

MINISTRY OF CULTURE, SPORTS AND TOURISM
VIETNAM NATIONAL ADMINISTRATION OF TOURISM



VIETNAM TOURISM OCCUPATIONAL STANDARDS

HOUSEKEEPING OPERATIONS



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Hanoi, 2015

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GLOSSARY

ITEM	DEFINITION
Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit
Assessment criteria	Assessment criteria list the performance/skills and knowledge and understanding that need to be assessed
Assessment methods	VTOS allows a variety of assessment methods that are appropriate for different types of performance or knowledge
Assessor	An experienced person who is qualified to assess the performance of the candidate and usually from the same area of work, e.g. Front Office Supervisor
Assessor guide	A guide for assessors on how to assess the candidate and how to record and document the candidate performance and knowledge
Attitudes/behaviours	Attitudes and behaviours impact on the quality of work performance and so these are important aspects of 'being competent.' Attitudes and behaviours describe the general ways in which individuals go about achieving the outcomes
Certification	The award of a certificate or diploma to a candidate based on assessment of performance
Competency	Competency is the ability to apply specific skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily
Core units	Core units include basic competencies that all employees must possess (e.g. communication skills)
Functional units	Functional (technical/professional) units relate to the hospitality or tourism job itself
Generic units	Generic competencies are those competencies that are common to a group of jobs such as cookery or travel
Management units	These are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way.
Standards	Occupational standards define the knowledge, skills and attitudes/behaviours (competence) required for effective workplace performance
Unit of competence	A unit is the smallest part of a qualification can be certified individually
VTOS	Vietnam Tourism Occupational Standards

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I. INTRODUCTION

With the aim to help meet the needs for a qualified workforce for the tourism industry in Vietnam, the EU-funded, Environmentally & Socially Responsible Tourism Capacity Development Programme (ESRT) was tasked to revise the Vietnam Tourism Occupational Skills Standards (VTOS) which were originally developed under the EU-funded Human Resource Development in Tourism Project (HRDT). The revised VTOS have been developed and benchmarked against international occupational standards and ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and will satisfy the requirements of the ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP).

Occupational Standards refer to the agreed minimum best practice for jobs in the tourism/hospitality industry, and include the statutory (legal, health, safety, security) requirements. They specify what a person should know and do, as well as the way they do their work, in order to carry out the functions of a particular job in the context of the work environment.

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key occupational areas in line with ASEAN: **Hospitality Division** (Front Office Operations, Housekeeping Operations, Food & Beverage Service, Food Preparation) and **Travel Division** (Travel & Tour Operations, Tour Guiding). VTOS also includes four specialist areas (Hotel Management, Small Accommodation Operations, On-site Tour Guiding, and Tourist Boat Service) to meet the unique requirements of Vietnam tourism industry.

VTOS units of competence have been grouped to provide a range of **industry-relevant qualifications/job titles** from basic to advanced levels and also a number of diplomas suitable for college teaching, therefore making it relevant for the industry and the formal education sector.

VTOS can be used by:

Hospitality and travel companies to set a standard for how the work of their employees should be completed. VTOS units can be used for training staff in the key skills and job functions for a range of skills. In addition VTOS can be used to assess the performance of staff against the standards. Organizations can arrange to register their staff with an assessment centre to formally recognise or assess their skills and gain a certificate.

Colleges and training organisations to design their hospitality or tourism curriculum. VTOS clearly specifies the skills, knowledge and behaviours required for particular jobs in the industry. VTOS units can be compiled to provide a curriculum for a range of education and training courses or programmes.

VTOS DEVELOPMENT METHODOLOGY

VTOS was prepared by conducting a detailed functional analysis of hospitality and tourism jobs with a technical working group of industry experts to identify the key competencies needed for jobs for the tourism sector. The functional analysis provides an accurate and detailed separation of the functions which have to be carried out in order to achieve the key purpose of the sector, occupation or area of work.

A review of Vietnam tourism qualifications and occupational standards has been conducted via a national Training Needs Assessment (TNA). The outcome of the TNA identified areas of skills shortages and defined skills requirements and competencies that will be required of tourism professionals.

Six occupational areas identified by ASEAN and the previous Vietnam Tourism Occupational Skills Standards were then used as a baseline to verify the findings of the functional analysis, and the competencies identified by the Technical Working Groups were then benchmarked against international standards to ensure any gaps were filled.

The VTOS were then developed using an international occupational standards approach which developed the contents of the standards as competencies in a format compatible with ASEAN. The units of competence include a unit title, the performance criteria, knowledge requirements, conditions of performance and variables, assessment criteria, assessment methods and references to ACCSTP. These competencies were then grouped into levels according to the ASEAN definition.

VTOS units of competence were prepared by a team of international and Vietnamese subject experts. The units were reviewed by Technical Working Groups comprising industry practitioners and vocational trainers from local institutions. Feedback from these consultations have been incorporated, revised into the standards, and a selection of units have been piloted with trainees to ensure the level and content was appropriate for the job areas identified.

VTOS LEVELS AND QUALIFICATIONS

VTOS consists of five qualification levels in six key occupational areas	
Level 5 (Advanced Diploma 5)	Sophisticated, broad and specialised competence with senior management skills; Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
Level 4 (Diploma 4)	Specialised competence with managerial skills; Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
Level 3 (Certificate 3)	Greater technical competence with supervisory skills; More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and increased responsibility for outcomes.
Level 2 (Certificate 2)	Broad range of skills in more varied context with more responsibilities; Skilled operator who applies a broad range of competencies within a more varied work context and capable for working in groups, working independently in some cases and taking a significant responsibility for their own work results and products.
Level 1 (Certificate 1)	Basic, routine skills in a defined context; A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

VTOS COMPETENCY UNITS

VTOS is structured in units of competence using a modular format so that it is flexible and easily adapted for different jobs, personnel and qualifications. It is suitable for use in small to medium enterprises, large hotels, tour operator and travel companies, as well as for use in colleges and educational institutions. It can be used as the basis for curriculum in colleges. In addition, VTOS includes units on Responsible Tourism suitable for a range of jobs from all occupations. In this way, VTOS has been developed with the flexibility required for a fast-growing tourism industry as well as the breadth required for a range of technical and highly professional jobs at a number of levels from entry level up to Senior Management level.

VTOS consists of a range of units of competence that specify particular skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily. Each job will consist of a blend of functional, core and generic units.

- **Functional (technical/professional)** competencies are specific to roles or jobs within the tourism industry, and include the specific skills and knowledge (know-how) to perform effectively (e.g. food service, tour guiding etc.).
- **Core (common) competencies** include the basic skills that most employees should possess (e.g., working with others, language and IT skills). These competencies are essential for anyone to do their job competently.
- **Generic (job related) competencies** are those competencies that are common to a group of jobs. They often include general job competencies that are required in a number of occupations (e.g., health & safety), as well as job specific competencies that apply to certain occupations more than others (e.g., close the shift).
- **Management competencies** are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way. They may be specific to a job role (supervise housekeeping operations) or general to any supervisory/management role (arrange purchase of goods and services etc.).
- **Responsible tourism competencies** are the specific skills required for the operation and management in the organisation for the enhancement of the quality of services and products towards a sustainable tourism development, operations and products of responsible tourism.

Abbreviations for group of units			
COS	Core Standards	FBS	Food & Beverage Service Standards
GES	Generic Standards	FOS	Front Office Operations Standards
RTS	Responsible Tourism Standards	FPS	Food Preparation Standards
CMS	Customer Service & Marketing Management Standards	HKS	Housekeeping Operations Standards
FMS	Financial Management Standards	TBS	Tourist Boat Service Standards
GAS	General Administration Management Standards	TGS	Tour Guiding Standards
HRS	Human Resource Management Standards	TOS	Travel & Tour Operation Standards
SCS	Security Management Standards		

UNIT STRUCTURE

The VTOS units of competence comprise the following:

Unit Section	Description	Example
Unit Number	<ul style="list-style-type: none"> Number of the unit e.g. FOS1.3 is Front Office Operations Standard, Level 1, Unit 3 	FOS1.3
Unit Title	<ul style="list-style-type: none"> Title of the Unit 	PROVIDE GUEST SERVICES
Unit Descriptor	<ul style="list-style-type: none"> Summary or overview of the unit 	This unit describes the competencies required by front office staff to interface of with guests in a number of varied situations, responding to their requirements and expectations with cultural and professional sensitivity to satisfy needs and resolve problems.
Elements	<ul style="list-style-type: none"> Units are divided into two or more elements that describe the activities the person has to carry out. Elements can provide structure to a complex function and break up long lists of Performance Criteria by presenting them in logical sections 	E1. Handle questions and requests E2. Process safety deposit boxes E3. Exchange foreign currency E4. Handle guest disbursements
Performance Criteria	<ul style="list-style-type: none"> Performance Criteria should be observable and measurable so they can be accurately assessed. Performance (skills) will normally be assessed by observation (levels 1-3) or by documentary evidence of performance from the workplace, especially at management level (levels 4-5). 	<i>E1. Handle questions and requests</i> P1. Answer guest questions and enquiries promptly and courteously and take personal responsibility for finding the answers P2. Assist guests in making bookings for restaurants, conferences or banquets etc P3. Compile a dossier of information commonly requested or likely to be asked for P4. Prepare local contact numbers and contact details for guest use P5.
Knowledge Requirements	<ul style="list-style-type: none"> Units of competence include essential underpinning knowledge that enables the work to be done with understanding. Knowledge includes understanding of facts, principles and methods which ensure that the person who measures up to the standard can be effective in other organisations, related job roles and work contexts and be better placed to deal with the unusual or unexpected. Each knowledge item will normally be assessed by oral or written questioning. 	K1. Explain the benefits and alternatives for airline travel and associated travel means such as trains, buses and taxis K2. Explain the procedure for travel reservations, confirmations and how to enquire about regarding flight status K3. Describe the procedures for issuing, allowing access to and closing a safety deposit box K4. Describe the steps in exchanging currency for a guest

Unit Section	Description	Example
Conditions of performance and variables	<ul style="list-style-type: none"> Conditions of performance and variables takes account of the fact that the real world contains many variables, and the units should cover these (e.g. in a hotel, a receptionist may encounter many different types of customer and different hotels may provide different facilities). Rather than include these differences in the performance criteria, the range of variables will identify different types of activities and conditions under which the performance could take place. 	<p>4. Cash disbursements may include:</p> <ul style="list-style-type: none"> Paid-out as a reverse cash transaction in the cash account folio debiting the guest account A cash receipt docket signed by the guest and retained in the folio bin In certain establishment supervisory authorisation may be required for such transactions with limits applying
Assessment Guide	<p>This section specifies the amount and type of evidence needed to show that the trainee/learner has met the standards specified in the performance criteria and in all the circumstances defined in the evidence of achievement.</p> <ul style="list-style-type: none"> Evidence of the candidate's performance, knowledge, understanding and skills needs to be recorded and examined for quality control purposes. This is often presented in a folder known as a portfolio of evidence or in a passbook. Assessment needs to be cost effective and time efficient to be sustainable. All assessment needs to be internally verified by an assessment centre to ensure it is valid, current, rigorous and objective. 	<p>Evidence of the following is required:</p> <ol style="list-style-type: none"> At least three different requests or issues handled accurately and satisfactorily At least two safety deposit boxes issued according to procedures At least three foreign currency transactions handled accurately according to procedures At least two guest disbursements made according to procedures <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Access to an actual workplace or simulated environment Access to office equipment and resources Documentation of guest transactions as evidence of performance
Assessment Methods	<p>The main assessment methods for VTOS include:</p> <ul style="list-style-type: none"> Assessors observing trainees at work (or, in some cases, under realistic simulated conditions) Trainees supplying examples of records and documents that show they work to the standard Line managers and supervisors providing statements about the trainee's work Candidate answering questions from their assessors or completing written tests 	<p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> Assessment can include evidence and documentation from the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge Assessment must relate to the individual's work area or area of responsibility <p>The following methods may be used to assess:</p> <ul style="list-style-type: none"> Case studies Observation of practical candidate performance Oral and written questions Documentation from the workplace Problem solving Role plays Third party reports completed by a supervisor Project and assignment work
Relevant Occupations	<ul style="list-style-type: none"> The relevant job roles/job titles for which the unit is appropriate 	Front Desk Officer, FO Clerk, Guest Service Agent, Receptionist, Front Office Supervisor
ACCSTP References	<ul style="list-style-type: none"> Cross-reference to the relevant standard from (ASEAN Common Competency Standards for Tourism Professionals), if available 	DH1.HFO.CL2.03 1.8, 3.6, 4.2

II. HOUSEKEEPING OPERATIONS OCCUPATIONS

VTOS for Housekeeping Operations cover all housekeeping jobs from Housekeeper to Executive Housekeeper and Rooms Division Manager. The VTOS housekeeping standards have also taken account of local hotel operations.

Typical jobs include: Executive Housekeeper, Assistant Housekeeper, Housekeeping team member, Room Attendant, Cleaner, Linen porter etc.

Executive Housekeeper: Reporting to the Rooms Division Manager, the Executive Housekeeper contributes to guest comfort and ensures the daily cleaning and tidying of all the hotel bedrooms and any public areas. They also monitor the financial performance of the Housekeeping department operation and the efficiency of the linen service. They ensure the department operates effectively on a day to day basis, ensuring company standards are met and delivered consistently with attention to detail. This includes ensuring shift controls and procedures are adhered to.

Assistant Housekeeper: Contributes to guest comfort and ensures the daily cleaning and tidying of all the hotel bedrooms and any public areas. They also monitor the operation efficiency of the linen service and ensure that high standards of cleanliness are maintained throughout the hotel, with the supervision and inspection of all guest rooms and areas.

Housekeeping Team Member (sometimes called Room Attendant, Cleaner or Housekeeper): Is responsible for cleaning and tidying the hotel bedrooms. In doing so, they must do the domestic work required, including changing the bedclothes and cleaning and replenishing the bathroom, checking the general condition of the room and notifying the Assistant Housekeeper of any malfunction or damage. They are also responsible for the linen and equipment supplied.

Linen Porter: Responsible for maintaining the hotel's stock of linen and supplying and maintaining staff uniforms.

LIST OF UNITS OF COMPETENCE

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HKS1.1	ARRANGE TROLLEY AND EQUIPMENT	✓						
2	HKS1.2	SERVICE A GUEST ROOM	✓						
3	HKS1.3	SERVICE PUBLIC AREAS, FACILITIES AND EQUIPMENT	✓						
4	HKS1.4	CLEAN AND MAINTAIN FACILITIES AND EQUIPMENT	✓						
5	HKS1.5	HANDLE GUEST LAUNDRY	✓						
6	HKS1.6	PROVIDE A HOTEL LINEN SERVICE	✓						
7	HKS2.1	PROVIDE HOUSEKEEPING SERVICES		✓					
8	HKS2.2	OPERATE A HOTEL LAUNDRY		✓					
9	HKS2.3	APPLY RESPONSIBLE HOUSEKEEPING PRACTICES		✓					
10	HKS3.1	MONITOR HOUSEKEEPING OPERATIONS			✓				
11	HKS3.2	MANAGE A HOTEL LINEN SERVICE			✓				
12	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
13	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
14	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
15	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
16	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
17	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
18	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
19	SCS3	OPERATE BASIC SECURITY EQUIPMENT			✓				
20	HKS4.1	MANAGE HOUSEKEEPING OPERATIONS				✓			
21	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
22	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
23	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
24	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
25	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
26	FMS1	PREPARE BUDGETS				✓			
27	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
28	CMS1	MANAGE QUALITY SERVICE & CUSTOMER SATISFACTION				✓			
29	GAS1	MANAGE PHYSICAL RESOURCES				✓			
30	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
31	GAS6	MANAGE DAILY OPERATIONS				✓			
32	SCS1	MAINTAIN HOTEL SECURITY				✓			
33	RTS4.8	APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES				✓			
34	GAS2	OPTIMISE EFFECTIVE USE OF TECHNOLOGY					✓		
35	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
36	SCS4	PLAN AND CONDUCT AND EVACUATION OF PREMISES					✓		
37	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
38	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
39	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	
40	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
41	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
42	COS6	PROVIDE BASIC FIRST AID						✓	
43	COS7	PROVIDE SAFETY AND SECURITY						✓	
44	COS8	RESPOND TO EMERGENCIES						✓	
45	COS10	USE COMMON BUSINESS TOOLS AND TECHNOLOGY						✓	
46	GES1	PREPARE FOR WORK							✓
47	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
48	GES3	CLOSE DOWN THE SHIFT							✓
49	GES5	ORDER AND RECEIVE NEW STOCKS							✓
50	GES7	MAINTAIN DOCUMENT FILING AND RETRIEVAL SYSTEMS							✓
51	GES9	DEVELOP GUEST RELATIONSHIPS							✓
52	GES10	PREPARE AND PRESENT REPORTS							✓
53	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓
54	GES14	PREVENT, CONTROL AND FIGHT FIRES							✓
55	GES15	DEAL WITH INTOXICATED AND UNAUTHORIZED PERSONS							✓
56	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH							✓

HOUSEKEEPING OPERATIONS QUALIFICATIONS

Cert No	Occupational Qualifications (aimed at industry)	Level
CHK1	Certificate in Housekeeping	1
CHK2	Certificate in Housekeeping	2
CHKS3	Certificate in Housekeeping Supervision	3
DEH4	Diploma in Executive Housekeeping	4

CHK1 - Certificate in Housekeeping Level 1 (16 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HKS1.1	ARRANGE TROLLEY AND EQUIPMENT	✓						
2	HKS1.2	SERVICE A GUEST ROOM	✓						
3	HKS1.3	SERVICE PUBLIC AREAS, FACILITIES AND EQUIPMENT	✓						
4	HKS1.4	CLEAN AND MAINTAIN FACILITIES AND EQUIPMENT	✓						
5	HKS1.5	HANDLE GUEST LAUNDRY	✓						
6	HKS1.6	PROVIDE A HOTEL LINEN SERVICE	✓						
7	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
8	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
9	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	
10	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
11	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
12	COS7	PROVIDE SAFETY AND SECURITY						✓	
13	COS8	RESPOND TO EMERGENCIES						✓	
14	GES1	PREPARE FOR WORK							✓
15	GES3	CLOSE DOWN THE SHIFT							✓
16	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓

CHK2 - Certificate in Housekeeping Level 2 (23 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HKS1.1	ARRANGE TROLLEY AND EQUIPMENT	✓						
2	HKS1.2	SERVICE A GUEST ROOM	✓						
3	HKS1.3	SERVICE PUBLIC AREAS, FACILITIES AND EQUIPMENT	✓						
4	HKS1.4	CLEAN AND MAINTAIN FACILITIES AND EQUIPMENT	✓						
5	HKS1.5	HANDLE GUEST LAUNDRY	✓						
6	HKS1.6	PROVIDE A HOTEL LINEN SERVICE	✓						
7	HKS2.1	PROVIDE HOUSEKEEPING SERVICES		✓					
8	HKS2.2	OPERATE A HOTEL LAUNDRY		✓					
9	HKS2.3	APPLY RESPONSIBLE HOUSEKEEPING PRACTICES		✓					
10	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
11	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
12	COS3	COMPLETE ROUTINE ADMINISTRATIVE TASKS						✓	
13	COS4	USE ENGLISH AT A BASIC OPERATIONAL LEVEL						✓	
14	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
15	COS6	PROVIDE BASIC FIRST AID						✓	
16	COS7	PROVIDE SAFETY AND SECURITY						✓	
17	COS8	RESPOND TO EMERGENCIES						✓	
18	GES1	PREPARE FOR WORK							✓
19	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
20	GES3	CLOSE DOWN THE SHIFT							✓
21	GES9	DEVELOP GUEST RELATIONSHIPS							✓
22	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓
23	GES14	PREVENT, CONTROL AND FIGHT FIRES							✓

CHKS3 - Certificate in Housekeeping Supervision Level 3 (18 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HKS3.1	MONITOR HOUSEKEEPING OPERATIONS			✓				
2	HKS3.2	MANAGE A HOTEL LINEN SERVICE			✓				
3	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
4	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
5	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
6	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
7	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
8	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
9	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
10	SCS3	OPERATE BASIC SECURITY EQUIPMENT			✓				
11	COS1	USE THE TELEPHONE IN THE WORKPLACE						✓	
12	COS2	WORK EFFECTIVELY WITH OTHERS						✓	
13	COS5	MAINTAIN INDUSTRY KNOWLEDGE						✓	
14	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
15	GES3	CLOSE DOWN THE SHIFT							✓
16	GES5	ORDER AND RECEIVE NEW STOCKS							✓
17	GES9	DEVELOP GUEST RELATIONSHIPS							✓
18	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓

DEH4 - Diploma in Executive Housekeeping Level 4 (30 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HKS4.1	MANAGE HOUSEKEEPING OPERATIONS				✓			
2	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
3	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
4	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
5	GAS5	PLAN, MANAGE AND CONDUCT MEETINGS			✓				
6	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
7	HRS4	INITIATE AND FOLLOW DISCIPLINARY PROCEDURES				✓			
8	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
9	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
10	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
11	FMS1	PREPARE BUDGETS				✓			
12	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
13	GAS1	MANAGE PHYSICAL RESOURCES				✓			
14	GAS2	OPTIMISE EFFECTIVE USE OF TECHNOLOGY					✓		
15	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
16	GAS4	MONITOR, CONTROL AND ORDER NEW STOCK				✓			
17	GAS6	MANAGE DAILY OPERATIONS				✓			
18	CMS1	MANAGE QUALITY SERVICE & CUSTOMER SATISFACTION				✓			
19	RTS4.8	APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES				✓			
20	SCS1	MAINTAIN HOTEL SECURITY				✓			
21	SCS4	PLAN AND CONDUCT AND EVACUATION OF PREMISES					✓		
22	COS5	MAINTAIN INDUSTRY KNOWLEDGE					✓		
23	COS10	USE COMMON BUSINESS TOOLS AND TECHNOLOGY					✓		
24	GES2	RECEIVE AND RESOLVE COMPLAINTS						✓	
25	GES7	MAINTAIN DOCUMENT FILING AND RETRIEVAL SYSTEMS						✓	
26	GES9	DEVELOP GUEST RELATIONSHIPS						✓	
27	GES10	PREPARE AND PRESENT REPORTS						✓	
28	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION						✓	
29	GES15	DEAL WITH INTOXICATED AND UNAUTHORIZED PERSONS						✓	
30	GES16	PREPARE BUSINESS DOCUMENTS IN ENGLISH						✓	

III. DETAILED STANDARDS

HKS1.1. UNIT TITLE: ARRANGE TROLLEY AND EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required to arrange the attendant's trolley ready for a shift with the correct levels of linen, amenities, cleaning equipment and products in a secure and professional manner.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare trolley for cleaning room service

- P1. Collect attendants' room assignment
- P2. Pick up housekeeping trolley from the pantry
- P3. Check the trolley prior to use

E2. Stock trolley with required materials

- P4. Calculate and order the required materials
- P5. Collect all required materials from the store
- P6. Store all items in the trolley shelves or caddy
- P7. Check trolley is ready for use

KNOWLEDGE REQUIREMENTS

- K1. Describe room types, common bed types and their dimensions
- K2. List cleaning agents, guest amenities and room supplies, linen and towels

- K3. Describe housekeeping trolley and cleaning equipment
- K4. Explain methods of loading housekeeping trolley with linens, supplies and equipment

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Rooms types may include but not limited to:

- Single room
- Double room
- Triple room
- Studio room
- Executive room
- Connecting room
- Suite room
- Presidential room

2. Trolley equipment should include:

- All items for daily cleaning
- Supplies and utilities for guest room
- Spoiled linen and rubbish from guest room
- Note that in some accommodation premises, hand or back basket is used instead of trolley

3. Cleaning equipment may include:

- Vacuum cleaner
- Broom
- Brushes
- Mop/Pad
- Wringers
- Cleaning cloths
- Dustpan
- Gloves

4. Guest amenities may include:

- Soap
- Bath gel
- Shampoo
- Hair conditioner
- Body cream
- Bath salt
- Sewing kit
- Bath slippers

5. The common bed types may include:

- King sized bed (double)
- Queen sized bed (double)
- Single bed
- Sofa bed
- Extra bed

CONDITIONS OF PERFORMANCE AND VARIABLES**6. Room supplies may include:**

- Stationery
- Pen or pencil
- Paper
- Envelopes
- Toilet paper
- Sanitary bags
- Laundry lists and bags
- Hotel directory
- Pens
- Maps and welcome card
- Instructions for TV
- Mini-bar lists
- Matches
- Tissues
- Promotional folders
- Do-not-Disturb sign/Make up room sign
- Room service menu
- Cups and glasses

7. Caddy content may include:

- Multi-purpose solution
- Disinfectant solution
- Cleaning chemicals
- Toilet solution
- Carpet freshener, furniture polish
- Others

ASSESSMENT GUIDE**The following competencies must be assessed as part of this unit:**

1. Trolleys prepared correctly before beginning room servicing on at least 4 occasions
2. Correctly calculating and ordering new materials to restock trolley on at least 2 occasions

ASSESSMENT METHODS

This unit may be assessed on or off the job.

Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Room Attendant, Public Area Cleaner, Housekeeper

ACCSTP REF

DH1.HHK.CL3.01

HKS1.2. UNIT TITLE: SERVICE A GUEST ROOM

UNIT DESCRIPTOR

The unit covers the competencies required from housekeeping attendants to prepare rooms for guests in a commercial accommodation establishment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Enter a room

- P1. Observe room entry procedures to ensure guest privacy
- P2. Service room with open/or close door at all times

E2. Make beds

- P3. Strip beds and mattresses, check pillows and linen
- P4. Make the beds with fresh linen unless guest requests no change of linen
- P5. Segregate items with stains for laundry

E3. Clean room and bathroom

- P6. Clean surfaces, furniture, fixtures, mirrors, glass & plastics
- P7. Clean bath, shower, toilets, vanity area and bathroom floor
- P8. Clean/vacuum floor and other areas

E4. Review operational readiness of room

- P9. Check operational readiness of all items and electronic equipment
- P10. Replenish guest bathroom supplies
- P11. Replenish room supplies and refill mini – bar items
- P12. Handle lost and found items of departed guests

E5. Close door and leave

- P13. Remove dirty linen and trolley from cleaned room
- P14. Carry out final inspection process using checklist/status report
- P15. Shut windows and lock door

E6. Provide additional housekeeping services

- P16. Provide turn-down service
- P17. Carry out rotational cleaning duties
- P18. Lend equipment to guests as requested

KNOWLEDGE REQUIREMENTS

- K1. Explain the steps in entering the room
- K2. Explain the steps in making beds
- K3. Describe the steps in cleaning bathroom

- K4. Describe the steps in cleaning bedroom
- K5. List the items of room supplies and bathroom amenities
- K6. Describe any health and safety issues in servicing guest rooms

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Identify rooms to be cleaned may include:

- Head Housekeeper's briefing/beginning shift briefing
- Allocation according to room status, or similar sheets, or housekeeping report
- Verbal notification from head of housekeeping or floor supervisor

2. Room entry procedures include:

- Observe the "Do not Disturb" or "Make up Room" sign
- Knock on door, announce self and await response
- Knock a second time if no response and open door using master key
- Enter cautiously to ensure that the room is unoccupied

3. Room supplies may include but not limited to:

- Stationery
- Enterprise promotional material
- Local tourist information
- Magazines and newspapers
- Mini-bar supplies
- Glass ware
- Cutlery
- Tea, coffee, sugar and milk
- Biscuits
- Discretionary supplies and gifts such as fruit, beverages, chocolates
- Sewing kits
- Lodging agreement
- Slippers
- Flashlight

4. Report and remedy room defects may include:

- Replacing batteries and light globes
- Checking all items for damage and correct operation
- Checking for missing furniture, items and kitchenette inventory and reporting same for follow-up/billing, as necessary

5. Suspicious items or situations may include:

- Blood-stained items
- Unattended packages in public areas/corridors
- Drugs and drug paraphernalia
- Weapons
- Person in a restricted area
- Use of excessive force against another person

6. Furniture and fittings may include but not limited to:

- Floor surfaces
- Mirrors and glassware
- Wardrobes
- Desks
- Light fittings
- Telephones
- Televisions
- Refrigerators
- Shelving
- Air conditioning controls
- Alarm clock

7. Bathroom amenities may include but not limited to:

- Shampoo
- Conditioner
- Soaps
- Body lotion
- Toilet paper
- Shower caps
- Tooth brush and paste
- Comb

8. Stock housekeeping trolley with supplies may include:

- Cleaning agents and chemicals including spray bottles
- Vacuum cleaners
- Mops, buckets, brushes, pans
- Cleaning cloths and polishing cloths
- Protective equipment, such as gloves
- Consumables, including guest room supplies such as shampoo, conditioner, sewing kits, soap, pens, stationery, shower caps, tea, coffee, sugar, milk, biscuits
- Promotional materials, local tourist information, refills for in-room compendiums

9. Linen room supplies could include:

- Sheets of all sizes
- Pillowcases
- Bed skirts
- Towels, bath mats, face washers
- Blankets, duvets and duvet covers
- Linen bags
- Mattress and pillow protectors

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Evidence of the following is required:</p> <ol style="list-style-type: none"> 1. Three documented occasions of cleaning and preparing a guestroom (including bathroom) to the required standards using the correct procedure and materials 2. Two summary reports prepared on room servicing 3. One incident report on any hazards or health and safety issues encountered 	<p>This unit may be assessed on or off the job.</p> <p>Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.</p> <p>Assessment must relate to the individual's work area or area of responsibility.</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Inspection of finished work • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work
RELEVANT OCCUPATIONS	ACCSTP REF
Room Attendant, Housekeeper	D1.HHK.CL3.03

HKS1.3. UNIT TITLE: SERVICE PUBLIC AREAS, FACILITIES AND EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required to clean public areas, facilities and equipment, including nominated external areas.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select and set up equipment and materials

- P1. Select equipment according to type of cleaning required
- P2. Check all equipment is clean and in safe working condition prior to use
- P3. Select suitable dry and wet cleaning agents and chemicals

E2. Service public areas

- P4. Clean all items available
- P5. Empty and clean ashtrays and bins
- P6. Dust light fittings, panelling, mirrors and picture frames
- P7. Clean floors as required
- P8. Tidy work site

E3. Apply special cleaning techniques

- P9. Apply cleaning techniques for leather, fabric, glass and upholstery
- P10. Apply cleaning techniques for hazardous areas

KNOWLEDGE REQUIREMENTS

- K1. Define and list public areas need to be serviced regularly
- K2. Define the different sets of cleaning equipment which should be used for different areas
- K3. List the steps in cleaning a public area
- K4. Describe the methods for cleaning public area bins and ashtrays
- K5. Explain the special cleaning techniques for leather, fabric, glass and upholstery and floor care

- K6. Describe the cleaning techniques for hazardous areas and the points for consideration in safe cleaning
- K7. Explain how to calculate correct dilution and usage rates
- K8. Describe policies and procedures in regard to occupational health and safety
- K9. Describe efficient waste handling techniques

CONDITIONS OF PERFORMANCE AND VARIABLES

1. The cleaning of public areas, facilities and equipment may apply to:

- Foyers, corridors, waiting areas and entrance areas
- Car parks, footpaths and external walkways
- Internal and external entertainment areas
- Facilities in public areas, such as tables and chairs, pianos, elevators and escalators, doors
- Windows
- Delivery bays
- Swimming pool areas
- Garden areas

2. Equipment in public areas may include but not limited to:

- Furniture, tables, chairs etc.
- Electronic items, television, DVD etc.
- Telephones
- Lights
- All type of ashtrays and bins
- Pianos
- Direction signs
- Publicity frames

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Prepare work site may include:

- Covering items to protect them
- Securing items against movement and damage
- Placement of physical barriers and safety signage
- Moving and removing furniture and fittings
- Notifying other staff and patrons
- Cooperating with others to minimize interruption
- Covering equipment, items, etc. with protective material, drop cloths, etc.
- Identifying and complying with relevant in-house policies, procedures, or other emerging needs

4. Tidy work site may include:

- Disposing of collected rubbish and waste
- Complying with all environmental requirements
- Replacing furniture and fittings
- Removing signage and barriers

5. Hazards may include but not limited to:

- Spillages
- Breakages
- Wet or slippery surfaces
- Broken or damaged furniture
- Fumes
- Needles and syringes
- Used condoms
- Sharp objects including knives and skewers
- Broken glass
- Fat and oil
- Heated utensils and surfaces

6. Facilities in public areas may include:

- Swimming pool
- Tennis court
- Entertainment facilities
- Function rooms
- Storage areas
- Elevators and escalators

7. Assess leather/fabric/glass upholstery/floor/wall may include:

- Determining style, condition and coloration
- Identifying type of stain
- Selecting the most appropriate cleaning techniques, including conducting spot testing

8. Clean upholstery may include:

- Removing stain
- Applying topical treatments as required
- Using personal protective equipment and clothing as required
- Adhering to internal work practices, job breakdown sheets and training
- Complying with all legal requirements of the country
- Following manufacturer's instructions in the use of chemicals and equipment

ASSESSMENT GUIDE

1. On three occasions correctly demonstrate choosing and setting up equipment and materials – ensuring all equipment is clean and in safe working condition prior to use
2. On three occasions demonstrate servicing public areas efficiently and appropriately – including floors, fittings, work areas and bins
3. On three occasions demonstrate ability to apply special cleaning techniques for leather, fabric, glass and upholstery and applying cleaning techniques for hazardous areas

ASSESSMENT METHODS

This unit may be assessed on or off the job.

Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.

Assessment must relate to the individual's work area or area of responsibility.

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
Room Attendant, Public Area Cleaner	D1. HHK.CL3.02

HKS1.4. UNIT TITLE: CLEAN AND MAINTAIN FACILITIES AND EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required to carry out general cleaning duties. It requires the ability to set up cleaning equipment and to safely clean premises and equipment using resources efficiently to reduce negative environmental impacts.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare equipment for cleaning facility

- P1. Identify area or material to be cleaned & select equipment for cleaning task
- P2. Check that equipment is clean and in safe working condition prior to use
- P3. Select and prepare suitable wet and dry cleaning agents according to manufacturer instructions, work health and safety and environmental requirement
- P4. Select and use protective clothing where necessary

E2. Clean wet and dry areas

- P5. Schedule cleaning tasks to minimize potential customer inconvenience
- P6. Prepare wet and dry areas to be cleaned and identify hazards
- P7. Barricade work areas or place warning signs as required reducing risks to others
- P8. Select and apply correct cleaning agents or chemicals for specific areas, surfaces and equipment, according to manufacturer recommendation

E3. Implement health and safety procedures

- P9. Avoid unhygienic personal contact with food or food contact surfaces or unhygienic cleaning practices that may cause food borne illnesses
- P10. Use equipment correctly and safely
- P11. Reduce negative environmental impacts through efficient use of energy, water and other resources
- P12. Safely dispose of all waste and hazardous substances

E4. Maintain and store cleaning equipment and chemicals

- P13. Clean equipment after use according to organisational requirements and manufacturer instructions.
- P14. Carry out or arrange routine maintenance
- P15. Identify and report equipment faults
- P16. Store equipment in designated area in a condition ready for re use
- P17. Store chemicals according to health and safety requirements

KNOWLEDGE REQUIREMENTS

- K1. Describe cleaning chemicals and equipment and for which purpose each are used
- K2. Explain procedures for cleaning wet and dry surfaces and materials
- K3. Explain how to avoid food contamination

- K4. Explain ways of minimizing negative environmental impacts in the cleaning process
- K5. Describe the routine maintenance and storage arrangements for equipment and materials

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Equipment to be cleaned may include:

- Electrically operated equipment (Polishers, scrubbers vacuum cleaners, garbage receptacles)
- Manual equipment (brushes, dusters, mops and cloths)

2. Type of ceiling to be cleaned may include:

- Flat
- Suspended
- Raked
- Hard
- Absorbent

3. Type of surface to be cleaned may include but not limited:

- Painted
- Wood
- Brick
- Metal
- Stone
- Plywood
- Ceramist
- Fabric

4. Fittings to be cleaned may include:

- Security cameras
- Lights
- Speakers
- Televisions
- Vents
- Grilles

5. Maintenance may include:

- Smoke detectors
- Sprinkler systems

6. Wet surfaces may include :

- Toilets
- Basin walls
- Balconies
- Floors

7. Dry surfaces may include:

- Carpet
- Laminated plywood
- Soft furnishing
- Woodwork
- Wallpaper

8. Routine maintenance may include:

- Dismantling
- Reassembling
- Drying out
- Emptying
- Sanitizing
- Washing and rinsing
- Wiping down and cleaning
- Polishing

9. Cleaning agents may include:

- Agents for specialized surfaces (glass, wood, marble)
- Deodorizers
- Disinfectants
- Spot cleaning agents
- Pesticides

10. Protective clothing may include:

- Aprons
- Breathing apparatus
- Gloves
- Goggles and masks
- Headwear
- Jackets
- Overalls
- Waterproof clothing and footwear

11. Wet and dry areas may include:

- Bathrooms
- Bedrooms
- Function rooms
- Kitchens
- Private lounge areas, public areas
- Storage areas

12. Hazards may include:

- Breakages
- Heated utensils and surfaces
- Human material or waste
- Sharp items (knives, needles, syringes)
- Surgical dressings
- Wet or slippery surfaces

13. Unhygienic personal contact may include:

- Transferring micro-organisms by blowing nose, coughing, drinking, eating, scratching skin and hair, sneezing, spitting, touching wounds.
- Transmitting tobacco products by smoking.

14. Unhygienic cleaning practices may include:

- Cleaning food contact surfaces with linen that may be contaminated with human waste (blood, body secretions, faces)
- Using dirty (cleaning cloths, tea towels, spreading bacteria from bathroom or bedroom areas to mini - bar or kitchen areas)

15. Food contact surfaces may include:

- Chopping boards
- Containers
- Cooking utensils
- Crockery
- Cutlery
- Glassware
- Pots and pans
- Sinks
- Workbenches

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Evidence of the following is required:</p> <ol style="list-style-type: none"> 1. Three occasions of assessing facility and equipment to be cleaned and maintained 2. Three occasions of selection and safe use of cleaning agents and equipment on wet and dry areas 3. Three occasions of routine maintenance and storage of equipment correctly 4. Three occasions of cleaning tasks to required standards within commercially - realistic timeframes 	<p>This unit may be assessed on or off the job.</p> <p>Assessment can include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge.</p> <p>Assessment must relate to the individual's work area or area of responsibility.</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Problem solving • Third party reports completed by a supervisor • Object and assignment work
RELEVANT OCCUPATIONS	ACCSTP REF
Room Attendant, Housekeeper, Public Area Cleaner	D1. HHK.CL3.07 SITHACS101

HKS1.5. UNIT TITLE: HANDLE GUEST LAUNDRY

UNIT DESCRIPTOR

This unit covers the competencies required to perform the laundering of linen and guests clothes in an accommodation facility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Collect laundry for laundering

- P1. Receive laundry service request
- P2. Pick-up items for laundering from the guest room

E2. Perform laundering functions

- P3. Sort and count items lodged for laundering
- P4. Assess stains and spot clean stains as required
- P5. Identify appropriate cleaning method for items
- P6. Operate equipment to achieve intended cleaning result
- P7. Effect repairs as required

E3. Process laundered items

- P8. Perform post-cleaning laundry activities
- P9. Check results of cleaning and take appropriate additional action, if required
- P10. Process internal records and billing instructions
- P11. Produce necessary internal laundry reports

E4. Return laundered items to the guest

- P12. Deliver clean laundry to guests
- P13. Complete laundry report

KNOWLEDGE REQUIREMENTS

- K1. List the steps to take when collecting and delivering guest laundry
- K2. State the ways in which laundry may be collected and how a guest may indicate laundry requirements
- K3. Identify control methods when dealing with guest laundry

- K4. Describe the requirements for the organisation of a laundry service for guests' clothing
- K5. State what should be on a laundry/dry cleaning list and what should be checked prior to sending to the laundry
- K6. Explain the procedure to deal with special situations

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Equipment used for guest laundry may include:

- Washers/extractors
- Washer/dryer
- Dryers
- Irons
- Folding equipment
- Steam presses
- Bucks
- Spotting gun
- Sorting baskets and shelving
- Heat sealing equipment and roll plastic
- Hangers

2. Laundry service request of guests may include:

- All types of male and female clothing
- Items forwarded for dry cleaning, cleaning, pressing, repairing

2. Laundry service request of guests may include:

- All types of male and female clothing
- Items forwarded for dry cleaning, cleaning, pressing, repairing

3. Documentation may include:

- Laundry list
- Dry cleaning list
- Press only list
- Guest request forms
- Repair form
- Damaged items form
- Guest charge form, for posting of charges to guest account
- Guest notification form, for advising of problems/issues with guest clothes sent for laundering
- Requisitions
- Dockets

CONDITIONS OF PERFORMANCE AND VARIABLES

4. Post-cleaning laundry activities may relate to:

- Drying
- Folding
- Ironing
- Steam pressing
- Stacking

5. Cleaning agents and chemicals may include:

- Alkalis
- Detergents (all types)
- Softeners
- Bleaches
- Sours
- Emulsifiers
- Conditioners
- Builders
- Solvents, for dry cleaning
- Iron control agents
- Spotting agents

6. Cleaning methods may relate to:

- Machine washing
- Hand washing
- Dry cleaning

7. Laundry service types may refer to:

- Express services
- Normal services
- Urgent services
- Involvement of outside agencies/laundries

8. Pick-up guest clothes may include:

- Verifying items lodged
- Checking laundry list
- Ensuring room and guest can be identified
- Clarifying special requests
- Confirming service required
- Adhering to advertised pick-up/collection times
- Identifying urgency of service required

ASSESSMENT GUIDE

Evidence of the following is required:

1. Three occasions of collecting laundry for cleaning and preparing laundering functions correctly according to procedures (observation and records)
2. Two reports on processing laundered items including internal records, billing and laundry reports

ASSESSMENT METHODS

This unit may be assessed on or off the job.

Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge. Assessment must relate to the individual's work area or area of responsibility.

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Inspection of laundered products
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Room Attendant, Laundry Operator, Housekeeper

ACCSTP REF

D1. HHK.CL3.05-06

HKS1.6. UNIT TITLE: PROVIDE A HOTEL LINEN SERVICE

UNIT DESCRIPTOR

The unit covers the competencies required to provide a linen service in a hotel or other accommodation facility. The unit includes taking delivery of linen supplies, checking deliveries, storing linen under the correct conditions and using stock rotation procedures.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Receive and check clean linen

- P1. Check deliveries of linen supplies to ensure that they match orders and delivery notes
- P2. Complete delivery documentation accurately
- P3. Report any discrepancies with deliveries to the appropriate member of staff
- P4. Move clean linen safely to the storage area
- P5. Check linen meets presentation requirements and report any discrepancies to the appropriate member of staff
- P6. Keep receiving areas clean, tidy, hygienic and secure

E2. Store and issue clean linen

- P7. Store linen supplies under the correct conditions
- P8. Follow stock rotation procedures
- P9. Issue the correct type and quantity of linen to staff, including uniforms
- P10. Keep accurate and complete records of items received, stored and issued
- P11. Report signs of missing stock immediately
- P12. Keep storage areas clean, dry and secure
- P13. Report signs of pest infestation immediately

E3. Update linen inventory and dispose of old linen

- P14. Update quarterly linen inventory
- P15. Dispose of old linen using hotel procedures

KNOWLEDGE REQUIREMENTS

- K1. Describe safe working practices when handling and storing linen
- K2. Explain why you should not accept damaged goods
- K3. Identify the procedures you should follow if the amount delivered does not match orders and delivery notes
- K4. Identify the procedures you should follow if the linen delivered does not meet the required standards of presentation
- K5. Explain what you should do if you see bugs or other infestation in clean linen
- K6. Explain why you should keep receiving areas clean, tidy and free from rubbish
- K7. Explain why storage conditions are important and what effect they have on linen items in storage
- K8. List the procedures you should follow to store linen

- K9. Explain why stock rotation procedures are important
- K10. Identify the procedures you should follow to issue linen items and/or uniforms to staff
- K11. Explain why you should maintain accurate records of clean linen items received, stored and issued
- K12. Explain why it is important to secure linen stores against unauthorised access
- K13. List the procedures you should follow to make sure pest infestation does not occur
- K14. Describe what you should do if you identify pest infestation
- K15. Describe the types of problems that may happen when storing linen, and how you should deal with these
- K16. Describe the different type of linens and thread count

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Deliveries will include:**

- Internal linen supply
- External linen supply

2. Presentation requirements will include:

- Clean
- Free from stains
- Free from fabric damage
- Folded correctly

3. Conditions:

- Lighting
- Ventilation
- Temperature
- Cleanliness

ASSESSMENT GUIDE**Evidence of the following is required:**

1. Four occasions of receiving and checking clean linen following company procedures with evidence of completing documentation, checking and moving linen
2. Three occasions of storing and issuing linen using correct procedures and completing documentation
3. One incident report on any discrepancies, damage, loss or pest infestation encountered

ASSESSMENT METHODS

This unit may be assessed on the job. Assessment should include practical demonstration in the workplace, supported by a range of methods to assess underpinning knowledge

Assessment must relate to the individual's work area or area of responsibility

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Inspection of finished work
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Room Attendant, Housekeeper, Linen/Uniform Attendant

ACCSTP REF

D1.HHK.CL3.03

HKS2.1. UNIT TITLE: PROVIDE HOUSEKEEPING SERVICES

UNIT DESCRIPTOR

This unit describes the competencies required to provide a range of general housekeeping services to guests that could arise during their stay at an accommodation establishment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Receive housekeeping requests

- P1. Answer guest question promptly and courteously and receive housekeeping requests from guests
- P2. Accept housekeeping requests from staff
- P3. Record housekeeping requests according to standard requirements
- P4. Advise on time for provision of required service or items to guest room

E2. Service housekeeping requests

- P5. Liaise with other staff to prepare required service or obtain the required items
- P6. Provide the required service or deliver the required items to guest room
- P7. Set up equipment in guest rooms as required
- P8. Remove items from guest rooms as required

E3. Provide advice to guests

- P9. Advise guests on services and items available through the housekeeping department
- P10. Advise guests on the use of items delivered to guest room, if required
- P11. Demonstrate the use of items delivered to guest room, if required
- P12. Liaise with other staff and departments to provide supplementary advice where appropriate

E4. Liaise with other departments

- P13. Report malfunctions as required
- P14. Inform and give advice to management staff dangerous or suspicious circumstances
- P15. Participate in planning to enhance service delivery standards and housekeeping equipment purchase

KNOWLEDGE REQUIREMENTS

- K1. Explain standards and procedures of providing housekeeping services to guests
- K2. List possible dangerous or suspicious circumstances

- K3. Explain principles of solving problems
- K4. Describe all items and services provided by the housekeeping department

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Housekeeping requests from staff may be related to:

- Servicing a room
- Valet
- Concierge
- Maintenance

2. Service or items may include:

- Additional pillows, blankets and bed linen
- Additional towels, bath mats and face washers
- Ironing boards
- Room supplies/bathroom amenities
- Replacement batteries for remote control units
- Small electrical appliances: kettles and jugs, hair dryers, irons, alarm clocks
- Compendiums
- Facilitation of repairs and maintenance
- In-room promotional materials
- Response to lost and found situations
- First aid

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Record housekeeping requests may include:

- Recording and confirming name and room number
- Time requested, time done, caller and receiver
- Confirming detail of required service/items
- Apologizing, where appropriate

4. Housekeeping requests from guests may include:

- Cleaning up spills
- Provision of room/bathroom supplies
- Equipment lending
- Replacement items
- Removing unwanted or defective items from rooms
- Requests for information regarding in-house services and products
- Requests for information regarding local services, attractions, transport, shops, entertainment
- Health care, doctor or medicine

ASSESSMENT GUIDE

The following competencies must be assessed as part of this unit:

Demonstrated ability to apply tact, discretion, diplomacy and etiquette during handling questions and requests of guests

1. At least 3 individual guest requests for special housekeeping services and items taken, recorded and provided
2. At least 3 occasions documented of advising guests on services and items available through the housekeeping department
3. At least 4 internal guest services and items arranged and delivered
4. At least 3 occasions recorded of either a) reporting malfunctions; b) Informing and giving advice to management staff on dangerous or suspicious circumstances; or c) Participating in planning to enhance service delivery standards and housekeeping equipment purchases

Knowledge of policies, standards and procedures in regard to providing housekeeping service to guests should be demonstrated through recorded oral questioning or written test.

ASSESSMENT METHODS

This unit may be assessed on or off the job.

Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge. Assessment must relate to the individual's work area or area of responsibility.

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Room Attendant, Housekeeper

ACCSTP REF

DH1.HHK.CL3.01

HKS2.2. UNIT TITLE: OPERATE A HOTEL LAUNDRY

UNIT DESCRIPTOR

The unit covers the competencies required to launder and dry clean items in a hotel or other accommodation establishment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Perform basic laundry functions

- P1. Sort items for laundering/or dry cleaning and ensure labels, room number or guest name on all items
- P2. Pre-treat stains and heavily soiled areas and repair items as required
- P3. Operate the washers/dryers
- P4. Perform ironing or pressing duties

E2. Perform dry cleaning functions

- P5. Prepare for dry cleaning of items
- P6. Operate and monitor dry cleaning machine

E3. Inspect and package items

- P7. Check items for satisfactory completion
- P8. Package items for delivery
- P9. Complete required records

KNOWLEDGE REQUIREMENTS

- K1. Describe safe working practices when working in a hotel laundry facility
- K2. Identify the procedures you should follow if the laundry delivered does not match the laundry list
- K3. Identify stains and explain the correct treatment for stains
- K4. Describe the 'care' and textile labels and how different materials should be laundered
- K5. Describe the principles of chemical handling and safety

- K6. Describe the basic maintenance of laundry equipment
- K7. Describe the principles of infection control
- K8. Describe the various fabrics and fibres and how each should be laundered
- K9. Explain why you should maintain accurate records of laundry items received and delivered
- K10. List the procedures you should follow to make sure pest infestation does not occur

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Sort the items may include:

- Taking into account care labels
- Factoring in customer/source information – about stain type, requirements
- Sorting by service required
- Sorting by source
- Sorting by urgency
- Sorting by colour/colour fastness
- Sorting by item type
- Sorting by soil and stain
- Sorting by fibre and fabric
- Sorting by laundering method to be applied
- Separation of damaged items
- Checking pockets for contents
- Checking clothing for jewellery

2. Pre-treat stains will include:

- Inspecting items to locate and identify stains
- Selecting appropriate agent based on type of stain, soiling and fabric
- Using correct spotting technique to remove stain and protect trimmings and accessories
- Visual recognition (colour, appearance and location) and identification of stains
- Consideration of stain by feel and odour

3. Repair items may include:

- Undertaking basic repairs and mending
- Rejecting items from the laundering process

CONDITIONS OF PERFORMANCE AND VARIABLES**4. Operate the washers must include:**

- Following manufacturer's instructions
- Adhering to occupational health and safety requirements
- Selecting the correct wash program
- Checking gauges during process
- Re-washing

5. Operate the dryers relates to:

- Selecting the sequence of the loads depending on urgency and client requirements
- Selecting the correct temperature for each load
- Selecting the time for the cycle
- Grouping like items for the drying process

6. Ironing or pressing may include:

- Folding
- Flatbed ironing, roll/cylinder ironing and multi-roll ironing
- Steam pressing
- Stacking

7. Monitor machine operation may relate to:

- Checking for correct operation
- Reporting faults
- Remedying faults

ASSESSMENT GUIDE**Evidence of the following is required:**

1. Four occasions of receiving, checking and washing/dry-cleaning laundry following company procedures with evidence of completing documentation
2. Three occasions of inspecting and packaging laundry items using correct procedures and completing documentation
3. One incident report on any discrepancies, damage, loss or pest infestation encountered

ASSESSMENT METHODS

This unit may be assessed on the job. Assessment should include practical demonstration in the workplace, supported by a range of methods to assess underpinning knowledge.

Assessment must relate to the individual's work area or area of responsibility.

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Inspection of finished work
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Room Attendant, Housekeeper, Laundry Attendant

ACCSTP REF

D1.HHK.CL3.03

HKS2.3. UNIT TITLE: APPLY RESPONSIBLE HOUSEKEEPING PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to apply responsible tourism practices to housekeeping services in hospitality accommodation.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Provide information to guests

- P1. Post signage in guest rooms requesting guests to reuse towels and linens to reduce energy and water consumption
- P2. Offer optional linen and towel reuse programs to multiple night guests
- P3. Provide toiletry items upon request rather than leaving a selection of disposable items in each room
- P4. Remind guests of actions to conserve energy and water in the property when appropriate

E2. Conserve energy in guest rooms and public areas

- P5. Ensure lights and air conditioners are turned off in guest rooms
- P6. Maintain air conditioner levels at 25 degrees and above in public areas
- P7. Switch off lights in public areas in non-occupied rooms and during daylight hours

E3. Save water in guest rooms

- P8. Ensure taps in bathrooms are turned off fully to avoid water loss
- P9. Ensure toilet flushing and length of time running showers and taps during cleaning are kept to a minimum
- P10. Check taps regularly for leaks and repairs

E4. Conserve water and energy in laundry

- P11. Fill clothes washers and dryers to recommended capacity for each cycle to save water and energy
- P12. Use the coolest water temperature for washers and dryers

KNOWLEDGE REQUIREMENTS

- K1. Explain the ways your hotel or guest house provides information to guests on saving energy, water and waste management
- K2. Describe the procedures for saving energy in your property

- K3. Describe the ways of saving water in your property
- K4. Describe how you can save energy and water in laundry service

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Provide information to guests can include:**

- Requesting guests to reuse towels and linens to reduce energy and water consumption
- Offer optional linen and towel reuse programs to multiple night guests and only offering toiletries on request
- Post signage reminding guests to conserve energy and switch off all lights and air conditioning when exiting their room

2. Energy controls could include:

- Turn off lights in areas that are not utilised and use natural lighting where possible
- Utilise natural lighting, keep lights to a minimum during the day in areas that are well lit by sunlight
- Clean lighting fixtures regularly
- Program thermostat settings to automatically adjust to changing temperature needs throughout the day. Such as, significantly reduce heating and cooling temperatures in common areas (lounges, corridors and stairwells) during low traffic hours, such as midnight to 5 am
- Take advantage of sunlight and use shades/curtains to minimise over or under conditioning
- In hot weather adjust temperature to 23°-25°C
- Label light switches to denote location of lights, aiding in switching off unnecessary lighting
- Ensure air conditioners are maintained at optimum levels
- Ensure all appliances are turned off when a guest leaves the hotel room

3. Saving water in guest rooms can include:

- Ensure taps in bathrooms are turned off fully to avoid water loss and minimise toilet flushing and length of time running showers and taps during cleaning
- Check taps regularly for leaks and repairs

4. Ensuring efficient laundries can include:

- Saving water and energy in laundries by optimising use of machinery
- Operate machines only when fully loaded
- Adhere to the manufacturer's recommended settings and regularly check that the water level is correct during operation

ASSESSMENT GUIDE**Performance evidence should include:**

1. At least two examples of providing information to guests
2. At least two examples of energy saving activity recorded and documented
3. At least two examples of water efficiency recorded and documented
4. At least two examples of waste avoidance activities recorded and documented
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions.

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

RELEVANT OCCUPATIONS

Room Attendants and Housekeepers in various accommodation

ACCSTP REF

N/A

HKS3.1. UNIT TITLE: MONITOR HOUSEKEEPING OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to monitor, maintain and improve housekeeping operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor, maintain and improve housekeeping operations

- P1. Monitor service levels on an on-going basis through close contact with day to day operations
- P2. Identify customer or quality issues promptly and make appropriate adjustments accordingly
- P3. Adjust procedures and systems in consultation with colleagues to improve service quality
- P4. Consult and encourage colleagues about ways to improve service levels

E2. Plan and organise workflow

- P5. Schedule work to enhance efficiency and customer service quality
- P6. Delegate work to appropriate people in accordance with principles of delegation
- P7. Assess progress against agreed objectives and timelines
- P8. Assist colleagues in prioritisation of workload through supportive feedback and coaching

E3. Solve problems and make decisions

- P9. Identify and analyse housekeeping problems from an operational and customer service perspective
- P10. Initiate corrective action to resolve the immediate problem where appropriate
- P11. Encourage team members to raise problems and encourage the individual's participation in solving the problem
- P12. Monitor the effectiveness of solutions in housekeeping operations
- P13. Follow hotel policies and guidelines for handling problems and decision-making

KNOWLEDGE REQUIREMENTS

- K1. Describe the key concepts of quality assurance and how this is managed and implemented in your establishment
- K2. Explain how you ensure service levels are maintained on an on-going basis
- K3. Describe how customer or quality issues are identified and handled
- K4. Describe the quality procedures and systems in place in your establishment
- K5. Explain how you apply time management principles to your daily work and responsibilities
- K6. Explain the systems for work scheduling and delegation of work

- K7. Describe how you support colleagues in helping them prioritise their workload
- K8. Give examples of operational and customer service problems you have handled and resolved
- K9. Describe the procedures for taking corrective action to resolve operational problems
- K10. Explain how you encourage team members to raise problems and participate in solving the problem
- K11. Describe the procedures for handling overbooking issues

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Efficiency and service levels may relate to:

- Monitoring and measuring performance
- Monitoring customer service satisfaction
- Monitoring costs

2. Quality assurance initiatives may include:

- Quality systems
- Quality standards

3. Quality problems may include:

- Difficult customer service situations
- Equipment breakdown/technical failure
- Failure to deliver promised service to customers
- Poor rosters giving rise to inadequate/inappropriate staffing levels
- Delays and time difficulties
- Staff poor attitude/poor behaviour
- Lack of management support/control/communication or lack of training
- Lack of ownership

4. Procedures and systems may be related to:

- Service quality
- Emergencies
- Cleaning and laundry
- Security
- Safe work practices
- Record keeping

5. Schedule work may relate to:

- Meal breaks
- Shift allocations
- Holidays and leave
- Staff rosters

6. Principles of delegation may relate to:

- Defining employee's responsibility
- Communicating authority
- Clarifying expected results

7. Supportive feedback and coaching may relate to:

- Informal and formal feedback
- Performance review
- Advice/guidelines
- Training needs analysis
- Training
- Principle applications

8. Workplace problems may relate to:

- Guests
- Suppliers
- Equipment
- Administrative
- Organisational
- Employee
- Weather
- Natural events

9. Corrective action may include:

- New procedures and/or processes
- Changes to job descriptions or contracts
- Changes to workplace procedures and/or processes

Important behaviours for supervisors/managers include:

1. Present information clearly, concisely, accurately and in ways that promote understanding
2. Give feedback to others to help them maintain and improve their performance
3. Continuously improve products and services
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
6. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
7. Use a range of legitimate strategies and tactics to influence people
8. Make effective use of available resources
9. Recognise stakeholders' needs and interests and manage these effectively
10. Specify the assumptions made and risks involved in understanding a situation
11. Leading by example

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment should include practical demonstration of the ability to manage workplace operations either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge</p> <p>Assessment must relate to the individual's work area, job role and area of responsibility</p> <p>Assessment must include project or work activities that allow the individual to respond to multiple and varying workplace issues relevant to work area, job role and area of responsibility that allow them to demonstrate knowledge and awareness of the principles of monitoring workplace operations and how to manage such issues.</p> <p>Assessment must include:</p> <ol style="list-style-type: none"> 1. Two documented examples/cases of how you monitored and identified customer or quality issues and adjusted procedures and systems in consultation with colleagues to improve 2. Two documented examples of how you scheduled work to enhance efficiency and customer service quality, and ensured that work was delegated to appropriate people in accordance with principles of delegation 3. Two documented examples of where you assisted colleagues in prioritization of workload through supportive feedback and coaching 4. Two documented examples/cases of how you identified and analysed housekeeping problems and initiated corrective action to resolve the problem 	<p>This unit may be assessed on or off the job. Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
Team Leader, Head Housekeeper, Supervisor	D1.HRM.CL9.03

HKS3.2. UNIT TITLE: MANAGE A HOTEL LINEN SERVICE

UNIT DESCRIPTOR

The unit covers the competencies required to manage and monitor a hotel linen service including managing linen stock levels, maintaining a high level of linen quality, and training a team to achieve this. As this is often one of the highest costs of a hospitality organisation, effective management of budgets and supplier relationships are also crucial.

This unit is for managers in housekeeping who have to manage the linen service of their organisation, whether this is done through an in-house laundry service, or by an external laundry company.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Manage daily operations

- P1. Maintain par stock levels of linen for the establishment, sufficient to cover peak occupancy rates, and to cover contingencies such as conferences and functions
- P2. Manage the day-to-day performance of the laundry contractor and linen room or on-premises laundry as appropriate
- P3. Ensure that staff are trained in the safe use of machinery, cleaning supplies and chemicals where appropriate
- P4. Monitor room linen quality against organisational standards
- P5. Implement and evaluate regular stock-takes of linen
- P6. Manage the cost-effective purchasing of replacement linen stock and related items, in line with organisational purchasing guidelines

E2. Monitor quality of facility and linen service

- P7. Ensure all housekeeping staff can identify evidence of contamination and/or infestation and deal with these appropriately
- P8. Develop procedures for the handling of contaminated linen
- P9. Ensure that there are sufficient housekeeping staff to manage the in-house linen provision
- P10. Ensure housekeeping staff have clear criteria for acceptance or rejection of linen received
- P11. Monitor the percentage of 'rejects', taking action to reduce the amount where it exceeds service level agreements and/or organisational guidelines
- P12. Ensure housekeeping staff check linen deliveries for quality and quantity, raising reported discrepancies directly with the laundry contractor/laundry room

E3. Work with contractors and other departments

- P13. Intervene directly with the laundry contractor/laundry room where major discrepancies or problems with the linen service are identified
- P14. Liaise with other departments to assess their need for linen
- P15. Liaise with accounts or other financial team when managing the laundry contract

KNOWLEDGE REQUIREMENTS

- | | |
|---|--|
| <ul style="list-style-type: none"> K1. Summarize organisational linen par-stock levels and typical laundry costs per item K2. Describe the terms and conditions of any contracts you are responsible for in respect to the linen service K3. Describe the regulations governing the safe use of chemicals used in laundry service, and your organisation's guidelines for using them K4. Describe the working methods of the laundry contractor and linen room or on-premises laundry K5. Explain how to negotiate effectively with suppliers K6. List the organisation's quality standards for linen provision | <ul style="list-style-type: none"> K7. Describe safe working methods for dealing with contaminated linen K8. Explain acceptable levels of 'rejects' according to service level agreements/organisational standards, and how to ensure these levels are met K9. Identify the turn-around times for linen service which meet the organisation's needs, including dry-cleaning K10. Explain how you keep the linen service within agreed budgets, and meeting profit and loss targets K11. Describe how you implement and evaluate linen stock-takes |
|---|--|

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Linen can be provided:**

- For guest rooms
- For the restaurant
- For other areas

2. Laundry service could be:

- On-premises laundry
- Laundry contractor

ASSESSMENT GUIDE**Evidence of the following is required:**

1. Two documented cases, reports or examples of how you manage daily operations including maintaining stock levels, managing the day-to-day performance of staff and linen room or on-premises laundry.
2. Two documented cases, reports or examples of how you monitor the quality of the laundry facility and linen service
3. Two documented cases, reports or examples of how you liaise and work with contractors and other departments including assessing their need for linen and liaison with accounts or other financial team.
4. One incident report dealing with major discrepancies or problems with the linen service or contractors

ASSESSMENT METHODS

This unit may be assessed on the job. Evidence should be from the daily work of the manager with knowledge assessed by oral recorded questioning or written test.

Assessment must relate to the individual's work area or area of responsibility.

The following methods may be used to assess competency for this unit:

- Reports and cases from the daily work
- Oral and written questions
- Third party reports completed by a supervisor
- Portfolio of work-based evidence and documents

RELEVANT OCCUPATIONS

Laundry Manager, Housekeeping Manager

ACCSTP REF

D1.HHK.CL3.03

HRS3. UNIT TITLE: CONDUCT A STAFF PERFORMANCE REVIEW

UNIT DESCRIPTOR

This unit covers the competencies required to monitor staff performance within the framework of established performance management systems. It requires the ability to monitor the day-to-day effectiveness of staff and to conduct structured performance reviews and formal counselling sessions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor staff performance

- P1. Consult with and inform staff about expected standards of performance using appropriate communication mechanisms
- P2. Monitor on-going performance by maintaining close contact with the workplace and staff members

E2. Provide guidance, support & recognition

- P3. Regularly provide confirming and corrective feedback to staff
- P4. Provide staff with guidance and support
- P5. Provide recognition and reward for achievements and outstanding performance

E3. Identify needs and provide solutions

- P6. Identify the need for further coaching or training and organise according to organisational policies
- P7. Recognise and resolve performance problems
- P8. Identify and investigate performance problems
- P9. Use feedback and coaching to address performance problems
- P10. Discuss and agree upon possible solutions with the staff

E4. Conduct performance reviews

- P11. Follow-up outcomes of informal counselling through review in the workplace
- P12. Organise and conduct a formal counselling session when needed according to required procedures
- P13. Conduct individual performance evaluations openly and fairly
- P14. Complete and file performance management records
- P15. Agree on courses of action with staff and follow up in the workplace

KNOWLEDGE REQUIREMENTS

- K1. Describe the role and importance of monitoring staff performance and providing feedback and coaching
- K2. Describe the performance review practices, including:
 - Reasons for performance review
 - The format for and inclusions of performance review documents

- K3. Describe the methods of reviewing performance in your organisation
- K4. Explain the procedures for performance review interviews
- K5. Explain the procedures for formal counselling sessions
- K6. Explain grievance procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

The variables relate to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. Expected standards of performance and performance problems may relate to:

- Adherence to procedures
- Cost minimisation
- Customer service standards
- Level of accuracy in work
- Personal presentation
- Productivity
- Punctuality
- Response times
- Team interaction
- Waste minimisation
- Attitude and behaviours
- Responsibility
- Liability
- Others

2. Guidance and support may include:

- Advice on training and development opportunities
- Confirmation of organisational objectives and key performance requirements
- Ensuring adequate resources are applied
- Opportunity to discuss work challenges
- Representing staff interests in other forums
- Support with difficult interpersonal situations

3. Recognition and reward may include:

- Acknowledgment of individual good performance to the whole team
- Informal acknowledgment
- Presentation of awards
- Written reports to management

4. Possible solutions to performance may include:

- Additional training and coaching
- Adjustment of workload
- Agreement on short term goals for improvement
- Assistance with problems outside of the workplace
- Reorganisation of work practices

5. Required procedures for a formal counselling session may include:

- Preparation:
 - Formal notification to staff member and management
 - Invited participation of appropriate people
 - Organisation of appropriate location for counselling session
- Conducting the performance review:
 - Start and introduce the objectives
 - Discussions on achievements, improvement requirement
 - Set goals
 - Conclusions made
- Complete documentation

6. Performance management systems may include:

- Methods of collecting performance data
- Methods of interpreting performance data
- Processes for performance appraisal interviews

Important behaviours for supervisors/managers include:

1. Communication skills to provide effective feedback, coaching and counselling to team members
2. Critical thinking skills to evaluate the reasons contributing to poor staff performance
3. Initiative and enterprise skills to proactively provide colleagues with appropriate guidance and support to enhance their work performance
4. Literacy skills to:
 - a. Read and interpret staff records and performance management documents
 - b. Write potentially complex and sensitive information about staff performance
5. Planning and organising skills to coordinate regular performance appraisals and coordinate and operate formal counselling sessions
6. Problem-solving skills to identify and respond to staff performance issues
7. Self-management skills to take responsibility for monitoring staff performance
8. Teamwork skills to monitor the performance of individuals, their effect on the team and take corrective action to enhance the whole of team performance

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing performance in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. Evidence must include:</p> <ol style="list-style-type: none"> 1. Two documented examples or cases when the manager monitored staff performance and provided guidance, support and recognition and reward for achievements and outstanding performance 2. Two documented examples or cases when the manager identified needs and provided solutions to individuals in their team 3. One documented example of a successfully conducted performance review 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of performance review meetings etc (without named individuals) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.01-04

HRS7. UNIT TITLE: PROVIDE ON-THE-JOB COACHING

UNIT DESCRIPTOR

This unit covers the competencies required to helping individuals – either in your own team or from another work group – to develop and maintain their performance through coaching.

Coaching involves helping individuals improve their performance by:

- Identifying their strengths and how they can use these most effectively
- Analysing areas of their work where they are less than fully effective and developing a coaching plan to address weaknesses and gaps
- Coaching individuals in technical, practical skills, customer service, interpersonal/communication skills or other areas of the business operation

This standard is relevant to supervisors and managers who have a specific responsibility for coaching individuals.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify coaching requirements

- P1. Work with individuals to identify and prioritise their needs for coaching
- P2. Ensure that individuals' coaching requirements are in line with your organisation's objectives
- P3. Establish with individuals what they expect from the coaching
- P4. Confirm with individuals what coaching that will be provided
- P5. Explore with individuals the knowledge and skills they need to develop, and the behaviours they need to change, in order to meet the desired standard of performance
- P6. Explore with individuals obstacles which could hinder their progress and how to remove these obstacles

E2. Prepare and deliver the coaching sessions

- P7. Plan with individuals how they can develop new skills and behaviours in a logical step-by-step sequence
- P8. Prepare the coaching sessions and confirm the content and desired outcomes
- P9. Deliver technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours

E3. Monitor progress & provide feedback

- P10. Monitor the individuals' progress in a systematic way
- P11. Provide specific feedback designed to improve individuals' skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance
- P12. Agree with individuals when they have achieved the desired standard of performance, or when they no longer require coaching
- P13. Encourage and empower individuals to take responsibility for their continuing professional development

KNOWLEDGE REQUIREMENTS

- | | |
|--|---|
| <ul style="list-style-type: none"> K1. Describe relevant coaching models, tools and techniques, and how to apply these K2. Define the skills effective coaches require, and how to apply these skills K3. Review how to establish a coaching contract with individuals and what the contract should cover K4. Describe how to help individuals identify the skills they need to develop and the behaviours they need to change K5. Explain how to help individuals identify and remove obstacles that could hinder their progress | <ul style="list-style-type: none"> K6. Explain how to help individuals prepare a plan to develop their skills and/or adapt their behaviours K7. Describe how to help individuals try out new skills and behaviours and how to reflect on their progress K8. Explain the importance of monitoring individuals' progress in developing new skills and behaviours and how to do this K9. Discuss how to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation |
|--|---|

KNOWLEDGE REQUIREMENTS

- K10. Explain how to empower individuals to take responsibility for their own development
- K11. Review industry requirements for supporting individuals to improve their performance

- K12. Identify sources of information, resources and advice in your organisation
- K13. Describe your organisation's policies and practices in relation to on-the-job coaching

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Identifying coaching requirements includes:**

- Establishing the specific area(s) in which they want to develop their performance
- Establishing their current standard of performance
- Establishing the standard of performance they wish to achieve
- Establishing why they want to develop their performance
- Clarifying the support they can expect from you, and the commitment you expect from them
- Confirming the coaching you will provide
- Confirming the timescale
- Confirming the location, frequency and duration of coaching sessions
- Confirming points at which progress will be reviewed
- Confirming how progress will be measured and assessed

2. Obstacles which could hinder staff progress could include:

- Work pressures
- Shift patterns
- Resistance to change
- Lack of facilities, equipment or resources
- Lack of support from colleagues or others
- Lack of proper training

3. Skill deficiencies that could be addressed by coaching should include:

- Skills which do not require formal or extended training sessions for example:
 - Customer service or interpersonal/communication skills
 - Technical or practical skills such as operating equipment
 - Selling or promoting products and servicing

4. Suitable time and place may include:

- On-the-job during work hours
- Before or after work
- In a simulated location away from the actual workplace

5. Specific job skills may relate to:

- Skills required to support introduction of new equipment
- Skills required to support introduction of new processes
- Skills required to support introduction of new procedures
- Skills required to complete a job or task effectively and efficiently

Important behaviours of coaches (supervisors/managers) include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on coaching activities for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples of work records to show your work with individuals to identify and prioritise their needs for coaching and to confirm the coaching that will be provided, the skills or behaviours they need to change and any obstacles that might hinder their progress 2. Two examples or cases of the outlines or content of the coaching sessions and the delivery of the technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours 3. Two examples or cases of the outcomes of coaching, the progress of individual staff and how they reached the desired standard of performance 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.06

HRS8. UNIT TITLE: DELIVER A GROUP TRAINING SESSION

UNIT DESCRIPTOR

This unit covers the competencies required to devise and implement training for your team members, balancing the developmental needs of the individual with the skills and knowledge needed by them to fulfil their role within the organisation.

Within many hospitality organisations, particularly those that are small, there may be little human resources support, therefore as a team manager you may identify and/or provide relevant training for staff yourself.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Establish training and development requirements

- P1. Identify current competencies of trainees/staff
- P2. Identify required competencies for trainees/staff
- P3. Confirm the identified training gap with relevant personnel
- P4. Determine support available for training provision

E2. Prepare training

- P5. Plan training requirements
- P6. Develop training content
- P7. Develop training resources and materials

E3. Facilitate training session

- P8. Prepare the training venue
- P9. Introduce training and assessment activities
- P10. Conduct training session
- P11. Provide opportunities for trainees/staff to practice skills
- P12. Provide feedback to trainees/staff

E4. Evaluate and follow up training session

- P13. Complete evaluation with trainees/staff
- P14. Ensure further training sessions incorporate feedback

KNOWLEDGE REQUIREMENTS

- K1. Explain how the training needs of individuals and teams fit in with the needs of the organisation
- K2. Explain how to carry out training needs analysis
- K3. Explain how to identify appropriate training, and what learning outcomes are achieved via different types of training

- K4. Describe how to ensure training outcomes meet identified training needs
- K5. Explain what sort of feedback is required from the individual on the training, and how to evaluate the effectiveness of the training
- K6. Explain why it is important to look at long-term goals as well as the short-term benefits

CONDITIONS OF PERFORMANCE AND VARIABLES

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. Identify current competencies may be related to:

- Observing workers' practices
- Reviewing data contained in workplace staff performance systems/databases
- Seeking input from managers, supervisors and co-workers
- Obtaining feedback from customers
- Checking currency of qualifications, certificates and licenses
- Identifying individual trainees/staff preferences for training delivery

2. Identify required competencies may include:

- Reviewing relevant training programs
- Verifying plans for the business
- Reviewing relevant policies and procedures
- Reviewing existing job analysis sheets
- Specifying product and service criteria
- Describing the workplace context, including the conditions under which tasks are to be completed

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Describe the training gap may include:

- Specifying the difference between organisational expectations of staff/trainees' performance
- Actual level of workplace performance for each staff/trainees
- Confirming identified training gaps with individual staff/trainees

4. Support available for training provision may include:

- Time
- Physical resources
- Human resources
- Financial resources
- Training venues
- Training resources and materials
- Management support for the initiative
- Established internal career paths based on internal training delivery

5. Develop training content may include:

- Ensuring accuracy and comprehensiveness of proposed content
- Identifying topics and sub-topics for training delivery
- Identifying the underpinning attitudes, skills and knowledge for each area of proposed content
- Mapping training content against identified competencies required by staff/trainees
- Emphasising workplace safety at all stages of training delivery and in all training content

6. Develop training resources and materials may include:

- Matching training resources and materials against identified workplace need
- Identifying specific materials and resources, including manuals, texts, work books, workshop guides, hand-outs, standard operating procedures, posters, videos, sample items etc
- Preparing establishment-specific training materials and resources to address identified workplace need

7. Facilitate training session may include:

- Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities
- Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session
- Applying appropriate interpersonal skills to facilitate the training
- Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session
- Using suitable types of training: job talk or job demonstration

8. Provide feedback to staff/trainees may include:

- Ensuring feedback is provided sensitively
- Using positive feedback to motivate and encourage staff/trainees
- Recognising effort and not just success
- Being sincere in the giving of feedback
- Being open as a trainer to feedback from staff/trainees
- Using verbal and non-verbal techniques to provide feedback

9. Complete evaluation with learners could include:

- Providing evaluation forms that ensure objective evaluation of training content, training delivery, training facilities and learning outcomes are met
- Ensuring further training sessions incorporate feedback from the training session

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This Unit may be assessed holistically by means of a portfolio of evidence or report on a training session for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples of training needs analysis that identifies the skills or behaviours required by staff in order to plan a training session 2. Two examples of the outlines, training plan and content of the training sessions which demonstrates how individuals developed new skills and behaviours or enhanced existing skills and behaviours 3. Two examples of the outcomes of the training session, the progress of individual staff and how they reached the desired standard of performance (based on evaluation of the training courses) 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.07-09

HRS9. UNIT TITLE: QUALITY ASSURE WORK IN YOUR TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to check the progress and quality of the work of team members to ensure that the required standard of performance is being met.

This standard is relevant to managers, supervisors and team leaders who monitor progress of work in their team and check the quality of the output.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor progress and quality of work

- P1. Check regularly the progress and quality of the work of team members against the standard performance expected
- P2. Provide team members with prompt, specific feedback designed to maintain and improve their performance

E2. Provide support to team members

- P3. Support team members in identifying and dealing with problems and unforeseen events
- P4. Motivate team members to complete the work they have been allocated on time and to the standard required
- P5. Provide any additional support and/or resources team members require to complete their work on time and to the standard required

E3. Deal with any performance problems

- P6. Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with team members
- P7. Recognise successful completion of significant pieces of work by team members
- P8. Motivate team members to maintain and continuously improve their performance over time
- P9. Use information collected on the performance of team members in any formal appraisal of performance, where appropriate

KNOWLEDGE REQUIREMENTS

- K1. Summarise the most effective ways of regularly and fairly checking the progress and quality of the work of team members
- K2. Describe how to provide prompt and constructive feedback to team members
- K3. Explain how to select and apply different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance
- K4. Explain how to select and apply different methods for recognising team members' achievements
- K5. Describe the additional support and/or resources which team members might require helping them complete their work on time and to the standard required and how to assist in providing this

- K6. Explain how you review your team's plan for undertaking the required work
- K7. Describe your organisation's policy and procedures in terms of personal and professional development
- K8. Explain the reporting lines in your organisation and the limits of your authority
- K9. Summarise your organisation's standards or levels of expected performance
- K10. Explain your organisation's policies and procedures for dealing with poor performance

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Efficiency and service levels may relate to:

- Monitoring and measuring performance
- Monitoring customer service satisfaction
- Monitoring costs

2. Quality assurance initiatives may include:

- Quality systems
- Quality standards

3. Quality problems may include:

- Difficult customer service situations
- Equipment breakdown/technical failure
- Failure to deliver promised service to customers
- Procedural inadequacies or failure
- Poor rosters giving rise to inadequate/inappropriate staffing levels
- Inadequate financial resources
- Delays and time difficulties
- Others

4. Procedures and systems may be related to:

- Customer service
- Bar and restaurant operations
- Kitchens
- Office administration
- Reservation procedures
- Housekeeping systems
- Stock control
- Security
- Safe work practices
- Record keeping
- Financial procedures
- Others

5. Supportive feedback and coaching may relate to:

- Performance reviews
- Advice
- Guest comments

6. Workplace records may include:

- Staff record
- Performance reports
- Time and wages records
- Financial records
- Cash takings
- Front office transactions, vouchers and documentation
- Customer records
- Audit records
- Stock records
- Others

7. Workplace problems may relate to:

- Industrial
- Customer
- Supplier
- Equipment
- Compliance
- Administrative
- Organisational
- Employee
- Others

8. Corrective action may include:

- New procedures and/or processes
- Changes to workplace procedures and/or processes
- Others

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Identify people's preferred ways of communicating
4. Use communication media and styles appropriate to different people and situations
5. Make time available to support others
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Show integrity, fairness and consistency in decision-making
9. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
10. Take pride in delivering high quality, accurate work
11. Seek to understand people's needs and motivations

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on quality assuring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you monitored and checked the progress and quality of the work of team members against the standard performance expected, and the support you provided to team members to maintain and improve their performance 2. Two examples of how you identified and dealt with team problems and unforeseen events and how you motivated team members to complete the work they have been allocated on time and to the standard required 3. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members 4. Two examples of how you recognised successful completion of significant pieces of work by team members and motivated team members to maintain and continuously improve their performance over time 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.04

HRS10. UNIT TITLE: PLAN, ALLOCATE AND MONITOR WORK OF A TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to ensure that the work required of your team is effectively and fairly allocated and involves monitoring the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the work for your team

- P1. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues
- P2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources

E2. Allocate work to team members

- P3. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
- P4. Brief team members on the work they have been allocated and the standard or level of expected performance
- P5. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated

E3. Supervise progress and quality of work of team members

- P6. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance
- P7. Provide prompt and constructive feedback
- P8. Support team members in identifying and dealing with problems and unforeseen events
- P9. Motivate team members to complete the work they have been allocated and provide any additional support and/or resources to help completion
- P10. Monitor the team for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively

E4. Review performance of team members

- P11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members
- P12. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager
- P13. Use information collected on the performance of team members in any formal appraisal of performance

KNOWLEDGE REQUIREMENTS

- K1. Describe different ways of communicating effectively with members of a team
- K2. Explain the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively
- K3. Discuss how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
- K4. Explain how to identify and take due account of health and safety issues in the planning, allocation and checking of work
- K5. Explain why it is important to allocate work across the team on a fair basis and how to do so
- K6. Explain why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so

- K7. Summarize the ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
- K8. List the most effective ways of regularly and fairly checking the progress and quality of the work of team members
- K9. Explain how to provide prompt and constructive feedback to team members
- K10. Explain how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements
- K11. List the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this

KNOWLEDGE REQUIREMENTS

- K12. Explain why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
- K13. Explain why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members

- K14. List the type of problems and unforeseen events that may occur and how to support team members in dealing with them
- K15. Describe how to log information on the on-going performance of team members and use this information for performance appraisal purposes.

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Performance management may be defined as:**

- A process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing individuals in a way which increases the probability it will be achieved in both the short and longer terms

2. Performance standards may include:

- Key Performance Indicators (KPIs) used to measure actual performance against set targets
- Performance standards, defining the level of performance sought from an individual or group that are expressed quantitatively or qualitatively, and which may relate to:
 - Productivity
 - Punctuality
 - Personal presentation
 - Levels of accuracy in work
 - Adherence to procedures
 - Customer service standards
 - Team interaction
 - Response times
 - Waste minimization
 - Cost minimization
 - Others

3. Systems to ensure staff performance is monitored may include:

- Any regularly applied and formalized system where all staff have their actual workplace practice evaluated and assessed against predetermined goals/targets with a view to determining their individual level of performance or achievement
- Evaluation based on factual evidence
- Feedback on the identified performance
- Support for the individual to continue acceptable performance and redress unacceptable performance
- Counselling and disciplinary action for staff unable or unprepared to bring their performance in line with expectations and standards

4. Appraise staff should include:

- Conducting appraisals at regular, pre-determined intervals
- Application of appraisals across all staff, including management, full-time staff, part-time staff and casual staff
- Establishing initial targets for performance and notifying individual staff of these
- Gathering evidence of actual staff performance which should include consideration of:
 - Type of assessment/appraisal which may include peer assessment, self-assessment
 - Team assessment, use of productivity indicators including feedback from patrons
 - Methods of collecting performance data to ensure data is reliable, indicative and relevant
 - Methods of interpreting performance data, including prioritizing results and understanding
 - The data within individual contexts

5. Advise staff of the result should include:

- Providing evidence-based feedback of staff performance
- Agreeing on the level of concurrence between actual and required workplace performance
- Determining revised action, timelines and targets for the next phase/cycle of the appraisal process

CONDITIONS OF PERFORMANCE AND VARIABLES

6. Action to take to underpin attainment of the revised targets may include:

- Providing necessary support, such as mentoring, coaching, training, resources, information
- Providing support for out-of-work problems encountered by staff
- Re-allocation of duties and adjustment of workload
- Re-organisation of work practices
- Agreement on short-term goals for improvement
- Revisions to required workloads and/or standards
- Counselling

7. Supporting and motivating team members may include:

- Informal but structured discussions between management and staff
- Timely delivery of support to minimize the negative impact of delays and enable linking of discussion and outcomes to recent and identified performance
- Application of suitable strategies to meet individual and company needs
- Providing the appropriate level of support during the counselling commensurate with the issues being dealt with
- Referring the staff member to external professional services, where appropriate

Important behaviours for supervisors/managers include:

1. Make time available to support others
2. Clearly agree what is expected of others and hold them to account
3. Prioritise objectives and plan work to make best use of time and resources
4. State your own position and views clearly and confidently in conflict situations
5. Integrity, fairness and consistency in decision-making
6. Seek to understand people's needs and motivations
7. Take pride in delivering high quality work
8. Take personal responsibility for making things happen
9. Encourage and support others to make the best use of their abilities
10. Be vigilant for possible risks and hazards

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on allocating and monitoring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you planned how your team will undertake its work, including detailed work schedules, timetables and other plans for individual and team work activities, tasks, production targets 2. Two examples of how you allocated work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development 3. Two examples of how you checked the progress and quality of the work of team members and provided prompt and constructive feedback 4. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Detailed work schedules, timetables and other plans for individual and team work activities • Notes of team briefings to allocate individual and team work activities, tasks, targets, etc • Personal statements (reflections on the process and reasoning behind work allocation) • Witness statements (comments on the process of work allocation and perceptions of its fairness) • Records of individual and team work output or production records, production/operational reports • Notes, reports, recommendations to managers or other records of problems or critical incidents • Health, safety or security; customers; or team members' work performance • Notes, emails, memos or other records of formal or informal feedback or performance appraisal • Personal statement (reflections on your own role in dealing with problems or critical incidents) • Witness statements (comments on your own role in dealing with problems or critical incidents) <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.03

GAS5. UNIT TITLE: PLAN, MANAGE AND CONDUCT MEETINGS

UNIT DESCRIPTOR

This unit covers the competencies required to plan, manage and conduct meetings in order to achieve their objectives, which may be to solve problems, take decisions, and consult with people or to exchange information and knowledge.

This standard is relevant to managers and supervisors who are required to lead meetings to achieve objectives.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan and prepare for the meeting

- P1. Establish the purpose and objectives of the meeting
- P2. Confirm that a meeting is the best way to achieve the objectives
- P3. Prepare carefully how you will lead the meeting and identify who needs to participate
- P4. Invite participants, giving them sufficient notice to enable them for attendance stating the importance of the meeting, the role they will be expected to play, and the preparation they need to do
- P5. Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles
- P6. Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item

E2. Conduct the meeting

- P7. State the purpose of the meeting at the start and check that all participants understand why they are present and what is expected of them
- P8. Clarify specific objectives at the beginning of each agenda item
- P9. Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants
- P10. Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting
- P11. Manage time flexibly; giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda
- P12. Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item
- P13. Take decisions within the meeting's authority, remit or terms of reference

E3. Follow up the meeting

- P14. Check that decisions and action points are accurately recorded and promptly communicated to those who need to know
- P15. Evaluate whether the purpose and objectives of the meeting have been achieved
- P16. Identify how future meetings could be

KNOWLEDGE REQUIREMENTS

- | | |
|--|---|
| <p>K1. Explain the importance of establishing the purpose and objectives of the meeting and how to do so</p> <p>K2. Explain the purpose of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting</p> <p>K3. Explain how to run the meeting to ensure the meeting meets specific objectives at the beginning of each agenda item</p> <p>K4. Explain how to encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so</p> | <p>K5. Explain how you will discourage unhelpful comments and digressions and refocus attention on the objectives of the meeting</p> <p>K6. Explain the importance of summarising the discussion at appropriate times and allocating action points to participants at the end of each agenda item and how to do so</p> <p>K7. Explain how to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective</p> |
|--|---|

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Meetings may relate to:**

- One-off meetings
- Regular meetings
- Group dynamics
- Teleconferences
- Video conferences
- Committee meetings
- Board meetings
- Staff meetings
- Client meetings
- Others

2. Style of the meeting may be:

- Formal
- Informal

3. Arrangements for the meeting may include organising:

- Venue
- Refreshments
- Travel arrangements for participants
- Audio-visual hire
- Supporting information and other agenda items to be discussed such as letters, submissions and reports
- Others

4. Meeting papers may relate to:

- Agendas
- Minutes
- Written submissions
- Documents relating to the purpose of the meeting

Important behaviours for supervisors/ managers include:

1. Address multiple demands without losing focus or energy
2. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Show respect for the views and actions of others
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Show integrity, fairness and consistency in decision-making
7. Prioritise objectives and plan work to make the effective use of time and resources
8. Clearly agree what is expected of others and hold them to account
9. Make effective use of existing sources of information
10. Check the accuracy and validity of information
11. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation
12. Recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal
13. Specify the assumptions made and risks involved in understanding a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Evidence of the following is essential:</p> <ol style="list-style-type: none"> 1. Planning and preparation for at least 3 meetings – including examples of agendas and supporting documentation 2. Minutes of at least 3 meetings showing meeting decisions, follow-up action etc 	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of final printed documents • Demonstration of techniques • Oral or written questioning to assess knowledge of planning and conducting meetings

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HGA.CL6.05

SCS2. UNIT TITLE: MANAGE INCIDENTS AND EMERGENCIES

UNIT DESCRIPTOR

This unit covers the competencies required to ensure safety and security in hotels by managing incidents and emergencies professionally. Incidents and emergencies could include fire, flood or other environmental incidents, scenes of crime, accidents and medical emergencies, health and safety and security incidents.

It is important that procedures are in place to deal with incidents and emergencies and that these are communicated to those who need to know, including what to do; how to use appropriate emergency equipment; how to contact emergency services and other relevant sources of assistance; and how to record and report details of incidents and emergencies.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Ensure procedures are developed and communicated

- P1. Ensure procedures are in place to deal with incidents and emergencies
- P2. Ensure that procedures are communicated to those that need to be informed

E2. Respond to incidents or emergencies

- P3. Take responsibility in the event of an incident or emergency and respond quickly with a proposed course of action
- P4. Seek and clarify information about the incident or emergency
- P5. Where necessary summon the help of the appropriate emergency services or other relevant sources of assistance, giving full and accurate details of the incident or emergency

E3. Ensure the safety of guests and personnel

- P6. Ensure everyone involved or affected by the incident and emergency is given relevant information including any information on potential risks
- P7. Provide support and direction to others involved in the incident or emergency
- P8. Ensure that the integrity of evidence is preserved where this could be required by the emergency services or other parties e.g. insurance company
- P9. Maintain your own safety while dealing with incidents or emergencies

E4. Evaluate and report on the incident or emergency

- P10. Collect information about the incident or emergency that might help to establish the cause and prevent reoccurrence
- P11. Ensure the procedure for recording and reporting incidents and emergencies is followed and the required documentation is completed in line with procedures and timescales

KNOWLEDGE REQUIREMENTS

- K1. Describe the procedures and specific instructions for dealing with incidents and emergencies, including evacuation procedures and contingency plans
- K2. Describe appropriate ways to communicate procedures and instructions to those that need to be informed
- K3. Explain the importance of responding quickly to an incident or emergency and providing direction
- K4. Explain the importance of clarifying information about the incident or emergency to inform course of action
- K5. Identify the procedures for contacting emergency services or other relevant sources of assistance and the information to give them

- K6. Explain the importance of keeping those involved or affected by the incident or emergency informed of the situation and any potential risks
- K7. Explain the importance of preserving the integrity of evidence
- K8. Describe the safe practices which should be used when dealing with emergencies
- K9. Explain the importance of investigating the cause of incidents and emergencies
- K10. Identify the legislative requirements for recording and reporting incidents and emergencies and procedures for the completion of documentation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Procedures could include:

- Handling fire alarms
- Dealing with fires
- Property damage
- Gas leak or explosion
- Medical situation, such as injury, collapse, assault victim
- Contacting police, including contracted security services
- Contacting medical assistance, including ambulance, in-house doctors, hospitals
- Contacting fire service

2. Respond to incidents or emergencies could include:

- Identifying cause and seriousness of incident or emergency
- Making announcements to staff and guests
- Evacuating premises
- Calling emergency services
- Ensuring safety of staff, guests and self

3. Ensure the safety of guests and personnel could include:

- Providing relevant information including any information on potential risks
- Providing support and direction to others involved in the incident or emergency
- Ensuring that the integrity of evidence is preserved for follow up
- Maintaining your own safety while dealing with incidents or emergencies

4. Evaluate and report on the incident or emergency could include:

- Collecting information about the incident or emergency that might help to establish the cause and prevent reoccurrence
- Ensuring the procedure for recording and reporting incidents and emergencies is followed
- Ensuring the required documentation is completed in line with procedures

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Refer issues outside the limits of your authority to appropriate people
6. Watch out for potential risks and hazards
7. Make appropriate information and knowledge available promptly to those who need it and have a right to it
8. Make effective use of available resources
9. Identify the range of elements in a situation and how they relate to each other
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation
12. Take decisions in uncertain situations or based on incomplete information when necessary

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Assessment evidence should include:</p> <ol style="list-style-type: none"> 1. At least 3 procedures developed to deal with incidents and emergencies, with evidence of communication to others in the hotel 2. At least two examples or cases of incidents or emergencies that were responded to, and the course of action taken to address them 3. At least two reports provided that show how you evaluated and reported on the incident or emergency, what information you collected to help to establish the cause and prevent reoccurrence 4. Fully completing the knowledge assessment satisfactorily 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals) • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Assessing knowledge and understanding:</p> <p>Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:</p> <ul style="list-style-type: none"> • Documented answers to oral questioning • Written examination
RELEVANT OCCUPATIONS	ACCSTP REF
All supervisory or management staff with responsibility for security	D1.HSS.CL4.01 and D1.HSS.CL4.04

SCS3. UNIT TITLE: OPERATE BASIC SECURITY EQUIPMENT

UNIT DESCRIPTOR

This unit describes the competencies required to select and operate security equipment and resources to provide a basic level of security within hospitality or tourism premises.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select and prepare security equipment for use

- P1. Identify and access appropriate security equipment as required
- P2. Perform pre-operational checks to equipment to ensure equipment is working as specified
- P3. Identify, rectify or replace faulty and damaged equipment
- P4. Identify and notify the need for training to the appropriate person

E2. Operate security equipment

- P5. Select, use and maintain appropriate personal protective equipment and clothing
- P6. Operate security equipment in a safe and controlled manner
- P7. Monitor surveillance equipment
- P8. Test alarms
- P9. Take part in running fire drills.

E3. Maintain security equipment and resources

- P10. Return security equipment to operational condition
- P11. Arrange cleaning, maintenance and storage of security tools and equipment
- P12. Report faulty or damaged security equipment and items
- P13. Arrange back-up systems for faulty or damaged security equipment and items
- P14. Complete internal records and reports relating to security

KNOWLEDGE REQUIREMENTS

- K1. Describe applicable legislation and company regulations for safety and security
- K2. List the procedures used to check and prepare security equipment and items ready for use
- K3. Explain which items of security equipment should be used in which workplace situations
- K4. Describe how you monitor designated surveillance equipment and respond appropriately to situations that emerge
- K5. Describe the basic repair functions on nominated items of security equipment

- K6. List the security records required by your organisation and the legal requirements Vietnam
- K7. Describe the fire or emergency evacuation procedures and processes
- K8. Describe the company first aid principles and procedures
- K9. Explain the limits of own responsibility and authority
- K10. Identify the location of emergency and security systems
- K11. Identify the types of safety hazards and risks.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Security equipment may include:

- Communication equipment, such as a two-way radio, telephone, mobile telephone, megaphone, public address system
- Office equipment, such as a computer, camera or photocopier
- Security equipment, such as electronic screening equipment, video cameras and monitors, alarms and signals, motion sensors, personal duress alarms, static alarms
- Personal protective equipment and clothing
- Vehicles, including cars, vans, motorcycles
- Fire extinguisher and other fire equipment
- First aid kit

2. Tasks may include:

- Routine security monitoring of premises
- Crowd control
- Screening of property and people
- Escort of people and property
- Controlling exit and access to premises
- Responding to alarms
- Preparing documents and reports

3. Organisational requirements may include:

- Legal and organisational policy and procedures
- Legislation relevant to the operation, incident and/or response
- Employer and employee rights and responsibilities
- Business and performance plans
- Vehicle policy and procedures
- Policies and procedures relating to own role, responsibility and delegation
- Quality and continuous improvement processes and standards
- Occupational health and safety policies, procedures and programs
- Emergency and evacuation procedures
- Duty of care, code of conduct, code of ethics
- Records and information systems and processes
- Communication channels and reporting procedures

4. Pre-operational checks may relate to:

- Checking log books, maintenance register
- Reading manufacturer's instructions
- Observing and monitoring noise levels for correct operation
- Cleaning, priming, tightening, basic repairs and adjustments
- Identification and segregation of unsafe or faulty equipment for repair or replacement

5. Faulty and damaged equipment may relate to:

- Missing items
- Flat batteries
- Items that have not yet been serviced in response to maintenance/service requests
- Items that are not operating or performing as intended by the manufacturer
- Obtaining fully operational alternatives

6. Personal protective equipment may include:

- Masks
- Safety boots
- Head protection
- Safety glasses
- Gloves

7. Operate security equipment may include:

- Entering information into computerized systems according to software instructions and standard operating procedures
- Utilizing equipment such as intrusion alarm systems, fire systems and alarms/detectors
- Exercising personal control in the application of security items, where applicable
- Using all security equipment and items only for its designated and specified purpose/s

8. Monitor surveillance equipment may include:

- Setting up equipment in accordance with manufacturer's instructions
- Scheduling regular monitoring periods
- Actively monitoring the surveillance equipment by adhering to the approved monitoring schedule
- Recording evidence of scheduled monitoring activities
- Check and assess computer information and data for reliability and accuracy
- Updating information/data as required on a regular basis

9. Testing alarm sectors may include:

- Conducting tests in accordance with designated testing schedules
- Involving external security support companies where faults are identified in the testing procedure
- Recording evidence of testing activities

CONDITIONS OF PERFORMANCE AND VARIABLES**10. Internal records and reports may relate to:**

- Operational details
- Equipment faults and diagnosis
- Alarm generations
- Repairs and/or servicing undertaken
- Recommended repairs or disposal of equipment
- Testing and inspection results
- Materials used, parts and components replaced
- Costing of security equipment, maintenance and operation

Important behaviours for supervisors/managers include:

1. Present information clearly, concisely, accurately and in ways that promote understanding
2. Give feedback to others to help them maintain and improve their performance
3. Continuously improve products and services
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Make effective use of available resources
6. Recognise stakeholders' needs and interests and manage these effectively

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of selecting and operating security equipment and resources to provide a basic level of security within hospitality or tourism premises.

Performance assessment must include:

1. One report on how you selected and prepared security equipment for use including performing pre-operational checks to equipment to ensure equipment is working as specified and rectifying or replacing faulty and damaged equipment
2. Two reports or witness statements on how you operated security equipment including maintenance of appropriate personal protective equipment and clothing, operating security equipment in a safe and controlled manner and monitoring surveillance equipment
3. One report on how you took part in testing alarms and running fire drills
4. One report on how you maintained security equipment and resources, arranged cleaning, maintenance and storage of security tools and equipment
5. One report showing completed internal records and reports relating to security.

ASSESSMENT METHODS

This Unit may be assessed holistically by means of a portfolio of evidence, reports or witness statements from a supervisor or manager. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Suitable assessment methods may include:

- Direct observation
- Naturally occurring evidence in the workplace,
- Review of portfolios of evidence
- Witness statements/third party workplace reports of on the job performance by the individual.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HSS.CL4.10

HKS4.1. UNIT TITLE: MANAGE HOUSEKEEPING OPERATIONS

UNIT DESCRIPTOR

This unit describes the competencies required to manage housekeeping operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor and improve housekeeping operations

- P1. Monitor efficiency and service levels on an on-going basis through close contact with day to day operations
- P2. Ensure that Housekeeping operations support quality assurance initiatives
- P3. Identify quality problems and issues promptly and make appropriate adjustments and get relevant approvals
- P4. Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness
- P5. Consult colleagues about ways to improve efficiency and service levels
- P6. Monitor budget and control expenses

E2. Plan and organise workflow

- P7. Schedule work in a manner that enhances efficiency and customer service quality
- P8. Delegate work to appropriate people using schedules and work plans
- P9. Assess progress against agreed objectives and timelines
- P10. Assist colleagues in prioritization of workload through supportive feedback and coaching
- P11. Identify training needs and arrange training and development for staff

E3. Maintain workplace records

- P12. Complete workplace records accurately and submit within required timeframes
- P13. Delegate and monitor completion of records prior to submission

E4. Solve problems and make decisions

- P14. Identify workplace problems promptly and analyse from an operational and customer service perspective
- P15. Initiate corrective action to resolve the immediate problem where appropriate
- P16. Encourage team members to participate in solving problems they raise
- P17. Monitor the effectiveness of solutions in housekeeping operations

KNOWLEDGE REQUIREMENTS

- K1. Describe the health and safety standards that need to be followed with regards to the housekeeping service
- K2. Explain how the housekeeping service integrates with other departments
- K3. Explain how to allocate work to staff
- K4. Explain how to monitor responsibilities to ensure standards are maintained
- K5. Explain how to identify training needs
- K6. Explain how to ensure that staff have the skills and knowledge to carry out their work effectively
- K7. Explain how to brief staff, for example verbal instructions, written instructions, demonstrations or diagrams
- K8. Explain how to give feedback to staff in a way that motivates them

- K9. Explain how to alter work allocation in order to improve the service
- K10. Explain how to monitor the allocation and use of housekeeping resources
- K11. Identify the types of problems that may occur in the housekeeping service
- K12. Explain how to deal with problems with the housekeeping service
- K13. Describe how to report problems with the housekeeping service
- K14. Explain the limits of own authority when dealing with problems
- K15. Explain why it is important to review procedures
- K16. Explain how to identify and suggest possible ways of improving the housekeeping service

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Service levels may include :**

- Excellent service
- Acceptable service
- Bad service

2. Brief staff on housekeeping duties may include:

- Procedures
- Work routines
- Non- routine events
- Standard of behaviour
- Health, safety and security

3. Methods to brief staff on housekeeping duties may include:

- Verbal instructions
- Written instructions
- Demonstrations
- Diagrams

4. The health and safety standards would apply to:

- Customers
- Staff
- The organisation

ASSESSMENT GUIDE

This Unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Assessment evidence should include:

1. At least two examples of quality problems and issues identified and how appropriate adjustments/approvals were made in consultation with colleagues
2. At least two examples of scheduling, work plans and delegation that helped enhance efficiency and customer service quality
3. At least two examples of how you assisted colleagues in prioritization of workload through supportive feedback and coaching
4. At least two examples of how you identified workplace problems and initiated corrective action to resolve the immediate problems

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

Housekeeping Supervisor, Assistant Executive Housekeeper, Executive Housekeeper, Team Leader

ACCSTP REF

PPLHSL17

HRS1. UNIT TITLE: IDENTIFY STAFF DEVELOPMENT NEEDS

UNIT DESCRIPTOR

This unit covers the competencies required to help staff identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations.

This standard is relevant to managers and supervisors who have people reporting to them.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Agree individual staff development needs

- P1. Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles
- P2. Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback
- P3. Provide opportunities for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential
- P4. Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations
- P5. Identify and evaluate any learning difficulties or particular needs individuals may have

E2. Support staff in setting their own learning objectives

- P6. Support individuals in prioritising their needs and specifying their learning objectives
- P7. Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development
- P8. Seek advice and support from HR training and development specialists, when required

KNOWLEDGE REQUIREMENTS

- K1. Explain the differences between knowledge, skills and competence
- K2. Explain the importance of objective, specific and valid feedback in identifying learning needs
- K3. Describe how to analyse the gaps between current levels of knowledge, skills and competence and the levels required
- K4. Describe how to prioritise learning needs
- K5. Explain how to establish SMART (Specific, Measurable, Agreed, Realistic, Time-bound) learning objectives
- K6. Describe learning styles and how to identify individuals' preferred learning styles
- K7. Describe the tools used in your organisation to identify individual learning needs and styles

- K8. List the types of learning activities appropriate for different learning styles
- K9. Explain how to develop learning and development plans based on a sound analysis of learning needs and styles
- K10. Describe the knowledge, skills and competence requirements for different roles within your area of responsibility
- K11. Describe your organisation's personal and professional development policy and practices
- K12. Describe the learning opportunities available in your organisation
- K13. List the sources of specialist advice and support in your organisation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Knowledge, skills and competence required to meet the demands of current and potential future work roles could include:

- Job-related knowledge, including technical or industry knowledge
- Skills development, including technical skills
- Supervisory or management development

2. Those who are able to provide objective, specific and valid feedback on their performance feedback could include:

- Managers
- Colleagues
- HR Department
- Guests

3. Learning difficulties or particular individual needs may include:

- Availability for training and development due to job demands
- Language level, relevant experience or technical limitations

4. Learning styles would include:

- Activist learner – prefers to take part in practical learning followed by learning the theory
- Reflective learner – prefers to take part in learning and reflecting on the experience
- Theorist learner – prefers to study and understand the learning before putting into practice
- Pragmatist learner – prefers learning and putting learning into practice

Important behaviours for supervisors/ managers include:

1. Seize opportunities presented by the diversity of people
2. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
3. Support others to make effective use of their abilities
4. Support others to realise their potential and achieve their personal aspirations
5. Develop knowledge, understanding, skills and performance in a systematic way
6. Inspire others with the desire to learn
7. Check the accuracy and validity of information
8. Identify the implications or consequences of a situation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of identifying staff development needs in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

This unit should be assessed by portfolio evidence of performance and oral or written questioning.

Evidence must include:

1. Two documented examples or cases when the manager helped identify staff development needs
2. Two documented examples or cases when the manager provided opportunities for individuals to take further learning, training or development opportunities to gain knowledge, skills or competence to enhance their job performance
3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.05

HRS4. UNIT TITLE: INITIATE AND FOLLOW DISCIPLINARY PROCEDURES

UNIT DESCRIPTOR

This unit covers the competencies required to help members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.

The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to HR Department or senior manager for further action.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate with subordinates and colleagues

- P1. Keep individuals fully informed about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance
- P2. Seek support from colleagues or human resources specialists on any aspects of implementing disciplinary procedures about which you are unsure

E2. Carry out investigations and take preventative measures

- P3. Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance
- P4. Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively

E3. Follow disciplinary procedures and maintain records

- P5. Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance
- P6. Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer as, necessary

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of fully informing individuals about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance
- K2. Describe how to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance
- K3. Discuss informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively
- K4. Compare the differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled
- K5. Discuss the importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance

- K6. Illustrate the importance of communicating clearly, concisely and objectively, and how to do so
- K7. Describe how to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary
- K8. Summarise your organisation's procedures for dealing with misconduct or unsatisfactory performance
- K9. Identify the standards of conduct and performance expected of individuals
- K10. List the sources of advice, guidance and support from colleagues, human resources or others

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Communication with subordinates and colleagues could be by:

- Email, telephone, SMS, face-to-face, instant messaging or other means

2. Support from colleagues or HR specialists could include:

- Advice on legal procedures
- Advice on organisational procedures
- Support in planning coaching sessions
- Help with resources for coaching sessions

3. Investigations measures could include:

- Investigations with HRD, senior managers or others to establish the facts relating to any misconduct or unsatisfactory performance

4. Preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance could include:

- Informal discussion with staff
- Appraisal or performance review
- Warning letter if the issue has occurred frequently
- Referral to HR department

5. Disciplinary procedures could include:

- Verbal warning
- Written warning
- Internal transfer
- Suspension from the workplace

6. Confidential records could include:

- Minutes of meetings
- Appraisal forms
- Incident report forms
- Letters and emails
- Other documents

Important behaviours for supervisors/managers include:

1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing disciplinary procedures in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two documented examples or cases of communications to staff and colleagues about disciplinary conduct
2. Two documented examples of carrying out investigations to establish facts about misconduct or unsatisfactory performance
3. One documented example of a preventative measures taken to resolve issues and deal with cases of minor misconduct or unsatisfactory performance
4. One documented example of a formal disciplinary procedure in a serious cases of misconduct or unsatisfactory performance
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

Possible examples of evidence**Records of your involvement in disciplinary procedures:**

- Notes of briefings and meetings; e-mails and memos; handbooks, procedure manuals and other guidance which you have prepared for team members on disciplinary procedures and systems
- Notes of meetings with individuals such as performance reviews, supervision meetings, notes of disciplinary investigations
- Memos, e-mails from specialists on conduct of disciplinary procedures
- Letters, memos, e-mails from, and notes of conversations with colleagues or managers regarding an individual's performance and behaviour
- Notes, records of disciplinary procedures in which you have been involved
- Personal statement (your reflections on your role in initiating and following disciplinary procedures)

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of performance review meetings etc (without named individuals)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.04

HRS5. UNIT TITLE: RECRUIT, SELECT AND RETAIN STAFF

UNIT DESCRIPTOR

This unit covers the competencies required to recruit and select people to undertake identified activities or work roles within your area of responsibility.

This standard is not intended for human resources specialists. It is relevant to managers and supervisors who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan recruitment of appropriate people

- P1. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence
- P2. Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow
- P3. Engage appropriate HR professionals within your organisation in recruiting and selecting people
- P4. Ensure you comply with your organisation's recruitment and selection policies and procedures

E2. Prepare for recruitment and selection

- P5. Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit
- P6. Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
- P7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
- P8. Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues
- P9. Ensure the recruitment and selection process is carried out fairly, consistently and effectively

E3. Manage the selection process

- P10. Keep applicants fully informed about the progress of their applications, in line with organisational policy
- P11. Offer positions to applicants who best meet the selection criteria
- P12. Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy
- P13. Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements

E4. Optimise staff retention activities

- P14. Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
- P15. Review individuals' performance and development systematically and provide feedback designed to improve their performance
- P16. Recognise individuals' performance and recognise their achievements in line with your organisation's policy
- P17. Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs
- P18. Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned
- P19. Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings

KNOWLEDGE REQUIREMENTS

- K1. Discuss how to engage employees and other stakeholders in recruitment, selection and retention activities
- K2. Describe how to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence

- K3. Explain what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them

KNOWLEDGE REQUIREMENTS

- | | |
|--|---|
| <p>K4. Discuss the different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved</p> <p>K5. Evaluate the different recruitment and selection methods and their associated advantages and disadvantages</p> <p>K6. Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants</p> <p>K7. Discuss how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy</p> <p>K8. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues</p> | <p>K9. Explain the importance of keeping applicants informed about progress and how to do so</p> <p>K10. Discuss the importance of providing opportunities for individuals to discuss issues with you alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values</p> <p>K11. Discuss the importance of understanding the reasons why individuals are leaving an organisation</p> <p>K12. Describe the specialist resources available to support recruitment, selection and retention, and how to make use of them</p> |
|--|---|

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Policies and procedures in relation to the recruitment and selection process may include:**

- Details of information that may and may not be used in a job advertisement
- Staff promotion policies, especially internal promotions
- Staff training
- Remuneration
- Probationary periods
- Terms and conditions of employment
- Benefits
- Individual staff policy, such as uniform, personal presentation, smoking, tact and diplomacy, sickness, attendance and punctuality, use of company property
- Composition of interview and selection panels

2. Job specification refers to:

- All the information about the type of employee needed to do a particular job effectively

3. The job description refers to:

- All the information about the job tasks

4. Key selection criteria may relate to:

- Experience
- Competencies
- Qualifications
- Compatibility
- References
- Attitudes

5. Sources of staff recruitment may include:

- Media advertisements
- Job and recruitment agencies
- Online recruitment
- Internal advertising including internal promotions
- Schools and trade colleges
- Industry network contacts
- Other employers

6. Selection interview may include:

- One-on-one and face-to-face interviews
- Panel interviews
- Group interviews
- Over-the-phone interviews
- First, second and/or third interviews
- Applying appropriate questioning and listening techniques
- Recording answers supplied by applicants
- Responding to applicant questions
- Equity and compliance issues
- Devising questions to be asked of all applicants

7. Selection may relate to:

- Rating applicants against selection criteria
- Obtaining feedback and consensus from all interviewers
- Considering test results
- Ranking interviewees

CONDITIONS OF PERFORMANCE AND VARIABLES

8. Follow up successful applicants may relate to:

- Obtaining original copies of documents presented at interviews
- Explaining details of the job offer, contract or employment instrument
- Confirming acceptance of the job offer
- Offering the job to another applicant if the first choice refuses the offer

9. Retention policies can include:

- Provision of work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
- Review of individuals' performance and development systematically
- Methods of feedback designed to improve staff performance
- Recognition of individuals' performance and achievements in line with your organisation's policy
- Identification of work roles that meet both the individual's and organisation's needs
- Recognition of incompatibility of staff with work roles
- Staff exit policies

Important behaviours for supervisors/ managers include:

1. Identify people's information needs
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Show integrity, fairness and consistency in decision-making
8. Protect the confidentiality and security of information
9. Check the accuracy and validity of information
10. Take and implement difficult and/or unpopular decisions, where necessary

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing recruitment, selection and retention of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two documented examples or cases of recruitment and selection of staff to meet organisational staffing needs 2. Two documented examples or cases of retention activities 3. One documented example of an exit interview to establish reasons for staff leaving a job 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.10

HRS6. UNIT TITLE: HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS

UNIT DESCRIPTOR

This unit covers the competencies required to initiate and follow your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.

This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is not designed for human resources specialists.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform staff about grievance procedures

- P1. Keep individuals fully informed about your organisation's current procedure for raising grievances
- P2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure

E2. Implement grievance procedures

- P3. Identify potential grievances and take preventative measures to resolve issues where possible
- P4. Respond to concerns, problems or complaints from individuals and seek to resolve the situation informally if possible
- P5. Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

E3. Maintain accurate records

- P6. Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of fully informing individuals about your organisation's current procedure for raising grievances
- K2. Explain informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively
- K3. Explain the importance of following your organisation's formal grievance procedure, and when to do so
- K4. Describe how to conduct a meeting with an individual to discuss their grievance

- K5. Describe how to investigate the grievance fully
- K6. Explain the importance of communicating clearly, concisely and objectively, and how to do so
- K7. Describe how to keep full and accurate records throughout the grievance process and store these confidentially as long required
- K8. Summarise your organisation's procedure for dealing with grievances
- K9. Identify sources of advice, guidance and support from colleagues, human resources or legal specialists

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Informing staff about grievance procedures involves:**

- Keeping individuals fully informed about current procedure for raising grievances
- Seeking support from colleagues or human resources or legal specialists

2. Implementing grievance procedures includes:

- Identifying potential grievances before they become an issue
- Taking preventative measures to resolve issues where possible
- Responding to concerns, problems or complaints informally to resolve the situation if possible
- Considering whether an informal approach is likely to resolve the situation effectively
- Following your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

3. Keeping full and accurate records includes:

- Ensuring that full records are kept throughout the grievance process
- Ensuring records are stored confidentially for as long as required

Important behaviours for supervisors/managers include:

1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on initiating and following grievance procedures of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. One documented example of handling an informal grievance procedure
2. One documented examples or cases handling a formal grievance procedure
3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	N/A

HRS11. UNIT TITLE: IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to manage the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the 'culture' of your area of responsibility. The 'area of responsibility' may be, for example, a department or functional area or an operating site such as a hotel or tour company office.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement health and safety policy

- P1. Identify your personal responsibilities and liabilities under health and safety legislation
- P2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties
- P3. Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration

E2. Ensure consultation with health & safety personnel

- P4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues
- P5. Seek and make use of specialist expertise in relation to health and safety issues

E3. Ensure systems are in place for identifying and monitoring risk

- P6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks
- P7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility

E4. Develop & improve health and safety performance

- P8. Show continuous improvement in your area of responsibility in relation to health and safety performance
- P9. Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility
- P10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement
- P11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues
- P12. Develop a culture within your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

- K1. Explain why health and safety in the workplace is important
- K2. Describe how and where to identify your personal responsibilities and liabilities under health and safety legislation
- K3. Explain how to keep up with legislative and other developments relating to health and safety
- K4. Summarise the requirement for organisations to have a written health and safety policy statement
- K5. Explain how to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties

- K6. Describe how and when to review the application of the written Health and safety policy statement in your area of responsibility and produce/provide findings to inform development
- K7. Explain how and when to consult with people in your area of responsibility or their representatives on health and safety issues
- K8. Identify sources of specialist expertise in relation to health and safety
- K9. List ways of developing a culture in your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

- K10. Describe the type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them
- K11. Explain how to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility

- K12. Explain why and how health and safety should inform planning and decision-making
- K13. Explain the importance of setting a good example to others in relation to health and safety
- K14. Define the type of resources required to deal with health and safety issues

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Relevant health and safety information may include:**

- Roles and responsibilities of personnel
- Legal obligations
- Participative arrangements for health and safety
- Location of relevant health and safety information, procedures and policies
- Specific risks and necessary control measures
- Codes of practice

2. Hazards and risks may include:

- Fire and emergency
- Crowd related risks
- Bomb scares
- Theft and armed robbery
- Equipment failure
- Pests
- Equipment related hazards
- Manual handling
- Slips, trips and falls
- Drugs and alcohol in the workplace
- Violence in the workplace
- Hazardous substances
- Others

3. Records may include:

- Health and safety injury register
- Number of near-misses
- Health and safety improvement ideas submitted by team members
- Medical records
- Health and safety training records
- Team member hazards reports
- Others

4. Developing and improving health and safety performance may include:

- Workshops
- Information sessions
- Fact sheets and other literature
- Mentoring
- Lectures
- Practical demonstrations
- Health and safety team meetings

Important behaviours for supervisors/managers include:

Behaviours which underpin effective performance:

1. Respond quickly to crises and problems with a proposed course of action
2. Identify people's information needs
3. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
4. Be vigilant for possible risks and hazards
5. Take personal responsibility for making things happen
6. Identify the implications or consequences of a situation
7. Act within the limits of your authority
8. Constantly seek to improve performance
9. Treat individuals with respect and act to uphold their rights

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on implementing occupational health and safety in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least one record of actions you have taken to ensure health and safety policies are implemented appropriately 2. At least two minutes of meetings you have organised with people in your area of responsibility, or their representatives, and those with specialist expertise, to discuss, review and agree the implementation of workplace policies on health and safety 3. At least one briefing or presentation you have made or commissioned to people in your area of responsibility on the implementation of workplace policies on health and safety 4. At least one record of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety 5. One personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility) 6. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HSS.CL4.01, 02 & 04

FMS1. UNIT TITLE: PREPARE BUDGETS

UNIT DESCRIPTOR

This unit covers the competencies required for managers with responsibility for preparing budgets for their departments.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare budget information

- P1. Identify and interpret sources of data required for budget preparation
- P2. Review and analyse data
- P3. Obtain other stakeholder input into budget plan
- P4. Provide relevant colleagues with the opportunity to contribute to the budget planning process

E2. Draft budget

- P5. Draft budget, based on analysis of all available information
- P6. Estimate income and expenditure using valid, reliable and relevant information
- P7. Review income and expenditure for previous time periods to help with budget forecast

E3. Present budget recommendations

- P8. Present recommendations clearly, concisely and in an appropriate format
- P9. Circulate draft budget to relevant colleagues for comment
- P10. Adjust budget and complete the final budget within designated timelines
- P11. Inform colleagues of final budget decisions

KNOWLEDGE REQUIREMENTS

- K1. Explain how to engage stakeholders in identifying and justifying requirements for financial resources.
- K2. Explain how to identify and interpret sources of data required for budget preparation
- K3. Explain how to provide relevant colleagues with the opportunity to contribute to the budget planning process
- K4. Explain how you present budget recommendations to others

- K5. Describe how to calculate fixed and variable costs of activities.
- K6. Describe cost-benefit analysis techniques
- K7. Explain the importance of developing alternative solutions as fallback positions.
- K8. Explain the importance of obtaining feedback on your presentation of the budget and how to use this feedback to improve future proposals

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Data and data sources required for budget preparation may include:

- Performance data from previous periods
- Financial proposals from key stakeholders
- Financial information from suppliers
- Customer or supplier research
- Competitor research
- Management policies and procedures
- Organisational budget preparation guidelines

2. Internal and external issues that could impact on budget development may include:

- Organisational and management re-structures
- Enterprise/organisational objectives
- New legislation or regulation
- Growth or decline in economic conditions
- Significant price movement for certain commodities or items
- Shift in market trends
- Scope of the project
- Venue availability (for events)
- Human resource requirements
- Others

3. Budgets may include:

- Cash budgets
- Departmental budgets
- Wages budgets
- Project budgets
- Event budgets
- Sales budgets
- Cash flow budgets
- Grant funding budgets
- Others

4. Input may include:

- Budget restrictions
- Client expectations
- Owners/stakeholders expectations
- Others

5. Recommendations may include:

- Budget restrictions
- Operational budgets
- Contingency plan

6. Budget decisions may refer to:

- Increase/decrease in allocations
- Cost-cutting decisions, such as redundancy, closing departments or outlets, etc
- Expansion decisions, such as employing more staff, opening new outlets/departments, etc

7. Financial commitments may relate to:

- Contracts related to expenditure
- Contracts related to income

Important behaviours for supervisors/managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Find practical ways to overcome obstacles
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Balance risks against the benefits that may arise from taking risks
5. Identify and seize opportunities to obtain resources
6. Take repeated or different actions to overcome obstacles
7. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
8. Act within the limits of your authority communicate clearly the value and benefits of a proposed course of action
9. Use a range of legitimate strategies and tactics to influence people
10. Work towards win-win solutions
11. Respond positively and creatively to setbacks
12. Identify the range of elements in a situation and how they relate to each other
13. Specify the assumptions made and risks involved in understanding a situation
14. Test a variety of options before taking a decision

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on preparing a budget for a department or project in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least one minute of meetings you have organised with people in your area of responsibility and those with specialist expertise, to discuss, review and agree the budget for your department or team 2. One draft budget prepared for your department 3. One approved and implemented budget for your department 4. Notes of a meeting or email/letter in which you received approval for the prepared budget 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
Supervisors or Manager in tourism occupations	D1.HFA.CL7.07

FMS2. UNIT TITLE: PROCURE PRODUCTS OR SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required for procuring products and/or services from external suppliers. This unit is relevant to managers who are not procurement specialists but are required to procure products and/or services as part of their role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for procurement

- P1. Comply with relevant organisational procedures and legal and ethical requirements when procuring products and/or services
- P2. Seek support from colleagues or procurement or legal specialists on any aspect of procuring products and/or services about which you are unsure
- P3. Consult with others involved to identify your requirements for products and/or services, drawing up detailed specifications, where necessary

E2. Source and select products, services and suppliers

- P4. Source products and/or services which meet your requirements, where possible identifying a diverse range of products, services and/or suppliers so you can compare alternatives
- P5. Select products, services and suppliers which offer the optimal mix of quality, cost, timeliness and reliability

E3. Agree terms and issue contract

- P6. Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties
- P7. Agree contract with suppliers

E4. Monitor supplier performance

- P8. Monitor the performance of suppliers in terms of the quality, quantity, timeliness and reliability of products and/or services
- P9. Take prompt action to resolve any problems, in line with the terms of the contract

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of following relevant organisational procedures and legal and ethical requirements when procuring products and/or services
- K2. Explain the importance of consulting with others involved to identify your requirements for products and/or services
- K3. Describe how to draw up detailed specifications for procuring products and/or services
- K4. Describe how to source products and/or services which meet your requirements
- K5. Explain how to compare alternative products and/or services and suppliers
- K6. Explain how to select products and/or services and suppliers which offer the optimal mix of quality, quantity, costs, timeliness and reliability
- K7. Explain how to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties

- K8. Discuss the importance of agreeing a contract which clearly states quality and quantity of products and/or services, timescales and costs, terms and conditions, and consequences if either party fails to comply with the contract
- K9. State how you monitor the performance of suppliers in terms of the quality, quantity, timeliness and reliability of products and/or services
- K10. Discuss the importance of taking prompt action to resolve any problems with the performance of suppliers, in line with the terms of the contract, and how to decide what action should be taken and when. You need to know and understand: Industry/sector specific knowledge and understanding
- K11. State the industry requirements for procuring products and/or services

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Legal requirements when procuring products and/or services could include:**

- Local laws and regulations
- Company policies and regulations
- Company tender requirements

2. Ethical requirements when procuring products and/or services could include:

- Fair and transparent tendering
- Suppliers sourced by product or service criteria rather than personal relationships
- No personal interest or family/friendship involvement
- No personal financial gain or commission arrangement

3. Support from colleagues or procurement or legal specialists could include:

- Advice on procurement procedure and policy
- Recommendations on suitable suppliers
- Legal advice

4. Monitor supplier performance could include:

- Quality of product/service according to specifications agreed
- Timeliness of delivery
- Reliability
- Maintenance and support from supplier

5. Contracts should include:

- Quality and quantity of products and/or services to be supplied
- Timescales and costs
- Terms and conditions
- Consequences if either party fails to comply with the contract

Important behaviours for supervisors/ managers include:

- Present information clearly, concisely, accurately and in ways that promote understanding
- Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- Act within the limits of your authority
- Show integrity, fairness and consistency in decision-making
- Address performance issues promptly and resolve them directly with the people/suppliers involved
- Clearly agree what is expected of others and hold them to account
- Work towards win-win solutions
- Make effective use of available resources
- Seek new sources of support when necessary
- Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence for this unit should include:</p> <ol style="list-style-type: none"> 1. At least two examples of products or services procured showing how you complied with relevant organisational procedures and legal and ethical requirements 2. At least two recorded examples of how you seek support and consult with colleagues or procurement or legal specialists on aspects of procuring products and/or services about which you are unsure 3. At least two examples of products and/or services sourced and selected which met your requirements (should include details of comparative products/services and final contracts offered) 4. At least two examples showing how you monitored the performance of suppliers in terms of the quality, timeliness and reliability of products and/or services and how your resolved any problems 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HFA.CL7.02

CMS1. UNIT TITLE: MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION

UNIT DESCRIPTOR

This unit covers the competencies required to manage the delivery of quality customer services in a hotel, travel or tour company.

