of ethics as part of the value system that permeate your own culture and that of the organization								
		employees, employer, customer and industry								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date:

UNIT 15: OBSERVE EMPLOYMENT RIGHTS & RESPONSIBILITIES IN HOSPITALITY, LEISURE, TRAVEL AND TOURISM SECTOR

Unit reference number: HTRM012L2

NSQ level: 2

Credit value: 2

Guided learning hours: 20

Unit Purpose: This unit proves that a learner has achieved the national occupational standards to understand employment rights and responsibilities in hospitality, leisure, travel and tourism sectors. This is a knowledge unit only.

Assessment/evidence requirements for Occupational Trade Standards

The general assessment method of generating evidences are as follows:-

- 1) Direct Observation (OBS)
- 2) Oral Question & Answer (OQA) for Skills based criteria
- 3) Written Question & Answer (WQA) for knowledge-based criteria
- 4) Witnesses Testimony (WT)
- 5) Assignment (ASS)
- 6) Personal Statement (PS)
- 7) Reflective/Learning Journal (LJ)
- 8) Work Product [(WP)
- 9) Recognition of Prior Learning (RPL)

Unit 15: Employment Rights & Responsibilities in Hospitality, Lesure, Travel and Tourism Sector

LO (Learning outcome)		Criteria:-		Evidence Type				Evidence Ref Page number			
LO1	Know employees rights and responsibilities and own establishments prodeure	1.1	State the employer and employees rights and responsibilities under employment law, including disability, discrimination act, health and safety and other relevant regulations								
		1.2	State the importance of having employment rights and responsibilities.								
		1.3	Describe establishments procedures in handling health and safety issues including documentation								
		1.4	Describe establishment procedures in handling issues on equality and diversity including documentation								
		1.5	Identify sources of information and advice on employment rights and responsibility including access to work and additional learning support								
LO2	Know the factors that affect own organization and occupation	2.1	Describe the role played by own occupation within the establishment and industry								
		2.2	Describe career pathways available to them								
		2.3	State types of representative body related to the industry, their main functions, responsibilities and relevance								

		to the industry								
	2.4	Identify sources of information and advice on own industry, occupation, training and career.								
	2.5	Describe issues on public concern that affect own organization and industry.								
	2.6	Evidence for this unit will be: Question And Answer (QA) Direct Observation (Obs) Learner's Personal Statement (LPS) Work Product (WP) Witness Testimony (WT) Assignment (ASS)								

Learners Signature:	Date:
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
EQA Signature (if sampled)	Date: