



Federal Ministry of Education



Regulatory Body



Sector Skills Council

## NIGERIA SKILLS QUALIFICATION FRAMEWORK

### NATIONAL OCCUPATIONAL STANDARDS FOR HOSPITALITY TRAVEL AND TOURISM SECTOR

ACCOMMODATION OPERATIONS TRADE

MASTERCRAFT CADRE

HOUSE-KEEPER/ROOM ATTENDANT/ROOM MAID

LEVEL 3

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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## TABLE OF CONTENTS

- 0.0 TABLE OF CONTENTS.
- 1.0 GENERAL INFORMATION
- 2.0 NSQ LEVEL 3: HOUSE-KEEPING OPERATIONS

UNIT	TITLE
<b>Unit 01</b>	Maintain safe, hygienic and Secure Environment
<b>Unit 02</b>	Team Work at Hospitality workplace
<b>Unit 03</b>	Communicate at Work environment
<b>Unit 04</b>	Carry out schedule routine maintenance, repairs and replacements
<b>Unit 05</b>	Implement emergency response procedures
<b>Unit 06</b>	Observe and monitor guest and visitor
<b>Unit 07</b>	Carry, escort, store valuable items
<b>Unit 08</b>	Clean and service a range of areas
<b>Unit 09</b>	Clean commercial and residential windows from inside
<b>Unit 10</b>	Use different chemicals and equipment in housekeeping
<b>Unit 11</b>	Carry out routine and periodic deep cleaning of guest room

## 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 Written 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 OPERATIONS**  
**CADRE: MASTERCRAFT**  
**CAREER PATH: HOUSEKEEPER/ROOM ATTENDANT**  
**NSQ LEVEL: 3**

This course consists of competencies a learner must achieve in order to supervise the maintenance and cleanliness of guestrooms and public areas in hotels and other types of lodging facilities. It includes competencies on housekeeping such as carrying out full operational works, scheduling routine maintenance, repairs and replacements, contributing to the implementation of emergency procedures, storing valuable items and monitoring people. A learner who has achieved this qualification is competent to be housekeeping room attendant with assisting supervisory tasks.

### TABLE OF STANDARDS AND CREDIT LOAD

S/N	UNIT TITLE	UNIT REFERENCE NUMBER	CREDIT VALUE	GUIDED LEARNING HOURS
<b>MANDATORY UNIT</b>				
1.	Maintain safe, hygienic and Secure Environment	HTTGP001L3	2	20
2.	Team Work at Hospitality workplace	HTTGP002L3	2	20
3.	Communicate at Work environment	HTTGP003L3	3	30
<b>OPTIONAL UNIT</b>				
4	Carry out schedule routine maintenance, repairs and replacements	HTTRT001L3	4	40
5	implementation of emergency response procedures	HTTRT002L3	4	40
6	Observe and monitor people	HTTRT003L3	3	30
7	Carry, escort, store valuable items	HTTRT004L3	3	30
8	Clean and service a range of areas	HTTRT005L3	4	40
9	Cleaning of commercial and residential windows from inside	HTTRT006L3	3	30
10	Use of different chemicals and equipment in housekeeping.	HTTRT007L3	1	10
11	Carry out routine and periodic deep cleaning of guest room	HTTRT008L3	3	30

Abbreviations: HTT= Hospitality Travel and Tourism Sector

GP= General Practice

RT= Room Attendant

001= Unit number

L3= Level 3

#### UNIT 01: MAINTAIN SAFE HYGIENIC AND SECURE ENVIRONMENT

Unit reference number: HTTGP001L3

NSQ level: 3

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 Work place. 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)

#### Unit01: MAINTAIN 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 Awareness of 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 Hazards in one's Workplace	3.1	Identify some hazards or potential 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	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 HOSPITALITY WORKPLACE

Unit reference number: HTTGP002L3

NSQ level: 3

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 Own work	1.1	Ensure that one understands what is required for own 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 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 Own Skills 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									

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 03: COMMUNICATE AT WORK ENVIRONMENT

Unit reference number: HTTGP003L3

NSQ level: 3

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 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 Use a Non-complex Communication System in a Work Environment	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 Develop the ability to identify the 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 Demonstrate the various use of means of 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 except where							

	doing so is likely to jeopardize the intended purpose.											
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<b>Learners Signature:</b>	<b>Date:</b>
<b>Assessors Signature:</b>	<b>Date:</b>
<b>IQA Signature (if sampled)</b>	<b>Date:</b>
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 04: CARRY OUT SCHEDULE ROUTINE MAINTENANCE, REPAIRS AND REPLACEMENTS

Unit reference number: HTTRT001L3

NSQ level: 3

Credit value: 4

Guided learning hours: 40

**Unit Purpose:** This unit consists of level 3 competencies that a learner must achieve in order to supervise the 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 04:**

LO (Learning outcome)	Criteria:-		Evidence Type			Evidence Ref Page number		
LO1 Assess job requirements	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 allocate and order resource								
	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 schedule 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 document work order												
	4.1	Define the details of schedule, task and resource required in <b>work order</b>										
	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 Know how to plan	5.1	State the details relating to access to site and specific site requirements							
	5.2	Identify and compare what is <b>work schedule</b> and <b>work order</b>							
	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 <b>duty care</b>							
	5.7	State and example of project planning							

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

## UNIT 05: IMPLEMENTATION OF EMERGENCY RESPONSE PROCEDURES

Unit reference number: HTTRT002L3

NSQ level: 3

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 05: Contribute to the planning and implementation of emergency response procedures**

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO1 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 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 Response procedure									
	3.1	Identify <b>resources</b> 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 implement 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 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							
	5.3	Report identified cases							
LO 6 monitor the 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 contribute to response procedures	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 to implement emergency response procedures							

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 06: OBSERVE AND MONITOR GUESTS AND VISITORS

Unit reference number: HTTRT003L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

**Unit Purpose:** This unit consists of competencies that a learner must achieve in order to observe, monitor 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 06: OBSERVE AND MONITOR PEOPLE

LO (Learning outcome)	Criteria:-		Evidence Type			Evidence Ref Page number		
LO1 monitor/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 access area								
	2.1	Ensure identification card are checked and displayed on entering the premises						
	2.2	Ensure spot checks are carried out regularly following the establishment standards						
	2.3	Monitor authorized access area through cameras						
	2.4	Monitor authorized access area by personnel according to establishment procedure						
LO3 monitor movement of people and materials								
	3.1	Monitor and check unattended items that may pose security threat						
	3.2	Notify security where unattended items are under suspicion						
	3.3	Monitor and 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 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 Page number		
LO 5 know how to observe/monitor people	5.1	State the hotel/establishment " <b>house rules</b> " on security monitoring						
	5.2	Identify examples of " <b>assignment instructions</b> "						
	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						
<b>Learners Signature:</b>			<b>Date:</b>					
Assessors Signature:			Date:					
IQA Signature (if sampled)			Date:					
<b>EQA Signature (if sampled)</b>			<b>Date:</b>					

## UNIT 07: CARRY, ESCORT AND STORE VALUABLE ITEMS

Unit reference number: HTTRT004L3

NSQ level: 3

Credit value: 3

Guided learning hours: 30

**Unit Purpose:** This unit covers competencies required for transport and carrying of valuables for safety and security.

### **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: Carry, escort and store valuable items**

LO (Learning outcome)	Criteria:-		Evidence Type				Evidence Ref Page number	
LO1 Escort assignment	1.1	Identify and clarify where necessary all the assignment requirements						
	1.2	Assess and obtain resources requirements according to assignment instructions						
	1.3	Confirm the adequacy of relevant resources for the specified assignment						
LO2 undertake escort								
	2.1	Identify potential threats/problem when carrying, escorting, storage of valuable items						
LO3 store valuables	2.2	Embark on escort assignment instruction in a calm and professional way						
	3.1	Identify appropriate location and storage for valuables upon reaching destination						
	3.2	Turn over or deposit valuables to the designated personnel according to assignment instructions						
	3.3	Record and acknowledge delivery of valuables by appropriate personnel						
LO4 know how to	3.4							
	4.1	Identify potential threats/problems in carrying, escorting, storage of valuables						
	4.2	Describe example of assignment procedures						
	4.3	State hotel/establishment procedures in carrying, escorting and storage of valuables						

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 08: CLEAN AND SERVICE A RANGE OF AREAS

**Unit reference number:** HTTRT005L3

**NSQ level:** 3

**Credit value:** 4

**Guided learning hours:** 40

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

Learner credited with this standard are able to clean and service a range of areas in the housekeeping department.

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 08: Clean and service a range of areas**

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

Cleaning of toilet and bathroom	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										
	4.1	Explain the importance of maintaining good posture when cleaning, safe lifting and carrying techniques and why these should always be used.										
LO4 Clean and service furnished areas	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										

	4.5	State some of the items that may need repair and the importance of reporting to the relevant person.										
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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 Disposal of waste.	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.							
	7.4								

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 09: CLEAN COMMERCIAL AND RESIDENTIAL WINDOWS FROM INSIDE

Unit reference number: HTTR006L3

NSQ level: 3

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 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 09: CLEANING OF COMMERCIAL AND RESIDENTIAL WINDOWS FROM INSIDE

LO (Learning outcome)	Criteria:-			Evidence Type			Evidence Ref Page number		
LO 1 Windows	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 of window									
	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 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 <b>dirt</b> 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 Understand how to 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										

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 10: USE OF DIFFERENT CHEMICALS AND EQUIPMENT IN HOUSEKEEPING

Unit reference number: HTTRT007L3

NSQ level: 3

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 10: Use of different chemicals and equipment in housekeeping.**

LO (Learning outcome)	Criteria:-		Evidence Type					Evidence Ref Page number	
LO 1 Electrical equipment	1.1	Choose correct equipment for areas going to 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 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 Use different chemicals	3.1	Use the appropriate PPE							
	3.2	Prepare the area to be cleaned and choose correct chemicals for areas going to 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 Use chemical	4.1	Explain how to prepare the area to be cleaned and choose correct chemicals following the manufacturer's instruction for areas going to 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									

<b>Learners Signature:</b> Assessors Signature: IQA Signature (if sampled)	<b>Date:</b> Date: Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>

## UNIT 11: CARRY OUT ROUTINE AND PERIODIC DEEP CLEANING OF GUEST ROOM

Unit reference number: HTTRT008L3

NSQ level: 3

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 carry out routine and periodic deep cleaning of guest rooms.

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 11: CARRY OUT ROUTINE AND PERIODIC DEEP CLEANING OF GUEST ROOM.

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 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 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 Understand the periodic cleaning deep cleaning of guest room	4.1	Explain the importance of periodic deep cleaning										
	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.										

<b>Learners Signature:</b>	<b>Date:</b>
Assessors Signature:	Date:
IQA Signature (if sampled)	Date:
<b>EQA Signature (if sampled)</b>	<b>Date:</b>