This standard is relevant to managers and supervisors who are required to manage the delivery of customer service as part of a broader management role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate quality customer service standards

- P1. Engage people within your organisation and other key stakeholders in managing customer service
- P2. Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements

E2. Ensure people and resources deliver customer service quality

- P3. Organise people and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies
- P4. Ensure people delivering customer service are competent to carry out their duties, and provide them with any necessary training, support and supervision
- P5. Ensure people understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems

E3. Handle customer service requests and problems

- P6. Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary
- P7. Ensure customers are kept informed about the actions you are taking to deal with their requests or problems

E4. Enhance the quality of customer service

- P8. Encourage staff and customers to provide feedback on their perceptions of the standards of customer service
- P9. Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers
- P10. Analyse customer service data to identify the causes of problems and opportunities for improving customer service
- P11. Make or recommend changes to processes, systems or standards order to improve customer service

KNOWLEDGE REQUIREMENTS

- | | |
|--|---|
| <p>K1. Explain how you engage people within your organisation and other stakeholders in managing customer service</p> <p>K2. Describe how to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources</p> <p>K3. Explain how to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies</p> <p>K4. Review how to identify likely contingencies when organising staffing and other resources</p> <p>K5. Explain how to identify sustainable resources and ensure their effective use when organising the delivery of customer service</p> <p>K6. Explain the importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so</p> <p>K7. Explain the importance of ensuring staff understands the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems</p> <p>K8. Explain the importance of taking responsibility for dealing with customers' requests and problems referred to you</p> | <p>K9. Explain the importance of keeping customers informed about the actions you are taking to deal with their requests or problems</p> <p>K10. Describe how to identify and manage potential issues before they develop into problems</p> <p>K11. Describe how you normally deal with customers' requests and/or problems</p> <p>K12. Explain the importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service</p> <p>K13. Explain how to monitor the standards of customer service delivered customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously</p> <p>K14. Review the types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service</p> |
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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Communicate quality customer service standards may include:

- Meetings to discuss managing customer service
- Briefings to staff
- Discussion about customer service issues

2. Ensuring people and resources are available to deliver customer service quality may include:

- Planning and forecasting human resources
- Planning and forecasting customer seasonal demands or other variables
- Budgeting for other resources

3. Research may include:

- Interviewing colleagues and clients
- Focus groups
- Data analysis
- Product sampling
- Sales data review
- Others

4. Customer service data may include:

- Data sampling
- Statistical analysis
- Comparison between current and previous research

5. Service levels may relate to:

- Service quality
- Customer satisfaction
- Staff attitude
- Appearance of venue, staff, etc.
- Atmosphere of venue
- Responsiveness of staff to customer requests
- Delivery times
- Prices/costs
- Product/service availability
- Courtesy/politeness
- Others

6. Customers' needs may relate to:

- Advice or general information
- Specific information
- Complaints
- Purchasing organisation's products and services
- Returning organisation's products and services
- Accuracy of information
- Fairness/politeness
- Prices/value
- Others

7. Appropriate methods to monitor customer/guest satisfaction may include:

- Mystery guest
- Customer satisfaction survey
- Customer/guest interviews
- Representative sampling activities
- Industry benchmarking
- Web-based comments
- Face to face comments
- Others

8. Evaluate and report on customer service may relate to:

- Service quality evaluations
- Customer satisfaction evaluations
- Industry benchmarking

Important behaviours for supervisors/managers include:

1. Respond promptly to crises and problems with a proposed course of action
2. Seek opportunities to improve performance
3. Encourage others to take decisions autonomously, when appropriate
4. Demonstrate a clear understanding of different customers and their real and perceived needs
5. Empower staff to solve customer problems within clear limits of authority
6. Take personal responsibility for resolving customer problems referred to you by other staff
7. Recognise recurring problems and promote changes to structures, systems and processes to resolve these
8. Encourage and welcome feedback from others and use this feedback constructively
9. Prioritise objectives and plan work to make the effective use of time and resources
10. Take personal responsibility for making things happen
11. Clearly agree what is expected of others and hold them to account
12. Honour your commitments to others
13. Identify the implications or consequences of a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report managing quality in customer/guest services in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you engage people within your organisation and other key stakeholders in managing customer service and establishing clear and measurable standards of customer service 2. Two examples of how you organise people and other resources to meet customer service standards, and ensure people delivering customer service are competent to carry out their duties and understand the standards of customer service they are expected to deliver 3. Two examples of how you have taken responsibility for dealing with customers' requests and problems referred to you and ensured customers were kept informed about the actions you were taking to deal with their requests or problems 4. Two examples of how you continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers and make or recommend changes to processes, systems or standards order to improve customer service 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Customer service data • Personal statements (reflections on the process and reasoning behind quality service activities) • Witness statements (comments on the quality customer service practices) • Notes, reports, recommendations to managers of customer service problems or critical incidents • Notes, emails, memos or other records of customer service improvements • Personal statement (reflections on your own role in dealing with customer service challenges) <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.06

GAS1. UNIT TITLE: MANAGE PHYSICAL RESOURCES

UNIT DESCRIPTOR

This unit covers the competencies required for managing the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility.

This unit is relevant to all managers and supervisor who are responsible for the physical resources in their area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the use of resources

- P1. Engage those who use resources in planning how they can be used most efficiently and monitoring their actual use
- P2. Plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment

E2. Secure and dispose of resources

- P3. Take appropriate action to ensure the security of resources and that they are used safely
- P4. Ensure that resources no longer required are disposed of in ways that minimise any adverse impact on the environment

E3. Share and monitor resources

- P5. Negotiate with colleagues over the use of shared resources, taking into account the needs of the different parties involved and the overall objectives of your organisation
- P6. Monitor the quality of resources and patterns of resource use systematically
- P7. Take timely corrective action to deal with any significant variances between actual and planned resource use

KNOWLEDGE REQUIREMENTS

- K1. Explain why it is important to engage those who use resources in managing how they are used, and how to do so
- K2. Explain how to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full
- K3. Describe how to negotiate the use of shared resources with colleagues to optimise resource use for all concerned
- K4. Discuss the potential environmental impact of resource use/disposal and actions you can take to minimise any adverse impact

- K5. Describe the risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely
- K6. Explain the importance of monitoring the quality and use of resources continuously, and how to do so
- K7. Describe the types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Physical resources may include:

- Buildings
- Equipment
- Fixtures, fittings and furnishings
- Vehicles
- Gardens
- Pools

2. Monitoring resources may include:

- Maintenance
- Repair
- Replacement

3. Systems to monitor condition and performance of physical resources may include:

- Integration of reporting into day to day operating procedures
- Regular management reports
- Internal/external inspections and audits
- Regular staff feedback
- Analysis of maintenance costs over a period of time

Important behaviours for supervisors/managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
3. Act within the limits of your authority
4. Prioritise objectives and plan work to make the effective use of time and resources
5. Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Make effective use of existing sources of information
8. Seek to understand people's needs and motivations
9. Create a sense of common purpose
10. Communicate clearly the value and benefits of a proposed course of action
11. Work towards win-win solutions

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance evidence should include:</p> <ol style="list-style-type: none"> 1. At least two work plans that show how you plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment. The work plan should also indicate how you engage others in planning how to use resources efficiently 2. One example of how you disposed of resources in ways that minimised any adverse impact on the environment 3. Two examples of how you monitored the quality and patterns of resource use and took timely corrective action to deal with any significant variances between actual and planned resource use 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of actions taken and record of feedback etc (without named individuals) • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace that provides the manager with an opportunity to demonstrate application of knowledge of financial and legal issues that impact on the management of physical resources to specific tourism and hospitality workplace situations and problems; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.11

GAS4. UNIT TITLE: MONITOR, CONTROL AND ORDER NEW STOCK

UNIT DESCRIPTOR

This unit covers the competencies required to develop and operate an effective stock control system including the purchasing, received, storage and internal distribution and management of stock within the hotel workplace context.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop and operate a purchasing and/or supply system

- P1. Identify potential suppliers for goods required
- P2. Select suppliers based on nominated internal requirements
- P3. Determine purchasing and supply requirements
- P4. Determine terms of purchase that may apply to the purchase of stock items
- P5. Implement ordering system using identified suppliers

E2. Develop and implement stock received procedures

- P6. Monitor in-coming deliveries and stock
- P7. Inspect incoming stock
- P8. Return unwanted or damaged stock
- P9. Reject unsuitable stock
- P10. Complete appropriate delivery documentation

E3. Develop and implement stock storage systems

- P11. Create appropriate storage conditions for all stock that needs to be stored
- P12. Store stock according to required storage conditions
- P13. Enter stock data into the internal stock system
- P14. Secure stock and protect it from damage, deterioration and unauthorized access

E4. Develop and implement stock issuing systems

- P15. Identify the basis on which stock will be issued or distributed internally
- P16. Develop documentation to support the issuing of stock
- P17. Manage stock distribution within the hospitality or tourism enterprise
- P18. Track and record the movement of stock within the hospitality or tourism enterprise

E5. Develop and implement stock management systems

- P19. Create and implement stock taking systems
- P20. Create and implement stock valuation systems
- P21. Create and implement stock reporting systems
- P22. Make recommendations to improve the operation of the existing stock system.

KNOWLEDGE REQUIREMENTS

- K1. Describe the stock items to be covered and controlled by the stock control and management system
- K2. Describe the steps in the stock control cycle
- K3. Describe the role of documentation within the stock control and management process

- K4. Explain recommended and legislated storage requirements for stock items being processed
- K5. Explain principles of stock control and rotation
- K6. Describe the enterprise's policies and procedures in regard to stock control and management handling

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal requirements may be related to:

- Stock security
- Physical inventory levels
- Monetary value of inventory
- Timing and delivery requirements
- Continuity of supply
- Cost, quality and quantity
- Choice, including options relating to different quality items
- Back-up service
- Terms of payment
- Factoring in supplier lead times

2. Stock items may include:

- Food and beverages
- Linen and staff uniforms
- Housekeeping supplies
- Stationery
- Merchandise
- Promotional material
- Others

3. Personnel involved in stock control duties may include:

- Purchasing officer
- Store man
- Managers and owners
- Department heads

4. Documentation may include:

- Internal documentation, such as purchase orders, bin cards, requisitions, internal stock transfers, stock take sheets, ledgers
- External documentation, such as delivery dockets, invoices, statements, credit notes

5. Purchasing and supply requirements may include:

- Development of purchasing specifications
- Conducting yield testing or market surveys
- Development of bidding and tendering process, where applicable
- Price control and price mapping
- Product cycle details
- Internal demand
- Establishment of economic order quantities
- Determination of minimum and maximum stock levels

6. Implementation ordering system may include:

- Standing orders
- On-line ordering
- Purchase orders
- Telephone orders
- Face-to-face lodgement of orders

7. Storage conditions may include:

- Storage conditions for fresh, refrigerated, frozen and dry goods
- Storage conditions for alcoholic and non-alcoholic beverages
- Storage conditions for other items, including linen, uniforms, chemicals, stationery, equipment, merchandise and promotional materials

8. Documentation to support the issuing of stock may include:

- Requisitions sheets
- Internal transfer sheets

9. Stock distribution within the hotel enterprise may include:

- Physical supply of stock to departments within the property
- Verifying stock ordered against stock supplied internally
- Ensuring the security of stock supplied
- Use of the impress stock system

10. Stock valuation systems may include:

- Development of stock figures to identify stock performance
- Calculation of stock-on-hand figures
- Comparison of theoretical stock levels against actual stock levels
- Investigation of stock irregularities and variances.

Important behaviours for managers handling stock control include:

- Constructively challenge the existing situation and seek better alternatives
- Present information clearly, concisely, accurately and in ways that promote understanding
- Give feedback to others to help them maintain and improve their performance
- Continuously improve products and services
- Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
- Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
- Use a range of legitimate strategies and tactics to influence people
- Make effective use of available resources
- Recognise stakeholders' needs and interests and manage these effectively
- Build a plausible picture from limited data
- Specify the assumptions made and risks involved in understanding a situation
- Identify slow moving items and take appropriate action

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on planning and implementing responsible tourism policies and procedures in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least two documented purchases made through an open process of identifying, selecting and determining purchasing and supply requirements leading to the purchase of stock items 2. At least two documented examples of monitoring, inspecting and returning/rejecting unwanted or damaged stock 3. One example of a stock control system – including issuing, distributing, tracking and moving stock 4. One example of recommendations made to management on improving the operation of the existing stock system 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Staff involved in stock purchase and inventory in Front Office, Housekeeping, Food and Beverage Service, Food Production and other departments including those in tourism and travel operations</p>	<p>D1.HRM.CL9.12</p>

GAS6. UNIT TITLE: MANAGE DAILY OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to perform daily operations in a hotel, tourism or travel organisation.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inspect key areas and equipment

- P1. Ensure main areas are clean and ready for use
- P2. Ensure all equipment and materials are in place

E2. Perform daily requisition procedures

- P3. Review all stocks and supplies
- P4. Ensure requisition orders are completed
- P5. Make purchase requests

E3. Review schedules

- P6. Ensure staffing schedules are up to date
- P7. Check schedules for any issues
- P8. Input data and backup

E4. Monitor performance standards

- P9. Review daily reports
- P10. Interpret data
- P11. Diagnose problems

E5. Monitor productivity standards

- P12. Review customer feedback
- P13. Review financial reports

E6. Maintain the security of premises and personnel

- P14. Ensure security records are maintained
- P15. Ensure personnel records are up to date
- P16. Review security and safety reports

KNOWLEDGE REQUIREMENTS

- K1. Explain your method for carrying out daily inspection to key areas and equipment
- K2. Describe the daily requisitions procedure
- K3. Explain how you use guest's comments for quality improvement

- K4. Describe the organisations' security arrangements for the premises and personnel
- K5. Explain how performance and productivity data is used for planning and improvement

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Inspection of key areas could include:

- Restaurant, bar premises and bar equipment
- Floral displays
- Food and beverage promotional displays
- Lighting
- Windows, mirrors and polished surfaces
- Station cleanliness
- Ventilation
- Cellars
- Kitchens and stewarding
- Stores, pantry and room service
- C&B Stores
- Waste areas
- Staff locker and wash rooms
- Fire escapes and stair wells
- Service elevators
- Others

2. Daily requisition would include:

- Linen
- Chemical
- Stationery
- Operating supplies
- Food & beverage items

3. Schedules would include:

- Duty manager schedule
- Manager on Duty
- Patrolling security
- Staffing schedule

4. Performance standards would include:

- Preparing financial reports
- Calculating averages, ratios and percentages
- Interpreting specific results
- Identifying the difference between reports
- Diagnosing probable causes
- Calculating and monitoring a RevPAR

CONDITIONS OF PERFORMANCE AND VARIABLES**5. Productivity standards could include:**

- Quality control manual
- Customer feedback
- On-line reviews
- Staff feedback

6. Maintain the security of premises and personnel could include:

- Protecting database and documents
- Human resource records and headcount
- Ensuring access to premises
- Ensuring fire protection system is in good condition

Important behaviours for supervisors/managers include:

1. Constructively challenge the status quo and seek better alternatives
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Give feedback to others to help them maintain and improve their performance
4. Continuously improve products and services
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
8. Use a range of legitimate strategies and tactics to influence people
9. Make effective use of available resources
10. Recognise stakeholders' needs and interests and manage these effectively
11. Build a plausible picture from limited data
12. Specify the assumptions made and risks involved in understanding a situation

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least two requisition records and purchase orders
2. At least one security report
3. At least one customer feedback questionnaire and/or survey analysis
4. At least two completed inspection checklists
5. At least two staffing schedules
6. At least two financial reports

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Direct observation
- Written or oral questioning to assess aspects of specialised knowledge
- Naturally occurring evidence in the workplace
- Review of portfolios of evidence
- Review of third party workplace reports of on the job performance by the individual

RELEVANT OCCUPATIONS

Head of Department, Manager, Manager on Duty

ACCSTP REF

D1.HRM.CL9.03

SCS1. UNIT TITLE: MAINTAIN HOTEL SECURITY

UNIT DESCRIPTOR

This unit covers the competencies required to create and maintain a safe and secure hotel property – both inside the property and the surrounding environment. The focus of this unit is on the security of property and assets within the hotel.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Patrol premises

- P1. Prepare to undertake patrol of the premises
- P2. Undertake patrol of nominated sections and areas
- P3. Monitor security of premises and property
- P4. Identify potential threats, risks and suspicious circumstances

E2. Respond to fire and other alarms

- P5. Establish nature and location of alarm
- P6. Contact emergency services
- P7. Contact management as appropriate
- P8. Ensure access and assistance to emergency services upon their arrival
- P9. Provide first response assistance
- P10. Reset alarms in-line with designated authorizations to do so

E3. Respond to security threats

- P11. Manage guests who are displaying inappropriate behaviour
- P12. Secure areas that are identified as being unsecured
- P13. Respond to suspicious packages
- P14. Respond to bomb threats

E4. Respond to emergency situations

- P15. Identify the nature and scope of the emergency
- P16. Contact emergency services
- P17. Implement the Emergency Management Plan for the premises
- P18. Provide first response assistance
- P19. Maximize security of premises and property during the emergency

E5. Monitor security systems

- P20. Report and record system alerts and malfunctions
- P21. Verify high potential hazards in the setting and operational effectiveness of all security systems and energy management systems
- P22. Maintain Activity logs as required

E6. Fulfil administrative responsibilities

- P23. Complete necessary internal forms and reports
- P24. Cooperate with management in recommending improvements to security

KNOWLEDGE REQUIREMENTS

- K1. Describe your hotel policies and procedures in regard to security of the premises and reporting requirements that apply
- K2. Explain the principles of premises and property security and risk management
- K3. Describe the procedures used in your hotel to monitor security of premises and property
- K4. Explain the methods used to identify potential threats, risks and suspicious circumstances
- K5. Describe the procedures to handle fire alarms and fires in the premises
- K6. Describe the procedures for responding to security threats

- K7. Describe the procedures for responding to emergency situations
- K8. Explain how you maximize security of premises and property during the emergency
- K9. Describe how you report and record system alerts and malfunctions
- K10. Describe the internal forms and reports used in your hotel for security matters
- K11. Explain the ways in which you cooperate with management in recommending improvements to security

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Prepare to undertake patrol may be related to:

- Identifying patrol tasks, such as observation, response tasks, site patrols, site escorts, guest requests for assistance; and schedules and assignment instructions
- Ensuring personal presentation is appropriate
- Accessing and checking personal protective equipment and clothing including communication equipment
- Reporting faults, malfunctions and damage to/ with security related items and equipment

2. Undertake patrol may include:

- Adhering to internal protocols regarding timing, route and areas to be patrolled
- Complying with assignment instructions
- Providing a visual presence to deter offenders and reassure guests and staff
- Using effective interpersonal techniques to develop, support and promote a sense of security within the premises
- Remaining in radio contact as required
- Security systems are tested as required

3. Monitor security of hotel may be related to:

- Responding to system alerts
- Visual checks of security devices for signs of tampering, forced entry or unauthorized use or access
- Monitoring action taken to address previously reported security risks/situations
- Making repairs to security equipment where able and where authorized
- Reporting, and where appropriate responding to, situations that give rise to the potential for a security breach to occur
- Monitoring changing environmental conditions that may impact on security
- Liaising with other staff and external authorities

4. Potential threats, risks and suspicious circumstances may include:

- Flood, fire and explosion
- Intruders, vandals and assailants
- Intoxicated guests
- Vehicles, persons and equipment in suspicious places
- Unattended packages in public areas
- Bomb threats
- Sensitive material left unlocked, or on public view
- Gas leaks, storms and power failures
- Faulty building, faulty or broken equipment, broken glass
- Unauthorized people in restricted areas
- Absence of required safety and warning signs

5. Nature and location of alarm could relate to:

- Identifying the cause of the alarm, such as fire, intruder, smoke, water, gas
- Identifying exact location of the alarm by department, floor, or room
- Identifying number of alarms that are showing
- Identifying types of alarms that are sounding

6. Contact emergency services may include:

- Making telephone contact with fire, police or ambulance services as determined by the alarm type
- Contacting management
- Notifying relevant external security providers

7. Contact management could include:

- Notifying type of alarm and location
- Advising of action being taken
- Requesting directions on action to take

8. Access and assistance to emergency services may include:

- Delegating responsibility to another person to meet emergency services and direct them to the alarm site
- Requesting guests to move their vehicles
- Unlocking gates and barriers
- Clearing access routes
- Obtaining site plans for the alarmed area

9. First response assistance will vary depending on the nature of the event, but may include:

- Secure hazard areas
- Fire-fighting
- Removing people from the area
- Protecting assets
- Limiting damage
- Shutting off electrical system, valves and taps, closing doors and windows
- Locking or unlocking doors, windows, etc, as appropriate
- Complying with directions for assistance from emergency services
- Maintaining personal safety and the safety of others

10. Inappropriate behaviour may include:

- Aggressive, rude and anti-social behaviour including arguing with other guests or staff
- Refusal to leave the premises when asked to do so
- Intoxication
- Intimidation and violence
- Swearing
- Not meeting dress code
- Excess guests in room
- Noisy guests

CONDITIONS OF PERFORMANCE AND VARIABLES

11. Respond to suspicious packages may include:

- Evacuating the area
- Notifying the authorities
- Making enquiries amongst guests and patrons
- Leaving the package alone until advised to remove it

12. Nature and scope of the emergency may include:

- Fire
- Fighting or physical confrontation
- Property damage
- Hold-up or robbery
- Gas leak or explosion
- Medical situation, such as injury, collapse, assault victim
- Identifying location of the emergency, numbers involved and potential for escalation

13. Contact emergency services may include:

- Contacting police, including contracted security services
- Contacting medical assistance, including ambulance, in-house doctors, hospitals
- Contacting fire service

14. Maximize security of premises and property could include:

- Placing greater emphasis on the safety of life than on the security of property
- Moving guests away from the area, or preventing people entering the area
- Limiting damage wherever possible commensurate with maintaining personal safety

15. Follow-up actions may include:

- In-person investigation of the alarm to prove or disprove alarm signal
- Raising internal alert status
- Running diagnostic system checks
- Isolating system components
- Reporting the alarm, as required, including notifying patrons, staff and nominated external service providers and/or emergency services
- Arranging temporary accommodation for existing guests if necessary
- Closing down other systems, equipment or services

ASSESSMENT GUIDE

Evidence of the following is required for assessment:

1. Documents showing your system for patrol of premises and how you monitor security systems and maintain activity logs
2. At least two examples/cases of how you responded to fire or other alarms (report or notes for management)
3. At least two examples/cases of how you responded to security threats or emergency situations (report or notes for management)
4. At least one report on recommendations made to management for improvement to security arrangements

ASSESSMENT METHODS

A range of assessment methods should be used to assess practical skills and knowledge. The following methods are appropriate for this unit:

- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- Review of final printed documents
- Demonstration of techniques
- Oral or written questioning to assess knowledge of planning and conducting meetings
- Actual or simulated workplace application of security protocols

Training and assessment must include the use of real buildings, plant, equipment, communication systems, emergency equipment, etc, together with actual people in real or simulated workplace scenarios

RELEVANT OCCUPATIONS

Supervisory or management staff with responsibility for security in accommodation services

ACCSTP REF

D1.HSS.CL4.01-04

RTS4.8. UNIT TITLE: APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required to apply responsible tourism principles to accommodation services such as hotels, guest houses or homestays.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform guests of responsible tourism issues

- P1. Inform guests of hotel environmental and water conservation policies
- P2. Inform guests of actions to save energy in the hotel or guest house
- P3. Inform guests about your waste reduction programme
- P4. Post signage in guest information book in bedroom to make guests aware of child exploitation and child protection
- P5. Post signage in guest information book in bedroom requesting guests to reuse towels and linens to reduce energy and water consumption

E2. Implement energy saving practices

- P6. Review maintenance schedules for electrical equipment to optimize efficiency
- P7. Review energy saving by installing efficient machinery/equipment and optimising use

E3. Implement water efficiency practices

- P8. Review cleaning practices with staff to ensure toilet flushing and length of time running showers and taps are kept to a minimum
- P9. Review energy saving in laundries by optimising use and installing water efficient machinery
- P10. Monitor use of water used for swimming pools and gardens and grounds to conserve water

E4. Avoid waste in accommodation operations

- P11. Review recycling options in kitchens, restaurants, offices, guest facilities and rooms
- P12. Monitor and measure waste and recycling levels

E5. Apply responsible tourism principles in purchasing and supplies

- P13. Establish a purchasing policy that favours environmentally-friendly products, and those that minimise energy, water and waste in the production process
- P14. Establish a purchasing policy that favours local suppliers if possible

KNOWLEDGE REQUIREMENTS

- K1. Explain how to develop a company code of conduct for customers to follow in responsible tourism behaviour
- K2. Explain the methods used in your hotel or guest house for saving energy, water and waste management
- K3. Explain the importance of adopting responsible tourism principles in accommodation operations
- K4. Describe the procedures for energy consumption reduction accommodation operations
- K5. Describe the ways of saving water in accommodation operations

- K6. Explain the ways of increasing the use of recycling in accommodation operations
- K7. Define the significance of energy saving and minimizing waste
- K8. Explain how to raise awareness and build capacity of staff in sustainable tourism principles that relate to their day-to-day responsibilities
- K9. Describe how to set supplier sustainability targets for improvement

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Principles of responsible tourism include:

- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

2. Energy controls could include:

- Install occupancy controls to save energy in guest rooms
- Keep pools and spas to the minimum temperature level required for comfort
- Turn off lights in areas that are not utilised and use natural lighting where possible
- Ensure air conditioners are maintained at optimum levels
- Ensure regular maintenance of electrical equipment to optimize efficiency
- Review energy saving in laundries and other areas in the organisation by installing efficient machinery/equipment and optimising use
- Ensure all appliances are turned off when a guest leaves the hotel room
- Replace incandescent lights with energy efficiency CFL bulbs
- Post signage reminding guests to conserve energy and switch off all lights and air conditioning when exiting their room
- Install water efficient taps and showerheads with aerators which will reduce water consumption while maintaining comfort

3. Water efficiency in accommodation operations could include:

- Maintain bathrooms to avoid water leakage
- Review cleaning practices with staff to ensure toilet flushing and length of time running showers and taps are kept to a minimum
- Review energy saving in laundries by optimising use and installing water efficient machinery
- Monitor use of water used for swimming pools and gardens and grounds to conserve water

4. Avoid waste in accommodation operations could include:

- Implement recycling in all areas of the company, kitchens, offices, guest facilities and bedrooms
- Provide ample recycling bins and fewer waste bins, encouraging guests and staff to recycle rather than trash waste
- Replace disposable items with reusable ones, such as refillable soap and shampoo containers
- Use environmentally friendly cleaning and gardening supplies
- Monitor and measure waste and recycling levels

5. Occupancy controls can include:

- Digital thermostats
- Front desk controls, which power on rooms when guests arrive
- Key cards for individual rooms, which require a guest key to activate room controls and switch off when the key is removed as guests leave the room and which automatically adjusts room temperature based on occupancy.

6. Keep spas and fitness rooms to the minimum temperature level required for comfort can include:

- Install timers in saunas and steam rooms to switch off the heat when not in use
- Display signage requesting guests switch off equipment after use
- Purchase fitness machines that are powered by user activity rather than electricity
- Set back the thermostat in pool, fitness and recreation areas after hours

7. Maintaining lighting to reduce energy can include:

- Turn off lights in areas that are not utilised
- Utilise natural lighting, keep lights to a minimum during the day in areas that are well lit by sunlight
- Clean lighting fixtures regularly
- Install daylight sensors or 'photocells' which control artificial lighting to be reduced when there is sufficient natural lighting available
- Install occupancy sensors to automatically turn lighting off when no one is present
- Label light switches to denote location of lights, aiding in switching off unnecessary lighting

8. Optimise use of air conditioning to save energy can include:

- Program thermostat settings to automatically adjust to changing temperature needs throughout the day. Such as, significantly reduce heating and cooling temperatures in common areas (lounges, corridors and stairwells) during low traffic hours, such as midnight to 5 am
- Take advantage of sunlight and use shades/curtains to minimise over or under conditioning
- In the summer adjust temperature to 23°-25°C
- Schedule regular maintenance checks for air conditioning equipment

CONDITIONS OF PERFORMANCE AND VARIABLES

9. Save water in guest rooms can include:

- Install dual flush toilets
- Fix small leaks, as a small leak eventuates into a bigger one
- Install efficient mixer taps (combined hot and cold) in sinks with a flow rate of 6L/min and an aerated flow
- Install water efficient 9L/min aerated showerhead, in showers
- Review cleaning practices with staff to ensure toilet flushing and length of time running showers and taps are kept to a minimum

10. Ensuring efficient laundries can include:

- Operate machines only when fully loaded
- Adhere to the manufacturer's recommended settings and regularly check that the water level is correct during operation
- Schedule regular maintenance to ensure water valves and dump drains are free from leaks
- Isolate and turn off the steam supply to equipment when not in use
- When upgrading a laundry facility, consider installing continuous batch washers, which use less water and steam

11. Ensuring efficient use of pools includes:

- Clean and maintain pool filters regularly
- Consider installing solar heating unit for pools
- Monitor and record pool's water meter to identify any leaks or abnormally high water use

12. Ensuring efficient use of outdoor areas includes:

- Select native plants that require minimal amounts of water
- Less frequent and heavy watering of plants and lawns makes plants more drought resistant by encouraging roots to grow deeper
- Water base of plants, not leaves
- Use drip hoses rather than sprinklers
- Water early in the morning or late evening, not at midday

13. Use environmentally friendly cleaning products can include:

- Use phosphate free, non-toxic and biodegradable products
- Use concentrated cleaning products, these use less packaging and take less store room
- Use refillable containers for soaps and shampoos rather than individual items
- Involve cleaners in all company sustainability discussions and forums
- Provide a comingled recycling bin in each guest room

14. Establish a responsible tourism purchasing policy and practice that includes:

- Use green housekeeping materials (natural cleaning agents rather than chemicals)
- Purchase and use green equipment, fabric and materials (local, natural, recycled)
- Establish a purchasing policy that favours environmentally-friendly products
- Purchase products that minimise energy, water and waste in the production process
- Establish a purchasing policy that favours local suppliers if possible to benefit local community

Important behaviours for supervisor/managers include:

1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least two accommodation activities that inform guests about responsible tourism issues recorded and documented 2. At least three examples of energy saving, water efficiency and waste avoidance activities recorded and documented 3. One example of responsible tourism principles applied to purchasing and supplies 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
Managers in hotels and other accommodation services	N/A

GAS2. UNIT TITLE: OPTIMISE EFFECTIVE USE OF TECHNOLOGY

UNIT DESCRIPTOR

This unit covers the competencies required to ensure those working in your organisation or area of responsibility use technology to enhance business performance – for example, information or communications technology, equipment, machinery.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Identify opportunities to use technology effectively</p> <p>P1. Engage appropriate colleagues in identifying and developing effective approaches to the use of technology in your hospitality or tourism/ travel company</p> <p>P2. Seek and make use of specialist expertise to assist in developing, implementing and reviewing your strategy for using technology and monitoring performance in relation to the use of technology</p> <p>P3. Identify the current approaches to the use of technology within your organisation or area of responsibility and any plans to discard or introduce technology or to use existing technology for different purposes</p> <p>P4. Identify opportunities for introducing new technology, adapting existing technology or using existing technology for different purposes</p>	<p>E2. Introduce new technology into the organisation</p> <p>P5. Communicate the strategy for using technology to colleagues and to other key stakeholders</p> <p>P6. Check that any new technology is compatible with existing technology</p> <p>P7. Monitor the introduction of any technology or adaptation of existing technology carefully and take prompt and effective action to address any problems</p> <p>E3. Ensure support for new technology introduced</p> <p>P8. Ensure that resources and support are provided to enable colleagues to make effective use of the available technology</p> <p>P9. Ensure that contingency plans are in place in case technology fails</p> <p>P10. Maintain systems to monitor implementation of the strategy and report on the technology performance of your organisation or area of responsibility</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Define the different types of technology suitable for a hospitality or tourism organisation</p> <p>K2. List the main factors to consider when assessing the use and/or introduction of new technology, including the full costs and benefits</p> <p>K3. Explain the importance of consulting with colleagues and other relevant parties in relation to technology</p> <p>K4. Describe what an effective strategy for using technology should cover</p> <p>K5. Explain the importance of contingency planning in relation to the on-going use and/or introduction of technology and how to do this effectively</p>	<p>K6. Define the different techniques and methods for communicating the organisation's approach to and strategy for using technology</p> <p>K7. Explain how to check the compatibility of new technology with existing technology</p> <p>K8. Describe how to establish systems for reviewing the implementation of the strategy for using technology and identifying areas for improvement</p> <p>K9. Define the types of resources and support needed to enable colleagues to make the best use of the available technology</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

1. Opportunities to use technology effectively could include:

- Analysis of business needs to identify areas where technology could help productivity and save cost
- Analysis of service areas to identify areas where technology could help efficiency and save time

2. Seeking and making use of specialist expertise in relation to the use of technology could include:

- IT staff in the organisation
- External suppliers
- Consultants

3. Communicate the strategy for using technology to colleagues and to other key stakeholders could include:

- Presentations or meetings
- Email or internal messaging
- Others

4. Monitor the introduction of any technology or adaptation of existing technology could include:

- Liaison with IT department
- Liaison with users and user department

Important behaviours for managers handling stock control include:

1. Seek opportunities to improve performance
2. Constructively seek and recommend better alternatives
3. Try out new ways of working
4. Present information clearly, concisely, accurately and in ways that promote understanding
5. Reflect on your experiences and use the lessons to guide your decisions and actions
6. Balance risks against the benefits that may arise from taking risks
7. Take personal responsibility for making things happen
8. Create a sense of common purpose
9. Anticipate likely future scenarios based on realistic analysis of trends and developments
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on optimising the use of technology in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least one occasion where you engaged appropriate colleagues and specialist advice in identifying and developing effective approaches to the use of technology in your hospitality or tourism/travel company 2. At least one occasion when you identified the current approaches to the use of technology within your organisation or area of responsibility and discussed plans to discard or introduce technology or to use existing technology for different purposes 3. At least one record of how you introduced new technology into the organisation, monitored the introduction of technology or adaptation of existing technology and took action to address any problems 4. At least one occasion when you provided resources, support (including monitoring & maintenance) to enable colleagues to make effective use of the available technology 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
Managers in tourism occupations	D1.HGA.CL6.12 & D1.HRM.CL9.13

GAS3. UNIT TITLE: ESTABLISH POLICIES AND PROCEDURES

UNIT DESCRIPTOR

This unit covers the competencies required to establish policies and procedures relating to legal, regulatory, ethical and social requirements, and to communicate these policies and procedures to relevant people.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop operational policies

- P1. Develop operational policies and strategies based on monitoring of workplace needs and identification of opportunities for improvement and innovation
- P2. Develop scope and objectives of the required initiative based on enterprise goals, staff and customer feedback
- P3. Identify and analyse internal and external factors that may impact on the policy
- P4. Consult appropriate stakeholders during the development of the policy
- P5. Develop appropriate and financially-sound resource strategies
- P6. Develop administrative framework and systems capable of supporting the planned initiative
- P7. Identify and communicate clearly all priorities, responsibilities and timelines
- P8. Develop evaluation systems in consultation with appropriate colleagues

E2. Administer and monitor operational policy

- P9. Implement and evaluate identified actions in accordance with agreed priorities
- P10. Monitor performance indicators
- P11. Provide progress and other reports as required
- P12. Make assessment of the need for additional resource requirements and take appropriate action

E3. Conduct on-going evaluation

- P13. Review the operational policy to assess effectiveness in the workplace
- P14. Monitor performance
- P15. Identify problems and make adjustments accordingly
- P16. Incorporate the results of evaluation into on-going planning

KNOWLEDGE REQUIREMENTS

- K1. Explain the key planning concepts and techniques including the structure of operational policies and steps in the planning process
- K2. Explain how to develop operational policies and strategies based on monitoring of workplace needs
- K3. Identify some of the internal and external factors that may impact on the policy
- K4. Explain the factors in developing appropriate and financially-sound resource strategies
- K5. Describe the administrative framework and systems capable of supporting the planned initiative

- K6. Describe the best channels to communicate priorities, responsibilities and timelines
- K7. Describe the progress and other reports used for monitoring policy implementation
- K8. Explain how the operational policy is evaluated to assess effectiveness in the workplace
- K9. Explain how you would incorporate the results of evaluation into on-going planning

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Policies requiring development could include:

- Environment
- Products and services
- Training
- Workplace relations
- Finance
- Asset management
- Others

2. Strategies may include:

- Client development
- Geographic expansion
- Organisational growth
- Service growth
- Debt reduction
- Income development
- Others

3. Objectives may include:

- Sales figures
- Revenues
- Delivery times
- Service standards
- Client numbers
- Sales figures and targets
- Booking levels
- Customer or staff feedback
- Productivity gains
- Guest satisfaction

4. Analyse internal and external factors may relate to:

- Capabilities and resources
- Trends and developments in the marketplace
- Comparative market information
- Legal and ethical constraints

5. Stakeholders may include:

- Customers
- Employees
- Government agencies
- Owners
- Suppliers
- Strategic alliance partners

6. Evaluate may include:

- Key performance indicators
- Gap analysis
- Customer feedback
- Compliance reports
- Employee feedback

7. Performance indicators may include:

- Sales
- Return on investment
- Customer service
- Debt servicing costs

8. Review the operational plan may relate to:

- Quarterly reviews
- Business plan cycle
- Major events triggering a review, e.g. change in market-place

9. Performance may relate to:

- Market share
- Sales figures
- Customer satisfaction
- Staff retention

Important behaviours for supervisors/ managers include:

1. Seek opportunities to improve performance
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Present information clearly, concisely, accurately and in ways that promote understanding
5. Reflect on your experiences and use the lessons to guide your decisions and actions
6. Balance risks against the benefits that may arise from taking risks
7. Take personal responsibility for making things happen
8. Create a sense of common purpose
9. Anticipate likely future scenarios based on realistic analysis of trends and developments
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on planning and implementing responsible tourism policies and procedures in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Example of at least two operational policies/ strategies developed based on monitoring of workplace needs and identification of opportunities for improvement and innovation 2. Example of one operational policy implemented and evaluated in accordance with agreed priorities and performance indicators 3. Example of one operational policy monitored for performance, adjusted and incorporating the results of evaluation into on-going planning 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
Managers in tourism occupations	D1.HGA.CL6.01

SCS4. UNIT TITLE: PLAN AND CONDUCT AND EVACUATION OF PREMISES

UNIT DESCRIPTOR

This unit describes the competencies required to plan and conduct an evacuation of premises while providing for the maximum safety and protection of self and others. It requires the ability to contribute to the development of an evacuation policy, arrange and participate in evacuation drills, maintain regular communication with designated fire wardens, and conduct evacuations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Contribute to policy and procedures for an evacuation situation

- P1. Identify national, legal and organisational requirements relevant to planning and conducting evacuations
- P2. Review Occupational Health and Safety (OHS) requirements for evacuation procedures
- P3. Discuss evacuation scenarios and a system of emergency alerting determined in consultation with relevant persons
- P4. Present evacuation policy for review to relevant persons

E2. Participate in conducting evacuation drills

- P5. Disseminate evacuation policy and procedures to all staff
- P6. Plan routine and regular evacuation drills in consultation with relevant persons
- P7. Conduct evacuation drills in accordance with evacuation policy and procedures
- P8. Gather feedback on evacuation implementation make amendments to evacuation policy and procedures

E3. Conduct evacuation

- P9. Confirm evacuation and notify appropriate emergency services agencies
- P10. Identify hazards and implement risk control measures within scope of own responsibility, competency and authority
- P11. Evacuate premises in accordance with evacuation policy and procedures
- P12. Identify and make special arrangements for mobility impaired persons
- P13. Account for all evacuated personnel in accordance with evacuation policy and procedures
- P14. Complete and securely maintain all relevant documentation in accordance with organisational procedures

KNOWLEDGE REQUIREMENTS

- K1. Identify applicable legislation and regulations including licensing requirements
- K2. Describe the major reasons for evacuation of premises and the factors to consider in planning evacuation
- K3. Identify the key evacuation procedures and processes
- K4. Describe the emergency and evacuation requirements for organisations
- K5. Describe the company first aid principles and procedures
- K6. Explain the limits of own responsibility and authority

- K7. Identify the location of emergency and security systems
- K8. Review the premises layout and access points
- K9. Explain the principles of effective communication including interpersonal techniques
- K10. List the evacuation report and documentation requirements
- K11. Identify the types of safety hazards and risks

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Legislative requirements may relate to:**

- Apprehension and powers of arrest
- Counter-terrorism
- Crowd control and control of persons under the influence of intoxicating substances
- Inspection of people and property, and search and seizure of goods
- Privacy and confidentiality
- Environmental issues
- Trespass and the removal of persons

2. Organisational requirements may relate to:

- Equal access and equality policies and procedures
- Business and performance plans
- Client service standards
- Communication channels and reporting procedures
- Documentation systems, procedures and processes
- Emergency and evacuation procedures
- Employer and employee rights and responsibilities
- Legal and organisational policy and procedures including personnel practices and guidelines
- Quality and continuous improvement processes and standards

3. Emergency scenarios may include:

- Emergencies e.g. fire, scenes of crime, accidents
- Hazardous situations e.g. physical, chemical, electrical, weather (typhoons and tropical storms)
- Threats e.g. bombs, sabotage

4. Relevant persons may include:

- Building manager
- Clients
- Colleagues
- Emergency services personnel e.g. fire, ambulance, police
- Senior manager
- Emergency response team

5. Notification may be made by:

- Dedicated communications link
- Direct alarm link
- Telephone and mobile phone
- Two-way radio (portable and installed)

6. Hazards may include:

- Blocked stairway exits
- Falling debris
- Incorrect or insufficient information on evacuation procedures
- Smoke inhalation

7. Risk control measures may involve:

- Evacuating the premises
- Isolating and removal of risk
- Isolating area of potential risk
- Notifying relevant emergency services agencies
- Providing access for emergency services
- Provision of first aid
- Request for support and assistance
- Restraint of persons
- Use of negotiation techniques

8. Evacuation of premises may be:

- By designated alternative routes
- By prescribed primary routes
- To designated assembly point

9. Documentation may include:

- Activity logs
- Incident reports
- Request for assistance forms
- Review and feedback of evacuation policy and procedures

Important behaviours for supervisors/ managers include:

1. Constructively challenge the current situation and seek better alternatives
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Give feedback to others to help them maintain and improve their performance
4. Continuously improve quality of products and services
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
8. Use a range of legitimate strategies and tactics to influence people
9. Make effective use of available resources
10. Recognise stakeholders' needs and interests and manage these effectively
11. Build a plausible picture from limited data
12. Specify the assumptions made and risks involved in understanding a situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>A person who demonstrates competency in this unit must be able to provide evidence of accurately planning and completing an evacuation of premises.</p> <p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. One report on contribution to planning and completing an evacuation of premises 2. One report on how you disseminated evacuation policy and procedures to all staff and planned routine and regular evacuation drills in consultation with relevant persons 3. One report on outcome of conducting evacuation drills in accordance with evacuation policy and procedures 4. One report of actual or simulated evacuation of premises. Report should include hazards and risk control measures, special arrangements for mobility impaired persons and completed documentation in accordance organisational procedures 	<p>This unit may be assessed holistically by means of a portfolio of evidence or report on evacuation procedures and practices. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Direct observation • Naturally occurring evidence in the workplace • Review of portfolios of evidence • Review of third party workplace reports of on the job performance by the individual <p>Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HSS.CL4.10

COS1. UNIT TITLE: USE THE TELEPHONE IN THE WORKPLACE

UNIT DESCRIPTOR

This unit describes the competencies required to use the phone in the workplace. It includes preparation to answer the phone effectively to handle all telephone situations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate effectively on the telephone

- P1. Prepare to answer the phone
- P2. Ensure the appropriate greeting style is applied
- P3. Speak clearly and slowly

E2. Initiate a telephone call

- P4. Prepare content for telephone conversation
- P5. Dial the number correctly
- P6. End the call courteously

E3. Transfer a call

- P7. Check if the transfer request is allowed or not
- P8. Inform the caller that the call will be transferred if applicable
- P9. Connect with a third party
- P10. Ensure the call is transferred promptly

E4. Place a call on hold

- P11. Inform the caller of the call status
- P12. Offer alternative contacts if the called party is engaged

E5. Take a message

- P13. Check if the caller wants to leave a message or voice mail message
- P14. Complete the message form after reconfirming all the details with the caller
- P15. Pass the message to the person concerned

KNOWLEDGE REQUIREMENTS

- K1. List things that need to be ready for an effective telephone communication
- K2. State the property's greeting standard
- K3. Explain the importance of speaking clearly and slowly
- K4. Identify the information needed to prepare for the call

- K5. Describe how to end the call courteously
- K6. Explain how the call could be transferred
- K7. Explain how the call could be placed on hold
- K8. Identify what information is needed to complete a message form

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Communicate effectively on the telephone includes:**

- Using a telephone/switch board/headphone sets
- Greeting standards

2. Initiate a telephone call requires:

- Paper/note pad
- Pen
- Telephone directory
- Telephone number
- Conversation content

3. Transfer a call requires:

- Extension number list
- Telephone directory

4. Take a call message requires:

- Message form
- In-house guest/expected arrival list
- Message envelope

ASSESSMENT GUIDE

1. At least four telephone calls should be observed and monitored to ensure the standard is met
2. Assessment should ensure the property's standards and procedures in using the phone in the workplace are followed

ASSESSMENT METHODS

- Observation of practical candidate performance
- Oral test, written questions and/or multiple choice test
- Third party reports completed by a supervisor
- Role play

RELEVANT OCCUPATIONS

Food & Beverage, Waiter/Waitress, Receptionist/ Front Desk Agent, Guest Service Agent, Housekeeping Attendant, Kitchen, Security, Engineer, Tour Operator

ACCSTP REF

D1.HRS.CL1.04 & D1.HOT.CL1.07

COS2. UNIT TITLE: WORK EFFECTIVELY WITH OTHERS

UNIT DESCRIPTOR

This unit describes the competencies required to work in a hospitality or tourism environment promoting department/team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop effective workplace relationships

- P1. Identify own responsibilities and duties in relation to department/team members
- P2. Undertake activities in a manner that promotes cooperation and good relationships
- P3. Encourage, acknowledge and act upon feedback provided by others in the department/team

E2. Contribute to department or team activities

- P4. Provide support to department or team members to ensure goals are met
- P5. Contribute to department/team goals and tasks according to organisational requirements
- P6. Share information relevant to work with department/team to ensure designated goals are met

E3. Deal effectively with issues, problems and conflict

- P7. Respect differences in personal values and beliefs and their importance in the development of relationships
- P8. Identify any linguistic and cultural differences in communication styles and respond appropriately
- P9. Identify issues, problems and conflict encountered in the workplace
- P10. Seek assistance from department/team members when issues, problems and conflict arise

KNOWLEDGE REQUIREMENTS

- K1. List own responsibilities and duties in relation to department/team members
- K2. Explain how to undertake activities in a manner that promotes cooperation and good relationships
- K3. Explain how to act upon feedback provided by others in the department/team
- K4. Give examples of how to contribute to department or team activities
- K5. Describe how to support department or team members to ensure goals are met
- K6. Suggest ways to share information relevant to work with department/team to ensure designated goals are met

- K7. Explain how to deal effectively with issues, problems and conflict
- K8. Explain how to respect differences in personal values and beliefs
- K9. Explain how to respond to linguistic and cultural differences in communication styles
- K10. List the type of issues, problems and conflict encountered in the workplace
- K11. Explain how to get assistance from department/team members when issues, problems and conflict arise

CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables interpret the scope and context of this unit of competence, allowing for differences between different working environments and is appropriate for all tourism and hospitality job roles.

1. Responsibilities and duties may include:

- Code of conduct
- Job description and employment arrangements
- Skills, training and competencies
- Supervision and accountability
- Responsible and sustainable working practices

2. Department/team members may include:

- Peers/work colleagues/team/trainees/intern
- Supervisor or manager

3. Feedback on performance may include:

- Formal/informal performance appraisals
- Feedback from supervisors and colleagues
- Personal, reflective behaviour strategies

4. Support to team members may include:

- Explaining/clarifying
- Helping colleagues
- Problem solving
- Providing encouragement
- Providing feedback to a team member
- Undertaking extra tasks if necessary

5. Information to be shared may include:

- Acknowledging satisfactory performance
- Acknowledging unsatisfactory performance
- Assisting a colleague
- Clarifying the organisation's preferred task completion methods
- Encouraging colleagues
- Open communication channels
- Workplace hazards, risks and controls

6. Opportunities for improvement may include:

- Career planning/development
- Coaching, mentoring and/or supervision
- Formal/informal learning programmes
- Internal/external training provision
- Performance appraisals
- Personal study
- Recognition of prior learning/experience

ASSESSMENT GUIDE**Evidence of the following is required:**

1. Two examples of providing support to team members to ensure goals are met
2. Two examples of seeking feedback from clients and/or colleagues and taking appropriate action
3. Two examples/cases of resolving conflicts in the workplace

Assessment must ensure:

- Access to an actual workplace or simulated environment
- Access to office equipment and resources
- Examples of problems, issues or conflicts that have been resolved

ASSESSMENT METHODS**A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:**

- Direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate
- Analysis of responses to case studies and scenarios
- Demonstration of techniques
- Observation of demonstrated techniques in resolving conflict
- Observation of presentations
- Review of documentation identifying and planning strategies/opportunities for work-group improvement

RELEVANT OCCUPATIONS

Appropriate for all tourism job roles

ACCSTP REF

(1) D1.HOT.CL1.02; (2) D1.HOT.CL1.11; (3) D1.HOT.CL1.01

COS3. UNIT TITLE: COMPLETE ROUTINE ADMINISTRATIVE TASKS

UNIT DESCRIPTOR

This unit covers the competencies required to perform routine clerical and administrative tasks in a hospitality or tourism business.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare business documents

- P1. Prepare and process documents with appropriate office equipment in accordance with organisational procedures and within designated timelines
- P2. Draft basic communications using appropriate office equipment

E2. Read and respond to different business documents

- P3. Receive, clarify and assess requirements of instructions and/or directions in accordance with organisational policies and procedures
- P4. Read and interpret relevant details from instructions, directions and/or diagrams for application to particular jobs
- P5. Comply with directions or instructions within designated timelines

E3. Maintain information and filing systems

- P6. Maintain information and filing systems in accordance with organisational requirements
- P7. Update reference and index systems in accordance with organisational requirements
- P8. Retrieve files in response to information requests
- P9. Follow security and confidentiality procedures

KNOWLEDGE REQUIREMENTS

- K1. Explain how to prepare and process different types of documents using different equipment
- K2. Describe the range of communication methods used in your work environment
- K3. List the organisational procedures used for different business documents
- K4. Describe the types of instructions, directions and/or diagrams used in your workplace

- K5. List the information and filing systems used in your organisation
- K6. List the reference and index systems used in your organisation
- K7. Describe the file retrieval system used in your organisation
- K8. Describe your organisation's security and confidentiality procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between different hospitality and tourism organisation.

1. Documents may include:

- Mail, such as incoming and outgoing correspondence, guest mail and courier
- Files, such as customer records, correspondence, financial records, receipts, invoices and orders
- Correspondence, such as letters, facsimiles, memos and reports and others
- Menus

2. Office equipment may include:

- Computer
- Photocopier
- Facsimile
- Printer or scanner
- Others

3. Procedures may relate to:

- Hazard policies and procedures
- Emergency, fire and accident procedures
- Personal safety procedures
- Use of motor vehicles
- Job procedures and work instructions

CONDITIONS OF PERFORMANCE AND VARIABLES**4. Instructions, directions and/or diagrams may include:**

- Work instructions
- Directions on how to use equipment safely
- Directions on how to complete a task safely
- Diagrams that show safe working procedures
- Policies and procedures
- Manuals

5. Information/documentation may include:

- Workplace procedures, checklists and instructions
- Goods identification numbers and codes
- Manufacturer's specifications
- Workplace policies
- Supplier and/or client instructions
- Legislation, regulations and related documentation
- Emergency procedures
- Others

6. Instructions and/or directions may relate to:

- Letters
- Memos
- Faxes
- Emails
- Invoices and purchase orders
- Policies and procedures
- Manuals
- Others

7. Information may include:

- Correspondence, such as faxes, memos, letters, email and other documents
- Computer databases, customer records
- Sales records, including monthly forecasts, targets achieved
- Forms, including insurance forms, membership forms
- Invoices, such as from suppliers, to debtors
- Personnel records, including personal details, salary rates
- Information on training needs
- Marketing reports/plans/budgets
- Financial figures
- Others

8. Organisational requirements may include:

- Security and confidentiality requirements
- Legal and organisational policy/guidelines and requirements
- Management and accountability channels
- Others

ASSESSMENT GUIDE**Performance assessment must include:**

1. Three examples of documents prepared and processed with appropriate office equipment in accordance with organisational procedures and within designated timelines
2. Three examples of processes that required following instructions and/or directions in accordance with organisational policies and procedures
3. Three examples of interpreting relevant details from instructions, directions and/or diagrams for application to particular jobs
4. Two examples of maintaining information and filing systems, retrieving files and archiving files in accordance with organisational requirements

ASSESSMENT METHODS**The following methods may be used to assess competency for this unit:**

- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

Front Office Staff, Travel and Tour Operator Companies

ACCSTP REF

D1.HOT.CL1.05 & 06; D1.HGA.CL6. 03, 06, 07 & 12

COS4. UNIT TITLE: USE ENGLISH AT A BASIC OPERATIONAL LEVEL

UNIT DESCRIPTOR

This unit describes the competencies required to converse orally in English in the workplace at a basic operational level.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Make simple conversation

- P1. Respond to opening comments
- P2. Comment on familiar topics
- P3. Conclude a conversation

E2. Respond to simple requests

- P4. Confirm understanding of instructions or requests
- P5. Request clarification of instructions or requests

E3. Make simple requests

- P6. Use polite forms to make simple requests
- P7. Thank the person responding to your request

E4. Express preferences

- P8. Talk about likes and dislikes
- P9. Discuss preferences and give reasons

KNOWLEDGE REQUIREMENTS

- K1. Respond to opening comments and make simple conversation
- K2. Comment on familiar topics and conclude a conversation
- K3. Make and respond to simple requests
- K4. Confirm understanding and request clarification of instructions or requests

- K5. Describe routine procedures and explain a sequence of routine job tasks
- K6. Make suggestions on how to improve routine procedures or in communication with guests
- K7. Express likes, dislikes and preferences and give preferences and reasons

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit applies where conversing in English at a basic operational level is required within all divisions of the hospitality and tourism industry and includes all staff with guest contact.

1. Opening comments may include:

- How are you? Did you have a good trip? How can I help you?
- Others

2. Familiar topics may include:

- Giving directions; providing advice on the best places to shop, eat, visit etc; providing advice about a customer's special needs; providing information; referring a customer complaint to a supervisor; safety & healthy related information
- Others

3. Closing remarks may include:

- I hope you enjoy your stay/tour; Goodbye and I hope we see you again soon; Thank you for staying here; Please enjoy your tour
- Others

4. Ways to seek clarification may include:

- Asking the person to repeat themselves, e.g. would you mind saying that again? Would you mind spelling it? Sorry I didn't catch that. Sorry I missed that, Can you go over that again? Can you say that again please?
- Seeking clarification, e.g. Can you please confirm you want to check out tomorrow? Are you looking for an all-day or half-day tour?

5. Polite forms used for making requests may include:

- Please can you provide your driving licence for the hired car? Would you mind waiting for five minutes while I deal with this guest?

6. Avoiding jargon in conversations with guests:

- Your room rate is US\$100 plus plus/net
- We are pleased to offer you FOC breakfast

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment should ensure that the person can communicate effectively in the following situations:</p> <ol style="list-style-type: none"> 1. Respond to opening comments and make simple conversation 2. Comment on familiar topics and conclude a conversation 3. Make and respond to simple requests 4. Confirm understanding and request clarification of instructions or requests 5. Describe routine procedures and explain a sequence of routine job tasks 6. Make suggestions on how to improve routine procedures 7. Express likes, dislikes and preferences and give preferences and reasons 	<p>Assessment must ensure actual or simulated workplace application of situations where people converse at a basic operational level with guests or customers or in a classroom environment where the person can demonstrate their ability to communicate in basic English.</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Interviews • Role plays • Oral and written questions
RELEVANT OCCUPATIONS	ACCSTP REF
All tourism occupations	D1.LAN.CL1.01

COS5. UNIT TITLE: MAINTAIN INDUSTRY KNOWLEDGE

UNIT DESCRIPTOR

This unit describes the competencies required to source, maintain and use hospitality and tourism industry knowledge in a range of settings in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Source current information on the hospitality and tourism industry</p> <p>P1. Access sources of information on the hospitality and tourism industry relevant to job requirements</p> <p>P2. Obtain information on the hospitality and tourism industry to assist effective work performance</p>	<p>E2. Use industry information to inform best practice</p> <p>P3. Obtain and distribute information as required by customers or guests</p> <p>P4. Conduct work activities in accordance with legal requirements and ethical standards</p> <p>P5. Apply industry knowledge and information to the day-to-day operation of the hospitality or tourism business</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Identify sources of reliable information on the Internet and elsewhere to update industry knowledge</p> <p>K2. Describe the different sectors of the hospitality and tourism industry and their inter relationships</p> <p>K3. Explain the role and function of two of the following sectors: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations/tour guiding</p>	<p>K4. Explain what is meant by quality and continuous improvement in hospitality and tourism and the role of individual staff members in maintaining quality services</p> <p>K5. Provide examples of responsible tourism including energy saving, waste minimization and recycling</p> <p>K6. Describe two basic laws, regulations or guidelines that apply to the hospitality and tourism industries and effect how a staff member conducts his/her work</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>1. This unit applies to maintaining hospitality and tourism industry knowledge and may include:</p> <ul style="list-style-type: none"> • Hotel operations • Travel and tour operations • Tour guiding • Event management • Other tourism related industries such as transport, airlines and spa and leisure etc. 	<p>2. Information may relate to:</p> <ul style="list-style-type: none"> • Different sectors and relationships between travel and hospitality • Environmental issues and requirements, including responsible and sustainable tourism • Work ethic required to work in the industry • Industry expectations of staff • Quality assurance • Guest service information such as itineraries, airline or road travel, local attractions etc. • Information on local banks, hospitals, embassy and others
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CONDITIONS OF PERFORMANCE AND VARIABLES**3. Sources of information may include:**

- Internet (check reliability)
- Media
- Tourism associations
- Industry associations
- Industry journals
- Information services
- Personal observation and experience
- Colleagues, supervisors and managers
- Industry contacts, mentors and advisors
- Others

4. Other industries may include:

- Entertainment
- Food production
- Wine production
- Recreation
- Meetings and events
- Retail
- Others

5. Legal issues which impact on the industry include:

- Consumer protection
- Duty of care
- Equal employment opportunity
- Anti-discrimination
- Workplace relations
- Child sex tourism

6. Ethical issues impacting to the industry include:

- Confidentiality
- Commission procedures
- Overbooking
- Pricing
- Tipping
- Gifts and services free of charge
- Product recommendations
- Others

ASSESSMENT GUIDE

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate:

1. Evidence of ability to source various information from at least two sources
2. Evidence of ability to source at least three different types of information related to work performance
3. Evidence of obtaining and distributing three types of information as required by customers or guests
4. Two examples of conducting work activities in accordance with company legal requirements and ethical standards
5. Two examples of applying industry knowledge and information to the day-to-day operation of the hospitality or tourism business

ASSESSMENT METHODS

For the learner to reach the required standard there should be evidence performance gathered through observation, work evidence and questioning:

- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Role play

RELEVANT OCCUPATIONS

All occupational areas in tourism businesses

ACCSTP REF

D1.HOT.CL1.08

COS6. UNIT TITLE: PROVIDE BASIC FIRST AID

UNIT DESCRIPTOR

This unit covers the competencies required to perform basic first aid in a range of settings within a hospitality and tourism environment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Perform immediate lifesaving first aid pending the arrival of medical aid

- P1. Ensure casualty is comfortable before requesting medical aid
- P2. Place unconscious casualty in stable side position and clear the airways to promote breathing in accordance with established first aid procedures
- P3. Stem casualty with external bleeding by following standard first aid procedures

E2. Apply basic first aid

- P4. Provide first aid using established first aid procedures and available resources and equipment
- P5. Monitor casualty's condition and respond in accordance with accepted first aid principles
- P6. Seek first aid assistance from others in a timely manner
- P7. Record accidents and injuries in accordance with organisational procedures

E3. Adapt first aid procedures for remote situations

- P8. Care for injured person in remote conditions until help arrives, including the monitoring of airway, breathing and heartbeat, the control of pain, hydration and the maintenance of body temperature.
- P9. Correctly care for casualty with 'severe injuries' in a remote situation, including preparation for transport

E4. Communicate details of the incident

- P10. Request appropriate medical assistance using the most relevant and appropriate communication mechanism
- P11. Convey details of casualty's condition and first-aid management activities accurately to emergency services or other personnel
- P12. Prepare reports to supervisors in a timely manner, presenting all relevant facts

KNOWLEDGE REQUIREMENTS

- K1. Describe first aid situations that may occur in the workplace and appropriate first aid action, treatments and solutions
- K2. List relevant health legislation and procedures
- K3. Explain the priorities of first aid care
- K4. Explain first aid procedures for:
 - a. Conducting an initial patient first aid assessment
 - b. Managing injuries
 - c. Carrying out resuscitation techniques
 - d. Reporting on first aid situations and action taken
- K5. Describe techniques for management and care of casualties in various first aid situations, including:
 - a. Acute illness and/or injury
 - b. Wounds and bleeding
 - c. Burns
 - d. Bone, joint and muscle injuries
- K6. Explain causes of respiratory failure and breathing difficulty

- K7. Describe the DRABC action plan for the identification and control of danger, loss of consciousness and response, loss of airway, breathing and circulation. RED: rest, elevate and direct pressure for bleeding cases
- K8. List the symptoms and signs of the most common causes of unconsciousness:
 - a. Poisoning, bites and stings
 - b. Sprains and strains
 - c. Fractures (simple, compound and complicated)
 - d. Dislocated joints
 - e. Head, neck and back injuries
 - f. Severe internal bleeding
 - g. Abdominal, pelvic and chest injuries
 - h. Shock as a result of severe injury
 - i. Angina pain, heart attack and heart failure
 - j. Burns and associated shock
- K9. Explain the safety precautions needed to prevent accidents, illness and injuries and infection in remote area situations
- K10. Describe communication techniques related to the provision of first aid

CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between organisations and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to performing basic first aid procedures within hotel and tourism businesses and may include: Front Office, Housekeeping, Food and Beverage Service, Food Preparation, Travel and Tour Operations, Tour Guiding, On-site Tour Guiding, Tourist Boat Services.

1. Physical hazards may include:

- Workplace hazards, e.g. machinery, vehicles, environment
- Hazards associated with managing casualty, such as being bitten, confused, casualty becomes violent
- Bodily fluids
- Risk of further injury to the casualty

2. Casualty's vital signs and physical condition are managed for:

- Response, i.e. conscious or unconscious
- Airways, i.e. blocked, likely to become blocked
- Breathing, e.g. regular, irregular, possible problem with lungs
- Circulation, e.g. pulse, heart-beat is strong/weak, or racing pulse
- Possible neck or back injury
- Shock
- Allergic reaction/s
- Bleeding

3. First aid management may include:

- Management of external bleeding and shock
- Management of minor wounds and infection control
- Management of venomous bites and stings/poisons/allergic reactions
- Management of fractures
- Management of head and spinal injuries
- Management of airways including asthma

4. First aid may include:

- Resuscitation techniques
- CPR (Cardio pulmonary resuscitation) technique
- Bleeding and wound care
- Burns and scalds care
- Infection control
- Bandaging/splinting

5. Seek first aid assistance may include:

- Obtaining co-worker support
- Obtaining support from first aider
- Requesting emergency services assistance
- Requesting medical assistance
- Following hotel policy (helping guest to buy medicine or offering medicine to guests)

6. Details may relate to:

- Casualties conditions
- Location
- Assistance provided
- Number of casualties
- Assistance required

ASSESSMENT GUIDE

This unit will be difficult to assess by observation of work practices unless there are medical emergencies that the person is directly involved with in the workplace. Therefore the most likely method of assessment will be simulation in a controlled environment.

Assessment should ensure:

1. Knowledge of company policies and procedures in regard to administering first aid
2. Knowledge of policies and procedures in regard to completing records of first aid
3. Ability to apply the basic principles of administering first aid in a simulated situation for 3 incidents
4. Ability to carry out necessary procedures to manage a life-threatening situation for 2 incidents
5. Demonstration of CPR and resuscitation techniques on one occasion

ASSESSMENT METHODS**This unit maybe assessed in a simulated situation in order to provide experience in applying the competencies:**

- Assessment should include practical demonstration through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Knowledge can be tested by oral or written questioning
- Role play

RELEVANT OCCUPATIONS	ACCSTP REF
All tourism staff working in a variety of businesses and occupational areas	D1.HOT.CL1.12

COS7. UNIT TITLE: PROVIDE SAFETY AND SECURITY

UNIT DESCRIPTOR

This unit covers the competencies required in being safe in the workplace and being responsible for the safety and security of yourself and others. It is about identifying hazards, minimising risks and contributing to the security of the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Minimise risks to people and property in the workplace

- P1. Follow agreed safety procedures to minimise risks to people and property
- P2. Maintain the security of the workplace following agreed procedures
- P3. Ensure your own safety and security and that of others in your immediate workplace
- P4. Behave in a way that minimise the risks to yourself and others

E2. Take action to deal with security and safety risks

- P5. Take appropriate action in the event of incidents involving the security and safety of self and others
- P6. Take appropriate measures to ensure you can work safely with aggressive and difficult customers
- P7. Take appropriate action in the event of identifying the risk of danger to individuals

E3. Provide basic security services

- P8. Operate basic security equipment in a work place or other establishment
- P9. Escort, carry and store valuable items

E4. Recording and reporting hazards and incidents

- P10. Report potential hazards in the workplace to the appropriate person
- P11. Report and record incidents following agreed procedures

KNOWLEDGE REQUIREMENTS

- K1. Explain why risks should be assessed and reported
- K2. Describe what actions should be taken for different types of risks
- K3. State your personal responsibility for maintaining safety and security of yourself and others in the workplace
- K4. Describe the legal responsibilities of employers and employees in relation to health and safety in the workplace
- K5. Describe your role in maintaining health, safety and security in your immediate workplace
- K6. List the procedures to follow for different emergencies

- K7. Describe the ways of identifying aggressive behaviours and actions to take to ensure own safety
- K8. Explain how to identify hazards and report them
- K9. List some ways of minimising risks in the workplace
- K10. Explain how to operate basic security equipment in work place or other establishment
- K11. Describe the process to escort, carry and store valuable items
- K12. List the required reporting arrangements in the event of accidents and incidents

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Safety procedures to minimise risks and provide security to people and property would include:

- Procedures issued by the organisation
- Government occupational health and safety legislation

2. Minimising risks to yourself and others would include:

- Ensuring safety of guests and customers
- Ensuring you do not take unnecessary risks

3. Incidents involving the security and safety of self and others could include:

- Fire
- Bomb threats
- Intruders
- Theft
- Weather
- Food poisoning
- Accidents
- Others

4. Appropriate measures to ensure you can work safely with aggressive and difficult customers may include:

- Trying to calm the customer
- Avoiding confrontation and physical action
- Calling for help from colleagues or security
- Involving management

5. Basic security equipment in workplace or other establishment may include:

- Walkie-talkie handsets
- Security cameras
- Key control
- Security boxes
- Others

6. Escort, carry and store valuable items may include:

- Guest valuables
- Valuable equipment such as computers and cameras
- Staff personal property
- Others

7. Hazards may include:

- Lifting and pushing – e.g. handling heavy or awkward shaped objects
- Slips, trips, falls – e.g. slipping on a wet floor or tripping on uneven surfaces
- Hot surfaces and substances – e.g. hot plates, pans and splashes from hot oils or liquids
- Cutting equipment – e.g. knives and electric meat slicers
- Damaged furniture
- Obstructions – e.g. doors, passageways and rooms
- Chemicals or cleaning fluids

8. Report and record incidents following agreed procedures may include:

- Incident report form
- Shift report form
- Official accident or personal injury record
- Equipment damage form
- Bomb threat report
- Guest in-house report
- The most updated duty roster

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Where actual incidents have taken place, been addressed and reported, evidence from workplace supervisors should be included. Otherwise, these competences will need to be assessed through simulation, role play and other activities due to the nature of the issues being assessed.</p> <p>Evidence should show the person is able to:</p> <ol style="list-style-type: none"> 1. Take appropriate measures with aggressive and difficult customers on two occasions 2. Operate basic security equipment in a workplace or other establishment on one occasion 3. Escort, carry and store valuable items on one occasion 4. Record and report hazards and incidents on two occasions <p>Have knowledge of:</p> <ol style="list-style-type: none"> 1. Agreed safety procedures to minimise risks to people and property 2. Know how to take action to deal with security and safety risks 	<p>Assessment for this unit may be either from actual workplace incident reports and supervisor witness statements. If this cannot be assessed in the workplace, then assessment would involve:</p> <ul style="list-style-type: none"> • Simulation of emergency situations/role play • Written test or oral questioning of the trainee to establish their understanding of the competences for this unit

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	D1.HSS.CL4.01

COS8. UNIT TITLE: RESPOND TO EMERGENCIES

UNIT DESCRIPTOR

This unit covers the competencies required to respond to fire, security threats and medical emergencies.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Assist with the local implementation of emergency procedures

- P1. Ensure customers are clear that you are fully aware of the main details of the emergency and your role to assist with it
- P2. Ensure customers' morale and goodwill is maintained through the minimisation of any inconvenience
- P3. Maintain an appropriate balance between the needs of individuals and the needs of the group as a whole
- P4. Ensure all people affected by the emergency are kept up to date and offered re-assurance, when necessary

E2. Respond to fire in the premises

- P5. Establish nature and location of alarm
- P6. Contact emergency services and management as appropriate
- P7. Sound the alarm and provide first response assistance
- P8. Assist with evacuation of premises
- P9. Ensure access and assistance to emergency services upon their arrival

E3. Respond to security threats

- P10. Manage guests/customers who are displaying inappropriate behaviour
- P11. Secure unsecured areas
- P12. Respond to suspicious packages
- P13. Respond to bomb threats

E4. Respond to medical emergencies

- P14. Identify physical hazards and minimize risks to own and others' health and safety
- P15. Assess casualty's vital signs and physical condition in accordance
- P16. Apply basic first aid techniques in accordance with established first aid procedures and available resources and equipment
- P17. Monitor casualty's condition and respond to the casualty's condition in accordance with accepted first aid principles
- P18. Seek first aid assistance from others in a timely manner

KNOWLEDGE REQUIREMENTS

- K1. Describe steps to take in the event of any emergency
- K2. List the particular tasks that staff may be expected to perform in the event of an evacuation
- K3. Explain the different types of fire and which extinguisher class should be used on each
- K4. List the steps to take on discovering a fire and fire hazards in the Front Office area
- K5. List the steps to be taken on hearing an alarm

- K6. Explain what are the objectives of first aid
- K7. List the main types of injury that may be encountered in the workplace
- K8. Describe first aid procedures for a variety of emergency traumas and situations
- K9. Describe in detail what steps should be taken for each of the types of injury
- K10. Describe the procedure to adopt when taking a bomb threat call

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Emergencies may include:

- Fire
- Hurricanes, floods, and mudslides
- Explosion
- Power Failure
- Civil Disturbance
- Mass/Food Poisoning
- Elevator Break Down
- Bomb Threat
- Other

2. Emergency numbers should include:

- Fire department - 114
- Ambulance -115
- Police -113
- Hotel General Manager
- Hotel Security Manager
- Duty manager
- Hotel ERT (Emergency Response Team) list

3. Hazards/Risks may include but are not limited to:

- Physical hazards: impact, illumination, pressure, noise, vibration, temperature, radiation
- Biological hazards: bacteria, viruses, plants, parasites, mites, moulds, fungi, insects
- Chemical hazards : dusts, fibres, mists, fumes, smoke, gasses, vapours

4. Ergonomic injuries may include:

- Psychological factors – over exertion/excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles
- Physiological factors – monotony, personal relationships etc

5. Fire detection and fire fighting systems may include:

- Fire detection devices and systems
- Portable fire extinguishers
- Fire blankets
- Sprinkler systems
- Fire pumps – main and emergency fire pump
- Fire hoses, hydrants
- Smoke detectors
- Alarm bells
- Others

6. Using types of extinguishers may include:

- Use water extinguishers for carbonaceous fires only
- Use dry powder, Co2 and gas extinguishers for all categories of fire including electrical
- Use foam for oil or petrol fires, not electrical
- Fire blankets may be used on all categories

7. Types of injury can include:

- Small cuts and grazes
- Electric shocks
- Minor heat burns
- Chemical burns from acid or alkali
- Heart attack
- A stroke
- Nervous shock
- Others

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Where actual incidents have taken place, been addressed and reported, evidence from workplace supervisors should be included. Otherwise, these competences will need to be assessed through simulation, role play and other activities due to the nature of the issues being assessed.</p> <p>Evidence should show (through direct observation or simulation) that the person is able to:</p> <ol style="list-style-type: none"> 1. Give guests instructions as to where to find the nearest exit in the event of emergency on two occasions. 2. Use the correct fires extinguisher on the correct type of fire (simulation) on one occasion 3. Communicate effectively with others as required during fire prevention activities and fire emergencies (simulation) on one occasion 4. Demonstrate first aid procedures for two emergency situations (simulation) 5. Recognise and know how to deal with security threats (oral or written test) 	<p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Case study • Observation of practical candidate performance • Practical exercises • Role plays • Oral and written questions • Problem solving • Third party reports completed by a supervisor
RELEVANT OCCUPATIONS	ACCSTP REF
All tourism occupations	D1.FO.CL2.03

COS10. UNIT TITLE: USE COMMON BUSINESS TOOLS AND TECHNOLOGY

UNIT DESCRIPTOR

This unit covers the competencies required to use common business tools and technology.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Access and use common business tools

- P1. Identify and access business tools required to achieve work outcomes in compliance with the organisational policy and procedures
- P2. Use business tools efficiently and effectively and in compliance with the organisational policy and procedures
- P3. Obtain and maintain business tools required to support workplace activities
- P4. Store business tools in accordance with organisational procedures and to reduce theft and fraudulent activity

E2. Select and use common business technology

- P5. Select appropriate business technology and/or software applications to achieve the requirements of work task
- P6. Use technology in a way which promotes a safe work environment

E3. Maintain technology

- P7. Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements
- P8. Carry out and/or arrange routine maintenance to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements
- P9. Identify equipment faults and take appropriate action in accordance with manufacturer's instructions or by seeking specialized assistance

KNOWLEDGE REQUIREMENTS

- K1. List and explain sources of information and advice on common business tools and technology relevant to the industry sector
- K2. List and describe the current technology options as appropriate to industry sector, including both hardware and software and their general features and capabilities

- K3. Explain the typical equipment maintenance procedures conducted by operational staff as opposed to specialist maintenance personnel
- K4. List and describe the key factors in achieving productivity and efficiency from common business tools and technology, including effective monitoring and reporting of faults and regular maintenance.

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit standard covers the following range:

1. Business tools may include:

- Information, knowledge and other intellectual resources
- Finances
- Facilities
- Equipment
- Stock and supplies

2. Business technology may include:

- Computer equipment
- Digital cameras
- Security surveillance technology
- Hand-held input devices
- Communication systems

3. Software applications may include:

- Accounting packages
- Database packages
- Presentation packages
- Internet browsers

4. Work task may relate to:

- Processing reservations
- Undertaking stock takes
- Processing financial records
- Producing documentation

5. Consumables may include:

- Toner
- Discs
- USB drives
- External hardware

6. Routine maintenance may relate to:

- Using up-to-date antivirus programs
- Backing up files before major maintenance
- Reviewing and updating program

7. Specialized assistance may include:

- Internal maintenance support
- External maintenance support
- Use of commercial 'help' desks
- Contractors
- Manufacturers

ASSESSMENT GUIDE

Performance assessment must include:

1. Observation of at least two business tools used
2. At least two business technologies applied to a particular situation or problem

ASSESSMENT METHODS

Suitable assessment methods may include:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Third party reports completed by a supervisor
- Work products

RELEVANT OCCUPATIONS

Most staff in tourism occupations

ACCSTP REF

D2.TCC.CL1.13

GES1. UNIT TITLE: PREPARE FOR WORK

UNIT DESCRIPTOR

This unit covers the competencies required for timekeeping, personal grooming and hygiene, uniforms, professional behaviours and preparing the work area for the shift.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Report for work

- P1. Report on time and log in
- P2. Use staff changing areas for washing, dressing and personal preparation
- P3. Turn off any personal communications devices and ensure that they are locked in a safe place in accordance with organisation policy
- P4. Go directly to work area and sign in if a departmental attendance sheet is used
- P5. Make presence known to other colleagues and/or supervisor

E2. Ensure grooming and personal hygiene

- P6. Ensure uniform is clean, tidy and safety
- P7. Ensure personal grooming is up to standard required

E3. Apply professional behaviour

- P8. Listen carefully and respond courteously to guests or customers
- P9. Communicate professionally on business matters
- P10. Ensure the requisite equipment is available to hand
- P11. Ensure that personal behaviour brings credit to the property or organisation

E4. Prepare the work area for the shift

- P12. Read the log book and make a note of any points for action
- P13. Take notes relevant to your work at the shift briefing
- P14. Attend shift briefing and review your duties for the shift
- P15. Review staff movements and arrivals of groups and VIPs
- P16. Check equipment and stock levels
- P17. Organise the work area in a professional way

KNOWLEDGE REQUIREMENTS

- K1. Describe the sequence of procedures when reporting for work
- K2. Describe the basic grooming and personal hygiene procedures
- K3. Describe what levels of courtesy may be expected by a guest of a service agent

- K4. List what personal habits will cause damage to reputation and displeasure to guests
- K5. Describe the steps that should be taken prior to starting a shift and what actions to take as a result

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Professional behaviour should include:

- Posture: stand straight with hands aside or behind, never crossed and not leaning or resting against furnishings
- Walk quietly without shuffling feet
- Speech must be clear without shouting or mumbling
- Anger, impatience, sarcasm or boredom should not be shown
- Communication between staff should be discrete and away from guests
- Guests must be recognised and acknowledged promptly and assisted with requirements whenever needed
- Communication with guests should be limited to matters concerning service, organisation, department matters or local tourism facilities
- In public areas, staff should not cough, sneeze, sniff, pick nose or teeth, hawk or spit, scratch, lick ends of fingers, belch, yawn, stretch or show any other antisocial behaviour
- Drinks and meals must be taken at the appointed times in the staff area
- Water may be taken during service back of-house
- Professional staff must not be intoxicated, smell of alcohol or take alcohol during work hours
- Follow organisation policies and procedures

2. Reporting procedure should include:

- Being early for shift and ensuring uniform and grooming is to a high standard
- Using the recording device used in the establishment whether a punch card, clocking device, ID card scanner or manual system

3. Preparing the work area for the shift could include:

- The log book must be consulted every shift to note past difficulties, actions taken, messages for imminent situations and irregularities
- The arrivals and departures list (whether manual or a computerised screen) should be consulted to ensure that there are enough rooms, to foresee shortages, back-to-back turn-around or special requirements
- Conference and banqueting activity should be known so that guests can be directed to the correct rooms, billing procedures anticipated and associated rooming accommodated. Signage should be present and correct
- Group and airline activity should be monitored so that high volume check-ins and check-outs can be anticipated and prepared for
- Special arrangements and amenities for VIPs should be checked with the relevant departments (housekeeping, F&B)
- Check equipment, stock levels (stationery, vouchers, keys...)

4. Grooming & personal hygiene includes:

- Clean hair over the collar for men, tied back for women if long
- Strong smelling lotions or perfumes should not be used
- Hands must be clean at all times, washed after smoking or visiting the toilet
- Only a wedding ring, stud earring, simple necklace and watch should be worn. No bracelets (ankle or wrist), piercings, loose chains or bangles to be worn
- Ensure make up is plain and simple (for female staff) and face is clean-shaven, unless moustache or beard is permitted (for male staff)
- Ensure body is washed and free of unpleasant odours and that hands are clean and fingernails trimmed
- Ensure fresh breath and clean teeth
- A clean shirt/blouse, underwear, socks/tights must be worn at each service period
- All outer garments must be ironed and cleaned regularly or whenever dirty
- Shoes must be clean and polished
- Name badge (as required) must be worn in uniform manner, straight and clean

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include documentation of the following:</p> <ul style="list-style-type: none"> • Record of at least three occasions of good timekeeping and reporting • Record of at least three occasions of good personal hygiene and grooming with correct uniform • Record of at least two customer interactions • Record of at least two occasions of attendance at shift briefings 	<p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Oral and written questions • Third party reports completed by a supervisor

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	DH1.HFO.CL2.03 1.1, 1.2, 1.3

GES2. UNIT TITLE: RECEIVE AND RESOLVE COMPLAINTS

UNIT DESCRIPTOR

This unit covers the competencies required to receive and resolve customer complaints in a range of settings within the in the hospitality and tourism industry workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify and analyse the complaint

- P1. Receive and accurately record a verbal complaint using active listening and empathy techniques
- P2. Identify through appropriate communication techniques the exact nature of the customer's complaint
- P3. Maintain register or complaint file in accordance with procedures

E2. Respond to complaints

- P4. Reassure the customer that their complaint will be handled as quickly as possible in order to resolve the problem
- P5. Process complaint in accordance with organisation standards, policies and procedures
- P6. Obtain and review documentation in relation to complaint
- P7. Update register of complaints

E3. Determine action and resolve complaint

- P8. Agree and confirm action to resolve the complaint with the customer
- P9. Demonstrate a commitment to the customer to resolve the complaint
- P10. Inform customer of outcome of investigation of complaint

E4. Refer significant complaints

- P11. Identify complaints that require referral to other personnel, managers or external parties
- P12. Refer complaint to appropriate personnel for follow-up in accordance with individual level of responsibility
- P13. Forward all necessary documentation including investigation reports to appropriate personnel
- P14. Escalate complaints which cannot be resolved to an appropriate person

KNOWLEDGE REQUIREMENTS

- K1. Describe different types of common complaints
- K2. Describe the process for handling a simple complaint
- K3. Describe the factors in considering handling guests from different cultures
- K4. Explain how to record a verbal complaint using active listening and empathy techniques

- K5. Relate how to maintain a register or complaint file in accordance with procedures
- K6. Explain the process for resolving a customer problem and informing the customer of the outcome of investigation of complaint
- K7. Explain the procedure for referring significant complaints

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit applies to complaints received by any department in the hotel, restaurant or tour and travel company.

1. Complaints may be related to any expression of dissatisfaction with service by a customer and could include:

- Written complaints, e.g. letter, email, on website, through social media etc.
- Complaint or feedback form
- Verbal, face-to-face and over the telephone

2. Appropriate communication techniques may be:

- The use of active listening with open and closed questions
- Speaking clearly and concisely and using appropriate language and tone of voice
- Giving customers full attention by maintaining eye contact in face-to-face interactions
- Note-taking during the conversation

3. Organisational standards, policies and procedures may include:

- Complaint handling procedures
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines
- Insurance/liabilities policies

4. Inform customer of outcome may include:

- Providing documentation and/or evidence that supports customer complaint
- Information (verbal or written) that directly relates to the complaint being investigated
- Information (verbal or written) that is presented in a calm and accurate manner

5. Appropriate person may include:

- Immediate superior within the organisational hierarchy
- Specialist customer service staff

ASSESSMENT GUIDE

For the learner to reach the required standard there should be evidence performance gathered through observing the work for:

1. At least two types of customers
2. At least two types of complaints
3. At least two types of communication methods
4. At least two examples of information provided to customers

ASSESSMENT METHODS

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of complaint resolution processes either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

All customer-facing staff in hotels, restaurants or travel and tour operator companies, e.g. Guest Service Agent, Receptionist, Cashier, Concierge, Supervisor

ACCSTP REF

D1.HOT.CL1.11

GES3. UNIT TITLE: CLOSE DOWN THE SHIFT

UNIT DESCRIPTOR

This unit covers the competencies required for closing down the operating shift. It includes preparation for the next shift and securing the facility at the end of operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for shift close down

- P1. Check all equipment is in order
- P2. Rearrange and tidy up workplace
- P3. Reconcile any cash received during shift

E2. Prepare for next shift

- P4. Prepare information on events or incidents
- P5. Ensure facilities are ready for the shift to begin work
- P6. Update the logbook

E3. Hand over at end of shift

- P7. Handover any cash received
- P8. Discuss any follow up required
- P9. Brief the next shift and sign the logbook

E4. Close down facility

- P10. Close down the facility as required
- P11. Secure doors and windows
- P12. Secure all valuables in safe or other secure area
- P13. Turn off equipment, lights and air conditioning

KNOWLEDGE REQUIREMENTS

- K1. List the requirements for shift close down
- K2. Identify materials or information to be prepared for the next shift

- K3. Describe the shift handover procedure
- K4. List the actions in closing down the facility at the end of operating time.

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Shift handover could take place in the following situations:

- In the restaurant
- At the front office
- In the housekeeping department
- In the kitchen
- In the travel or tour office
- In other tourism or hospitality locations

2. Preparing for facility close down could include:

- Turning off lights and electrical appliances
- Ensuring doors and windows are secured
- Reconciling cash or other payments received
- Securing valuables including cash in locked location or safe

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>For the learner to reach the required standard there should be evidence performance gathered through observing the person in the workplace.</p> <p>This should include:</p> <ol style="list-style-type: none"> 1. Preparing for shift handover on two occasions 2. Handing over the shift on at least two occasions 3. Closing down the facilities on at least two occasions 	<p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> • Assessment should include practical demonstration of shift handover either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area or area of responsibility <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role play • Third party reports completed by a supervisor • Project and assignment work

RELEVANT OCCUPATIONS	ACCSTP REF
<p>Food & Beverage, Waiter/Waitress, Receptionist, Guest Service Agent, Front Office, Housekeeping Attendant, Kitchen, Security, Engineer</p>	<p>N/A</p>

GES5. UNIT TITLE: ORDER AND RECEIVE NEW STOCKS

UNIT DESCRIPTOR

This unit describes the competencies required to accept delivery of and store products in an establishment.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Accept delivery of new stock

- P1. Check internal systems to identify incoming stock
- P2. Prepare the area to receive new stock
- P3. Verify delivery for the premises, check incoming stock against relevant documentation and check stock received against stock ordered
- P4. Identify variations between delivery and documentation
- P5. Return unsuitable stock identified to supplier
- P6. Follow-up on variations between delivery and relevant documentation and manage excess stock within the organisation
- P7. Secure new stock against damage and/or theft

E2. Store new stock

- P8. Move new stock to the required operational area
- P9. Unpack new stock items, as required
- P10. Load new stock into storage units
- P11. Remove waste from the storage areas
- P12. Label new stock to identify items

E3. Maintain stock and storage areas

- P13. Rotate stock aligning with enterprise and stock item requirements
- P14. Inspect stock and storage areas
- P15. Take remedial action where stock related issues are identified
- P16. Clean and tidy storage areas
- P17. Identify stock usage rates

E4. Finalize documentation and stock management system requirements

- P18. Check and verify stock related documentation
- P19. Enter data into stock systems to update stock levels
- P20. Authorize supplier documentation for processing and payment

KNOWLEDGE REQUIREMENTS

- K1. Explain the functions of internal stock control systems, paper-based or electronic/ computerized stock control systems
- K2. Describe the organisation's policies and systems in regard to order and receive new stock

- K3. Explain procedure of storing new stock
- K4. Explain procedure of maintaining stock and storage areas
- K5. Describe types of documentation and procedure of finalizing the documents

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal systems may include:

- Purchase orders
- Verbal orders that have been placed
- Standing orders
- Telephone orders
- Online orders
- Facsimile orders
- Manual or computerized stock control/ management systems

2. Prepare the area may include:

- Cleaning the area
- Tidying the area
- Removing other stock from the area
- Ensuring requirements for accepting deliveries are present (weighing scales, thermometers, purchase orders, purchase specifications)
- Ensuring security and safety requirements are in place

3. Stock may include:

- Food and beverage items
- Equipment
- Cleaning materials and chemicals
- Stationery and office supplies
- Vouchers and tickets
- Souvenir products and merchandise

4. Verify delivery may be related to:

- Checking that the stock being delivered has been ordered
- Checking that the delivery is being made to the correct location

5. Check incoming stock against relevant documentation should include:

- Ensuring all items ordered have been supplied and all items listed have been delivered
- Ensuring all items are delivered in good condition, correct size, brand, quality, quantity
- Ensuring the correct price has been charged
- Applying specific food safety checks to food and beverage items
- Rejecting unsatisfactory goods

6. Check stock received against stock ordered must include:

- Ensuring all stock ordered has been received
- Ensuring only stock ordered has been received
- Ensuring all aspects of the delivery match the order placed

7. Identify variations may include:

- Making note of the nature of the variation
- Recording the variation on accompanying documentation and internal system
- Making verbal mention to the delivery driver, where applicable

8. Documentation(paper-based or electronic versions) may include:

- Purchase orders & purchase order guides
- Delivery dockets
- Invoices
- Buying catalogues
- Purchase specifications
- Others

9. Return stock may relate to:

- Damaged stock
- Out of date stock
- Recalls
- Excess stock
- Unsatisfactory goods
- Poor quality goods

10. Follow-up on variations may include:

- Requesting credit notes from suppliers, where applicable
- Ordering supplementary stock
- Recording action taken and arrangements with suppliers
- Informing internal personnel/departments regarding delivery problems

11. Manage excess stock may include:

- Monitoring stock levels
- Reducing stock levels
- Returning excess stock to supplier
- Attempting to exchange excess stock with another organisation
- Suggesting uses for excess stock
- Monitoring the use-by dates of stock

12. Unpack stock items may include:

- Removing individual items from cartons and packaging
- Checking quality and suitability of individual items as they are unpacked
- Determining items that should be left in cartons and packaging
- Maintaining the integrity of foods and beverages

13. Storage units may include:

- Shelves
- Bins
- Specially provided storage containers
- Refrigeration and freezer units

14. Remove waste may include:

- Taking packaging out of storage areas
- Identifying and removing damaged or un-saleable items from the storage areas
- Applying environmentally friendly practices to waste materials where appropriate,

CONDITIONS OF PERFORMANCE AND VARIABLES**15. Label stock may include:**

- Placing labels on storage containers and shelving to identify stock items and indicate delivery date
- Preparing hand written labels and attaching them to individual stock items
- Using electronic bar coding and labelling equipment
- Observing food safety requirements in relation to the labelling of food

16. Rotate stock may include:

- Applying stock rotation protocols relevant to individual stock type

17. Inspect stock may include:

- Undertaking visual inspections of storage area
- Identifying stock approaching use-by date and out of date stock
- Adhering to internal inspection schedules and checklists
- Checking stock quality
- Looking for signs of pest infestation, physical damage to the storage area itself, damage or degradation to stock items
- Ensuring stock is aligned with designated storage areas, bins etc

18. Take remedial action may include:

- Notifying relevant personnel
- Arranging for maintenance, including in-house and external
- Re-Locating stock

19. Identify stock usage rates may include:

- Identifying fast and slow-moving stock items
- Advising relevant personnel in relation to stock usage and the need to order additional stock

20. Authorize supplier documentation may include:

- Noting issues arising on the documentation
- Recording associated action taken in relation to the identified issue
- Signing, initialling and/or dating documents.

ASSESSMENT GUIDE

This unit should be assessed by documentary evidence of performance and oral or written questioning.

Evidence must include:

1. Three documented examples of stock received, verified, checked and action taken for variations, unsuitable stock and securing new stock against theft or damage
2. Two documented examples of new stock moved, unpacked, stored and labelled correctly in correct location
3. Two documented examples of how stock has been rotated, inspected and monitored
4. Two documented examples stock documentation, including stock system, updating records and authorizing supplier documentation for processing of payments

ASSESSMENT METHODS**The following methods may be used to assess competency for this unit:**

- Observation of practical candidate performance
- Analysis of documentation used in the receiving of stock and the storage process
- Inspection of stock and storage areas
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

Staff in tourism occupations

ACCSTP REF

D1.HGA.CL6.09-10

GES7. UNIT TITLE: MAINTAIN DOCUMENT FILING AND RETRIEVAL SYSTEMS

UNIT DESCRIPTOR

This unit covers the competencies required to use different information systems to store and retrieve information.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Process information

- P1. Collect required information
- P2. Follow agreed organisation procedures to maintain security and confidentiality
- P3. Store required information in approved locations to the required standard
- P4. Update information as required

E2. Retrieve information

- P5. Confirm information for retrieval
- P6. Comply with organisation procedures for accessing an information system
- P7. Locate and retrieve required information
- P8. Refer any problems to the appropriate colleague

E3. Maintain existing recording and filing systems

- P9. Maintain recording and filing systems
- P10. File new documents to designated category and locations
- P11. Archive, remove and update documents to make space available for current records
- P12. Keep records of document movements
- P13. Maintain documents in good condition and in correct location
- P14. Separate confidential files from general files, with access available to nominated personnel only
- P15. Ensure issued files are traceable at all times

KNOWLEDGE REQUIREMENTS

- K1. Explain the purpose of storing and retrieving required information
- K2. List the different information systems and their main features
- K3. Describe the organisational requirements covering the security and confidentiality of information

- K4. List the methods used to collect required information
- K5. Describe the procedures to be followed to access information systems
- K6. Explain the types of problems that occur with information systems and who to report them to

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Information may include:

- Correspondence, such as faxes, memos, letters, email and other documents
- Computer databases such as customer records
- Sales records, including monthly forecasts, targets achieved
- Forms, such as daily stock re-ordering
- Invoices
- Personnel records
- Information on training needs
- Marketing reports/plans/budgets
- Financial figures
- Others

2. Organisational requirements may include:

- Security and confidentiality requirements
- Legal guidelines and requirements
- Code of Conduct/Code of Ethics
- Procedures for updating records

3. Inactive or dead files may include:

- Completed projects/events
- Old clients
- Paid accounts
- Ex employees
- Others

CONDITIONS OF PERFORMANCE AND VARIABLES**4. Reference and index systems may relate to:**

- Alphabetic
- Numeric
- Alpha-numeric
- Topic
- Subject
- Date & time
- Other

5. Record movements may include:

- Updating file register
- Updating records management system
- Temporary or permanent transfer of records
- Others

6. Security and confidentiality procedures may include:

- Access authority
- Lockable files/cabinets
- Confidentiality
- Others

7. Archive may refer to:

- Handling completed/closed files in accordance with the organisation's policy, procedure
- Storing confidential files in an internal/external location
- Being able to retrieve archived files from storage, when required
- Manual system
- Others

8. Confidential files may include:

- Staff personnel files
- Commercial in confidence

ASSESSMENT GUIDE

This unit should be assessed by documentary evidence of performance and oral or written questioning.

Evidence must include:

1. Three examples of documents prepared and processed and updated and filed in appropriate manner
2. Three examples of documents retrieved in accordance with organisational policies and procedures
3. Two examples of maintaining information and filing systems and archiving files in accordance with organisational requirements

ASSESSMENT METHODS**The following methods may be used to assess competency for this unit:**

- Samples of records and systems
- Oral and written questions
- Portfolio evidence
- Third party reports completed by a supervisor
- Project and assignment work
- Simulation

RELEVANT OCCUPATIONS

All staff dealing with document filing systems in tourism occupations

ACCSTP REF

D1.HGA.CL6.03

GES9. UNIT TITLE: DEVELOP GUEST RELATIONSHIPS

UNIT DESCRIPTOR

This unit covers the competencies required to start conversations and develop good relationships with guests or customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Meet and greet guests

- P1. Welcome guests appropriately
- P2. Introduce self and others
- P3. Ask questions to involve guests

E2. Respond to guests' questions or requests

- P4. Answer questions clearly and honestly
- P5. Request repetition or clarification of questions or requests
- P6. Offer to fulfil guest's request in a timely manner
- P7. Provide explanation and apologize if unable to answer questions or fulfil requests on the spot and promise to answer in certain time.
- P8. Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions

E3. Participate in a short, informal conversation with guests

- P9. Start a conversation using appropriate topics
- P10. Demonstrate turn taking techniques to hold and relinquish turns in a conversation
- P11. Show interest in what a speaker is saying
- P12. Interrupt a conversation politely
- P13. Close a conversation politely

KNOWLEDGE REQUIREMENTS

- K1. Meet and greet guests warmly
- K2. Explain how to hold a short conversation with guests using turn taking techniques
- K3. Explain the usage of correct open and closed question forms, including the use of auxiliary verbs, "wh" questions and question tags to involve guests in conversations

- K4. Describe how to discuss a range of topics
- K5. Explain how to talk about events in the past, present and future
- K6. Describe how to identify potential taboo topics that may cause offence to guests
- K7. Explain how to use a range of functions when responding to guests' questions and requests

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Developing guest relationships can include:

- Giving information and advice
- Giving advice
- Making suggestions
- Asking questions
- Giving directions
- Giving instructions
- Giving explanations

2. Developing appropriate personal manner and behaviour includes:

- Offering opinions
- Agreeing and disagreeing politely
- Apologising
- Promising to follow up a request
- Giving factual information
- Considering culture differences

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. Evidence of at least three occasions of greeting guests appropriately should be observed or documented 2. At least three occasions of responding to guests' questions or requests should be observed or documented 3. At least three occasions of participating in a short, informal conversation with guests and demonstrating appropriate personal manner and behaviour should be observed or documented <p>Knowledge assessment by documented oral questioning or written questions</p>	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Observation of practical candidate performance • Interviews • Role plays

RELEVANT OCCUPATIONS	ACCSTP REF
<p>All staff who interact with guests or customers in tourism</p>	<p>D2.TTG.CL3.14</p>

GES10. UNIT TITLE: PREPARE AND PRESENT REPORTS

UNIT DESCRIPTOR

This unit covers the competencies required to develop, produce and present a range of reports used by the tourism and hospitality industry.

ELEMENTS AND PERFORMANCE CRITERIA

<p>E1. Prepare various types of reports</p> <p>P1. Develop report to specifications as required</p> <p>P2. Identify sources of data and access report data that underpins the final report objective(s)</p> <p>P3. Process data for inclusion in the report</p> <p>P4. Produce the report</p>	<p>E2. Present various types of reports</p> <p>P5. Distribute reports according to internal requirements</p> <p>P6. Deliver a verbal presentation in support of the report</p>
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KNOWLEDGE REQUIREMENTS

<p>K1. Describe the different types of reports used in your organisation and the purposes of each report</p> <p>K2. Describe how to format reports or other documents used in your organisation</p> <p>K3. Describe the principles of confidentiality and security in relation to internal documentation and reports</p>	<p>K4. Explain how to ensure reports and other documents are clear and readable</p> <p>K5. Describe the ways in which you can produce diagrams, tables and graphics to make reports more readable and understandable</p> <p>K6. Explain the steps you need to take to prepare for and deliver a verbal presentation</p>
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CONDITIONS OF PERFORMANCE AND VARIABLES

<p>1. Develop report to specifications may include:</p> <ul style="list-style-type: none"> • Clarifying report objectives with relevant personnel and/or key stakeholders • Planning the final content of the report, including developing rationales for omitting certain information • Planning the format of the report, unless a standardised format exists • Matching the report to the identified report objectives <p>2. Sources of data may include:</p> <ul style="list-style-type: none"> • Field work • Research materials • Published books • Academic reports • Industry reports • Colleagues • Computerised databases • Internet searches and specific websites • Newspapers and journals • Industry publications • Industry specialists and experts • Others 	<p>3. Access report data may include:</p> <ul style="list-style-type: none"> • Authorising release of relevant data and/or information that is commercial-in-confidence • Ensuring information from all available sources of data has been obtained • Verifying accuracy and currency of data, as far as is possible • Examining available data • Examining systems to establish data limitations • Others <p>4. Analyse data for inclusion may include:</p> <ul style="list-style-type: none"> • Ensuring report data is analysed in such a way that the process meets organisational objectives and requirements, which may include: <ol style="list-style-type: none"> a. Timelines b. Policy documentation requirements c. Verbal and written instructions given in relation to activities related to data analysis d. Internal control guidelines e. Computer system documentation • Identifying the required and most applicable format as identified by the organisation • Others
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CONDITIONS OF PERFORMANCE AND VARIABLES

5. Produce the reports may include:

- Entering the required data into the report
- Editing data as required
- Saving, filing, sending and printing the reports

6. Using advanced functions to ensure completion of the task, which may include:

- Creating AutoText
- Templates
- Macros
- Table of contents
- Index
- Newspaper columns
- Glossaries
- Scanning
- Importing data, such as tables, graphs and charts from spread sheets
- Others

7. Meeting designated timeline requirements, which may include:

- As agreed with supervisors and management
- Nominated organisational deadlines as specified in policies, by operational imperatives and as determined by traditional practice
- Deadlines negotiated with individual end-users and/or persons requesting the report
- Inserting information from other files as necessary, including scanning and data importing
- Checking report for spelling, grammar and numeric data
- Proofreading reports for validity, reliability, accuracy of contents, consistency of layout and structure, applicable language and style
- Ensuring the report accords with organisational standards relating to formatting and other standards
- Ensuring the contents of the report reflect the stated objectives for the report and address the key management and operational requirements, as well as providing relevant and supporting ancillary information
- Making modifications to reports on the basis of errors, omissions, or inconsistencies identified during proofreading and checking activities
- Presenting report to nominated person for approval prior to final printing, where appropriate
- Printing the report
- Binding the report
- Saving and filing the report
- Making back-up copies of files and reports, as necessary and in keeping with organisational requirements

8. Distribute reports may include:

- Completing and circulating reports in keeping with policy guidelines that apply
- Hand delivering reports directly to nominated individuals
- Placing hard copy reports into designated locations such as pigeon holes
- Forwarding electronic copies of reports according to a distribution list
- Observing security and confidentiality requirements
- Obtaining signature to prove report has been delivered and received
- Including reports with other nominated material as part of meeting and/or briefing papers
- Ensuring reports are received in sufficient time to enable them to be read and digested by the user prior to a nominated meeting, or other decision-making event

9. Deliver a verbal presentation may include:

- Ensuring language and tone is appropriate to the audience
- Providing full, or short-form, hard copies of the report at the presentation
- Ensuring presentation is organised logically and is structured and balanced according to purpose, audience and context
- Generating and/or acquiring physical resources for use in supplementing and/or illustrating the presentation
- Adhering to industry and/or organisational standards in relation to the verbal presentation
- Practicing and polishing the presentation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Performance assessment must include:</p> <ol style="list-style-type: none"> 1. Preparation of at least two types of reports 2. Two occasions when at least two verbal presentations are made 	<p>Suitable assessment methods may include:</p> <ul style="list-style-type: none"> • Analysis of a portfolio of documents prepared by the candidate • Evaluation of the presentation made to support the reports(s) • Oral and written questions • Third party reports completed by a supervisor • Project and assignment work • Observation of practical candidate performance

RELEVANT OCCUPATIONS	ACCSTP REF
All areas within tourism	D1.HGA.CL6.08

GES13. UNIT TITLE: MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION

UNIT DESCRIPTOR

This unit is based on *'The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism'* – an industry-driven, multi-stakeholder initiative with the mission to provide awareness, tools and support to the tourism industry in order to combat the sexual exploitation of children in contexts related to travel and tourism (see <http://www.thecode.org>). This unit also covers exploitation of children for labour – such as in tourism-related handicraft businesses etc.

Hospitality and tourism professionals must understand that their interests and responsibilities are linked to their local community when it comes to protecting vulnerable children from damaging repercussions originating from – or through – tourism. It is in the best interest of the industry to practice responsible tourism while protecting the very community on which its business is dependent.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement workplace procedures to prevent exploitation of children following the current Law

- P1. Follow workplace policies and procedures on children protection
- P2. Refer guests to the current Law on child protection and prevention of sexual exploitation of children

E2. Monitor facilities and operations to ensure children are protected

- P3. Keep alert to possible child sexual exploitation when checking in guests or when guests enter the premises
- P4. Refer suspicious guests to management for action
- P5. Identify exploitation of children for labour in tourism-related businesses and refer to appropriate authorities

E3. Maintain awareness of child protection issues

- P6. Undertake in-company training on child protection issues
- P7. Update knowledge on organisational child protection policies following the current Law
- P8. Identify local child protection agencies to refer to as necessary

KNOWLEDGE REQUIREMENTS

- K1. State the key points of own workplace policy and procedures on children protection following the current Law
- K2. Describe how to monitor facilities and operations to ensure children are protected from sexual exploitation

- K3. Explain the child protection procedures to be followed when checking in guests or when guests enter the premises
- K4. Describe how to refer suspicious guests to management for action
- K5. List the local child protection agencies to refer to as necessary

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Workplace policies and procedures on children protection should include:

- Hotel or tourism/travel company policy on child protection following the current Law
- Procedures for staff on dealing with sexual exploitation of children and child protection

2. Organisational policy on child protection and prevention of sexual exploitation of children will include:

- Public notice to guests/customers stating organisation policy on child protection – normally displayed prominently in reception or in guest rooms
- Hotel management or travel/tour companies shall provide information to its personnel and guests regarding national laws and the penalties imposed for the sexual abuse of children

3. Sexual exploitation of children includes:

- Child sex tourism
- Child pornography
- Child prostitution
- Child sexual abuse

4. Exploitation of children for labour includes:

- Exhaustive, dangerous or illegal work that curtails their education and development
- Work that is abusive and exploitative; including hazardous work that places the child's health, safety or morals at risk.

5. Monitor facilities and operations to ensure children are protected from sexual exploitation can include:

- Keep alert to possible child sexual exploitation when checking in guests
- Observing guests entering the premises with children
- Noting and checking customers who book travel or tours with children

6. Dealing with suspicious guests or customers will include:

- Referring suspicious guest to immediate supervisor or manager
- Identifying if criminal activity is happening.
- Advise the guest/customer on the hotel or tour/ travel company child protection policies following the current Law
- Request the guest/customer either to release the minor immediately, or to leave the hotel/ facility or tour

7. Maintain awareness of child protection issues will include:

- Taking part in organisational training
- Updating knowledge on organisational child protection policies following the current Law

8. Identify local child protection agencies to refer to as necessary will include:

- Local NGOs (Non-governmental Organisations)
- Government agencies

ASSESSMENT GUIDE

This unit may be difficult to assess without real incidents to report, therefore simulation, role play and questioning (oral and written) may be needed for assessment of this unit. If the hotel, tour or travel company offer staff training in child protection, then role play and simulation should be included, and a report of staff attendance and participation can be provided by the trainer or supervisor as part of assessment.

Assessment should include:

1. At least incident of child protection (recorded by documentary evidence or observation) in the hotel or travel/tour company or by simulation
2. Recorded questioning or written report

ASSESSMENT METHODS

The following methods may be used to assess competency for this unit:

- Simulation exercises and role plays
- Oral and written questions
- Case studies
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

All staff working at any level in hospitality, travel or tour operator companies

ACCSTP REF

D1.HRS.CL1.20

GES14. UNIT TITLE: PREVENT, CONTROL AND FIGHT FIRES

UNIT DESCRIPTOR

This unit describes the competencies required to prevent, control and fight fires, including fire prevention measures and fire fighting.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Manage fire prevention and control procedures

- P1. Identify fire hazards in the premises and take action to eliminate or minimise them
- P2. Review and become familiar with emergency procedures to be followed in the event of fire

E2. Deal with fire in the premises

- P3. Fight fires using relevant equipment and techniques
- P4. Select and used correct extinguishers to fight specific classes of fires
- P5. Ensure personal safety during fire fighting at all times
- P6. Ensure actions minimise damage to facilities and avoid injuries to personnel

KNOWLEDGE REQUIREMENTS

- K1. Explain the principles of containing and extinguishing the spread of fire
- K2. Describe the different classes of fire and the equipment needed for extinguishing fire
- K3. List the types of fire detection, fire fighting equipment and systems used in a hotel or travel company
- K4. Explain the fire fighting techniques applicable to different classes of fire

- K5. Discuss the relevant regulations about checking and use of fire detection and fire fighting equipment
- K6. Explain the fire fighting procedures used in your facility
- K7. Describe the problems that can occur with fire detection and fire fighting equipment and operations and appropriate remedial action and solutions
- K8. List the sources of information on fire prevention and extinguishment available

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Fire detection and fire fighting systems may include:

- Fire detection devices and systems
- Portable fire extinguishers, including foam, water, CO₂, dry chemical and wet foam (where applicable)
- Sprinkler systems
- Fire pumps – main and emergency fire pump
- Fire hoses, hydrants

2. Personal protection clothing and equipment may include:

- Masks and goggles
- Protective clothing, including headgear, gloves and footwear

3. Documentation and records may include:

- Fire detection, fire fighting and safety equipment operational and maintenance instructions and recommended procedures
- Instructions on the maintenance and serviceability of fire detection, fire fighting and safety equipment and systems

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment will be in a simulated environment, unless evidence from dealing with an actual fire has occurred. The following activities should be demonstrated and confirmed through assessment.</p> <p>Assessment should include:</p> <ol style="list-style-type: none"> 1. Identify relevant fire detection and fire fighting equipment and initiate any required reporting or servicing action 2. Use the various types of fire fighting equipment in the organisation 3. Implement OH&S principles and policies when carrying out fire prevention and fire fighting duties 4. Communicate effectively with others as required during fire prevention activities and fire emergencies 	<ul style="list-style-type: none"> • Assessment of knowledge must be conducted through appropriate written/oral examinations • Individuals should carry out a range of suitably simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out fire prevention strategies in their working premises; and/or assist in fire prevention procedures and fire fighting drills <p>Note: Simulated fire fighting assessment exercises may require access to a fire training and assessment facility capable of simulating fire fighting activities. Assessments must be conducted in accordance with relevant OH&S requirements.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All tourism staff	N/A

GES15. UNIT TITLE: DEAL WITH INTOXICATED AND UNAUTHORIZED PERSONS**UNIT DESCRIPTOR**

This unit covers the competencies required to deal with intoxicated or unauthorised persons in hotels, restaurants, in other facilities or on tours.

ELEMENTS AND PERFORMANCE CRITERIA**E1. Assess the situation**

- P1. Analyse situation carefully to assess intoxication levels of customer(s)
- P2. Monitor suspicious behaviour by groups or individuals in your workplace

E2. Confront the situation

- P3. Offer assistance to intoxicated customers
- P4. Question suspicious individuals to determine the purpose of their presence in your workplace

E3. Seek assistance from appropriate persons

- P5. Refer difficult situations to an appropriate person within or outside of the establishment
- P6. Seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property

E4. Take action to alleviate the situation

- P7. Deal with intoxicated persons appropriately and assist the guest/customer to leave the premises if necessary
- P8. Request unauthorised individuals to leave, and arrange an escort from the premises

E5. Complete incident reports

- P9. Complete incident report on dealing with intoxicated persons or unauthorised entry

KNOWLEDGE REQUIREMENTS

- K1. Describe the behaviour you would expect from intoxicated customers
- K2. Explain the sort of assistance you could offer to intoxicated customers
- K3. List the types of difficult situations where you would need to refer to an appropriate person within or outside of the establishment
- K4. Explain when you would need to seek assistance from appropriate people for situations which pose a threat to safety or security of colleagues, customers or property
- K5. Describe how you would appropriately assist the intoxicated guest/customer to leave the premises

- K6. Explain the methods used to monitor suspicious behaviour by groups or individuals in your workplace
- K7. List the types of questions you could use to determine the purpose of suspicious individuals in your workplace
- K8. Explain how you would arrange for an unauthorised individuals to leave the premises
- K9. Describe the format and content of incident reports required

CONDITIONS OF PERFORMANCE AND VARIABLES

The unit variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between hospitality and tourism organisation.

1. Assess intoxication levels may include:

- Observation of changes in behaviour
- Monitoring noise levels
- Monitoring drink orders
- Slowing service

2. Assistance for intoxicated persons may include:

- Organising transport for customers wishing to leave
- Suggesting staying in a room in the hotel
- Assisting customers to leave

3. Appropriate persons may include:

- Manager
- Security personnel on site
- Police
- Ambulance

4. Procedures may include:

- Verbal warning
- Asking persons to leave the premises
- Calling for appropriate assistance

5. Question suspicious individuals may include:

- Using tact and discretion
- Using a quiet and respectful tone of voice at all times
- Employing conflict resolution skills

6. Appropriate communication skills may relate to:

- Giving explanation to customers throughout the event/incident
- Providing suggestions and/or alternatives to the customer
- Using a quiet and respectful tone of voice at all times
- Using tact and discretion
- Employing conflict resolution skills

7. Assess situations may relate to:

- Customers behaving in an intoxicated manner
- Customers behaving in a violent or disorderly manner
- Customers behaving in a suspicious manner
- Under-age persons

8. Deal with intoxicated persons may relate to:

- Providing suggestions and/or alternatives to the customer/guest
- Asking customer/guest to leave the premises
- Refusing service of alcohol

ASSESSMENT GUIDE

Performance assessment should be based on case studies and real incidents. Incident reports would normally provide much of the evidence along with supervisor reports or witness statements. In a college setting, simulation and role play could be used.

1. At least one incident of handling intoxicated persons appropriately in the hotel or travel/tour company should be recorded by documentary evidence or observation
2. At least one incident of handling suspicious persons appropriately in the hotel or travel/tour company should be recorded by documentary evidence or observation
3. All knowledge criteria should be assessed by recorded oral questioning or by written questions

ASSESSMENT METHODS**The following methods may be used to assess competency for this unit:**

- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Incident reports
- Role plays/simulation
- Third party reports completed by a supervisor
- Project and assignment work

RELEVANT OCCUPATIONS

All staff working in hotels, restaurants as well as travel and tour operator companies

ACCSTP REF

D1.HBS.CL5.17

GES16. UNIT TITLE: PREPARE BUSINESS DOCUMENTS IN ENGLISH

UNIT DESCRIPTOR

This unit covers the competencies required to design and produce various business documents and publications in English. It includes selecting and using a range of functions on a variety of computer applications to ensure the document as well as the language is to a high quality standard.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Select and prepare resources

- P1. Select and use appropriate technology and software applications to produce required business documents in English
- P2. Select layout and style of publication according to information and organisational requirements
- P3. Ensure document design is consistent with company and/or client requirements, using basic design principles
- P4. Discuss and clarify format and style with person requesting document/publication

E2. Design document

- P5. Identify, open and generate files and records according to task and organisational requirements
- P6. Design document to ensure efficient entry of information and enhance appearance
- P7. Use a range of functions to ensure consistency of design and layout
- P8. Ensure document is free of English language errors

E3. Produce document

- P9. Complete document within designated time lines according to organisational requirements
- P10. Check document to ensure it meets requirements for style and layout
- P11. Store document appropriately and save document to avoid loss of data
- P12. Use manuals, training booklets and/or help-desks to overcome basic difficulties with document design and production

E4. Finalise document

- P13. Proofread document for readability, accuracy and consistency in language, style and layout
- P14. Make any modifications to document to meet requirements
- P15. Name and store document in accordance with organisational requirements and exit the application without data/loss damage
- P16. Print and present document according to requirements

KNOWLEDGE REQUIREMENTS

- K1. Explain how to choose appropriate technology and software applications to produce required business documents
- K2. Describe the options for design of documents to ensure efficient entry of information and enhance appearance
- K3. Describe any company design requirements for style and layout
- K4. Explain how to store documents to avoid loss of data

- K5. Explain how to overcome basic difficulties with document design and production
- K6. Describe the basic editing and proofreading tools available for ensuring English language quality
- K7. Explain how you ensure quality documents produced in English

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Technology may include:

- Computers
- Photocopiers
- Printers
- Scanners
- Others

2. Software may include:

- Accounting packages
- Database packages
- Presentation packages
- Spread sheet packages
- Word processing packages

3. Business documents may include:

- Accounts statements
- Client databases
- Newsletters
- Project reviews
- Proposals
- Reports
- Web pages
- Others

4. Organisational requirements may include:

- Budgets
- Correctly identifying and opening files
- Legal and organisational policies, guidelines and requirements
- Locating data
- Log-on procedures
- Manufacturers' guidelines
- Occupational health and safety policies, procedures and programs
- Quality assurance and/or procedures manuals
- Saving and closing files
- Security
- Storing data
- Others

5. Functions may include:

- Alternating headers and footers
- Editing
- Merging documents
- Spell checking
- Table formatting
- Using columns
- Using styles
- Others

6. Naming documents may include:

- File names according to organisational procedure e.g. numbers rather than names
- File names which are easily identifiable in relation to the content
- File/directory names which identify the operator, author, section, date etc.
- Filing locations
- Organisational policy for backing up files
- Organisational policy for filing hard copies of documents
- Security

7. Storing documents may include:

- Storage in directories and sub-directories
- Storage on CD-ROMs, disk drives or back-up systems
- Storing/filing hard copies of computer generated documents
- Storing/filing hard copies of incoming and outgoing facsimiles
- Storing/filing incoming and outgoing correspondence

8. Essential skills would include:

- Keyboarding and computer skills to complete a range of formatting and layout tasks
- Literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread documents to ensure clarity of meaning and conformity to organisational requirements
- Numeracy skills to access and retrieve data
- Problem-solving skills to determine document design and production processes.

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Evidence of the following is essential:</p> <ol style="list-style-type: none"> 1. Designing and producing a minimum of 3 completed business documents 2. Using at least 2 software applications in the production of each document 3. Documents should be free of errors and produced in clear and readable English <p>Context of and specific resources for assessment must ensure:</p> <ul style="list-style-type: none"> • Access to an actual workplace or simulated environment • Access to office equipment and resources • Access to examples of style guides and organisational procedures 	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • Direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • Review of final printed documents • Demonstration of techniques • Oral or written questioning to assess knowledge of software applications

RELEVANT OCCUPATIONS	ACCSTP REF
All staff in tourism occupations	D1.HGA.CL6.06 & D1.HGA.CL6.07

VIETNAM TOURISM OCCUPATIONAL STANDARDS (VTOS)

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key and four specialist occupational areas. For more information, please visit <http://vtos.esrt.vn>

Hospitality Division

-  Front Office Operations
-  Housekeeping Operations
-  Food & Beverage Service
-  Food Preparation

Travel Division

-  Travel and Tour Operations
-  Tour Guiding

Specialist areas

-  Hotel Management
-  On-site Tour Guiding
-  Small Accommodation Operations
-  Tourist Boat Service



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